

1. CALL TO ORDER AND ROLL CALL
2. THE PLEDGE OF ALLIGENCE
3. CONSIDERATION OF AGENDA
4. COMMUNITY & SCHOOL RECOGNITION
  - 4.1. Three Rivers Park District
5. CONSENT AGENDA
  - 5.1. Approval of the Regular Meeting Minutes of November 18th, 2024
  - 5.2. Regular Personnel Items
  - 5.3. Consideration of Monthly Expenditures & Wire Transfers
6. INFORMATIONAL ITEMS
  - 6.1. Superintendent Report
    - 6.1.1. Worker's Compensation MOU
  - 6.2. Executive Director Updates
    - 6.2.1. Teaching & Learning - Melissa Knettel
    - 6.2.2. Special Services - Hayley Etnier
    - 6.2.3. Business Services - Nichole Schmidt
    - 6.2.4. Human Resources - Dr. Julie Williams
      - 6.2.4.1. Seniority List—SWMEA
  - 6.3. Board Committee Reports
    - 6.3.1. Executive Committee
    - 6.3.2. Finance and Facilities Committee
    - 6.3.3. Policy Committee
    - 6.3.4. Community Engagement Committee
    - 6.3.5. Other Committees and School/Program Celebrations
      - 6.3.5.1. CIT Presentation on Aligned Strategic Plan Work: 401 Building
7. ACTION ITEMS & RESOLUTIONS
  - 7.1. Set Board Meeting Dates and Committee Meetings
  - 7.2. Policies
    - 7.2.1. Policy 101: Legal Status of the School District
    - 7.2.2. Policy 101.1: Name of the School District
    - 7.2.3. Policy 102: Equal Educational Opportunity
    - 7.2.4. Policy 103: Complaints-Students, Employees, Parents, Other Persons
    - 7.2.5. Policy 104: School District Mission Statement
    - 7.2.6. Policy 401: Equal Employment Opportunity
    - 7.2.7. Policy 402: Disability Nondiscrimination Policy
    - 7.2.8. Policy 403: Discipline, Suspension and Dismissal of School District Employees
    - 7.2.9. Policy 404: Employment Background Checks
    - 7.2.10. Policy 405: Veteran's Preference
    - 7.2.11. Policy 406: Public and Private Personnel Data

- 7.2.12. Policy 407: Employee Right to Know-Exposure to Hazardous Substances
- 7.2.13. Policy 408: Subpoena of a School District Employee
- 7.2.14. Policy 409: Employee Publications, Instructional Materials, Inventions and Creations
- 7.2.15. Policy 410: Family and Medical Leave Policy
- 7.2.16. Policy 412: Expense Reimbursement
- 7.2.17. Policy 415: Mandated Reporting of Maltreatment of Vulnerable Adults
- 7.2.18. Policy 416: Drug, Alcohol and Cannabis Testing
- 7.2.19. Policy 417: Chemical Use and Abuse
- 7.2.20. Policy 419: Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices and Electronic Delivery Devices, Vaping Awareness and Prevention Instruction
- 7.2.21. Policy 420: Student and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
- 7.2.22. Policy 421: Gifts to Employees and School Board Members
- 7.2.23. Policy 422: Policies Incorporated by Reference
- 7.2.24. Policy 423: Employee-Student Relationships
- 7.2.25. Policy 424: License Status
- 7.2.26. Policy 426: Nepotism in Employment
- 7.2.27. Policy 427: Workload Limits for Certain Special Education Teachers
- 7.2.28. Policy 470: Employee use of Social Media
- 7.2.29. Policy 507.5: School Resource Officers
- 7.2.30. Policy 513: Student Promotion, Retention and Program Design
- 7.2.31. Policy 519: Interviews of Students by Outside Agencies
- 7.2.32. Policy 601: School District Curriculum and Instruction Goals
- 7.2.33. Policy 606: Textbooks and Instructional Materials
- 7.2.34. Policy 616: School District System Accountability
- 7.2.35. Policy 621: Literacy and the READ Act
- 7.2.36. Policy 709: Student Transportation and Safety Policy
- 7.2.37. Policy 712: Video Surveillance Other Than on Buses

7.3. Donations

8. DISTRICT REPORTS

9. UPCOMING EVENTS

9.1. Policy Committee Meeting (12.23.25 @ 12pm)

9.2. Finance and Facilities Committee Meeting (1.6.26 @ 12pm)

9.3. Executive Committee Meeting (1.13.26 @ 12pm)

9.4. Community Engagement Committee (1.20.26 @ 12pm)

9.5. School Board Meeting (1.20.26 @ 5:30pm)

10. ADJOURN

**SWMetro Board of Education Meeting Minutes: November 18, 2025 | 5:30 p.m.  
4601 Dean Lakes Blvd Shakopee, MN 55379**

**1. Call to Order**

The meeting was called to order by Kristi Peterson at 5:33 *p.m.* A quorum was established.

**Present:**

- Kelly Amott
- Adam Bjorkland
- Angela Erikson
- Dennis Havilcek
- Cindy Flicek
- Dr. Jeff Horton
- Tracy O'Brien
- Jessica Olstad
- Corinne Hennen
- Emily Perlbachs
- Kristi Peterson
- Erika Shulz

**Absent:**

Deb Pauly (Corinne Hennen Board Alternate)

**Also Present:**

- Hayley Entnier
- Melissa Knettel
- Nichole Schmidt
- Julie Williams
- Superintendent Ranae Case Evenson
- Wright Braudt- Director of Communications
- Kirsten Mroczkowski- Executive Assistant

**2. Pledge of Allegence**

**3. Consideration of Agenda**

A motion was made by Dennis Havileck and seconded by Angela Erickson

Approved 10-0

**4. Community and School Recognition**

Resource Rockstars - Staff members demonstrating excellence in using curriculum materials to enrich classroom instruction and enhance student learning experiences.

In her remarks, Executive Director of Teaching and Learning Melissa Knettel honored staff for their outstanding commitment to bringing curriculum to life in engaging, meaningful ways that reach every learner. She highlighted how their creativity, dedication, and leadership set a powerful example for colleagues across the district, strengthening the learning experience for all students.

## **5. Consent Agenda**

A motion to approve the consent agenda was made by Erika Schulz and seconded by Kelly Ammott

Approved 11-0.

5.1 Approval of the Regular Meeting Minutes of October 21st, 2025

5.2 Regular Personnel Items

5.3 Consideration of Monthly Expenditures & Wire Transfers

## **6. Informational Items**

6.1. Superintendents Report

Dr. Horton reflected on his recent listening sessions and shared a student presentation, highlighting both the district's strengths and areas for growth. He expressed how impressed he was with students' personable skills and their ability to clearly articulate their thoughts—a testament to their teachers and the learning environment. In response to a question from Board Member, Jessica Olstad about whether realistic suggestions from the sessions could be implemented, Dr. Horton noted that some improvements are already being explored, including potential facility changes such as moving toward a single-level building and expanding access to home-education settings.

6.2 Executive Directors Updates

Teaching and Learning- Melissa Knettel highlighted the successful completion of relicensure week and recent professional development efforts, including paraeducator training for the READ Act. She also recognized Stephanie Erikson for her hard work and dedication in organizing and supporting these initiatives.

2. Special Services- Hayley Etnier - Hayley Etnier shared her impressions from a recent visit to the 401 building, highlighting the warm and welcoming atmosphere in the lunchroom. She specifically recognized staff member Jodi for creating such a friendly environment that positively impacts students and visitors alike.

3. Business Services- Nichole Schmidt reported that the fiscal audit is still in progress, including a review of Special Education revenue, with a draft expected for the December meeting. She also provided a facilities update, noting that all summer projects have been completed. Additionally, she shared that the Facilities Committee recently met with representatives from each building to discuss ongoing needs and priorities.

4. Human Resources- Dr. Julie Williams reported that Open Enrollment for health benefits is underway, with 55% of staff having completed the process so far. She expressed excitement about moving everyone onto the same plan and noted the positive feedback received. She also provided an update on STAR reporting and reminded the group that district notifications regarding Paid Leave will be issued on December 1st.

Board Member Kelly Amott asked how SWMetro manages substitute coverage. Julie explained that the model typically includes more than one teacher in the classroom, which helps support staffing needs, and noted that they will continue to monitor notifications related to state and family leave. She also assured Board Member Dennis Havileck that all international teachers have successfully arrived.

### 6.3 Board Committee Reports

#### 6.3.1 Executive Committee

This month's committee work centered around Morristown

#### 6.3.2 Finance and Facilities Committee

Discussions were centered on three main topics, progress on joint powers agreement, consultation with legal counsel and workman's comp as it relates to compensation and financial allocations. Dr. Horton also gave an update on listening sessions.

#### 6.2.3 Policy Committee

The committee reviewed 100-400. Policy numbers after 400 were reviewed and aligned with MSBA changes.

1. 1. Policy 101: Legal Status of School District
2. 2. Policy 101.1: Name of the the School District
3. Policy 102: Equal Educational Opportunity
4. Policy 103: Complaints-Students, Employees, Parents, Other Persons
5. Policy 104: School District Mission Statement
6. Policy 401: Equal Employment Opportunity
7. Policy 402: Disability Non-Discrimination Policy
8. Policy 403: Discipline, Suspension and Dismissal of School District Employees
9. Policy 404: Employment Background Checks
10. Policy 406: Public and Private Personnel Data
11. Policy 407: Employee Right to Know- Exposure to Hazardous Substances

12. Policy 408: Subpoena of a School District Employee
13. Policy 409: Employee Publications, Instructional Materials, Inventions and Creations
14. Policy 410: Family and Medical Leave Policy
15. Policy 412: Expense Reimbursements
16. Policy 415: Mandated Reporting of Maltreatment of Vulnerable Adults
17. Policy 416: Drug and Alcohol and Cannabis Testing
18. Policy 417: Chemical Use and Abuse
19. Policy 419: Tobacco-Free Environment; Possession and use of Tobacco, Tobacco Related Devices, and Electronic Delivery Devices, Vaping Awareness and Prevention Instruction
20. Policy 420: Student and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
21. Policy 421: Gifts to Employees and School Board Members
22. Policy 422: Policies Incorporated by Reference
23. Policy 423: Employee-Student Relationships
24. Policy 424: License Status
25. Policy 426: Nepotism in Employment
26. Policy 427: Workloads Limits for Certain Special Education Teachers
27. Policy 470: Employee Use of Social Media
28. Policy 507.5: School Resource Officers
29. Policy 513: Student Promotion, Retention and Program Design
30. Policy 519: Interviews of Students by Outside Agencies
31. Policy 601: School District Curriculum and Instruction Goals
32. Policy 606: Textbooks and Instructional Materials
33. Policy 616: School District Accountability
34. Policy 621: Literacy and the READ Act
35. Policy 709: Student Transportation Safety Policy
36. Policy 712: Video Recording Other Than on Buses

#### 6.2.4 Community Engagement Committee

It was shared that representatives attended the Chaska Mayor's Luncheon today, where they heard updates about upcoming building projects and the continued growth within the community.

#### Labor Management Committee-

The committee discussed ongoing efforts to strengthen the enrollment process, ensure alignment between student IEPs and program handbooks, address needed repairs, reinforce de-escalation practices, and identify the next steps to continue improving support for students and staff.

## 6.2.5 Other Committees and School/Program Celebrations

The CIT presentation highlighted aligned strategic plan work at St. Boni and East Union. Key initiatives included STEM integration, with Kinley demonstrating how she used coding to create her own song, and CKLA learning led by Kristen Johnson, showing READ Act implementation and how teachers creatively extend themes across the curriculum, including science. Student and staff shout-outs were shared to recognize achievements. The presentation also covered continuous improvement goals with a focus on literacy, starting with low-risk students first and Elevate Online is utilized to support high-performing students. Director Johnson also spoke about MTSS implementation. Board Member Kristi Peterson remarked how helpful it was to see this data presented and Board Member Angela Erikson emphasizing that all data is valuable in guiding growth and informing next steps.

## 7.0 Action Items and Resolutions

### 7.1 SWMetro School Calendar 2026-2027

A motion to approve the action item was made by Dennis Havileck seconded by Kelly Amott

Approved 11-0

### 7.2 SWMetro Language Access Plan

A motion to approve the action item was made by Jessica Olstdad seconded by Erika Shulz

Approved 11-0

### 7.3. Donations

The motion passed by unanimous roll call vote.

## 8.0 District Reports

## 9.0 Upcoming Events

9.1 Policy and Committee Meeting (11/25/25 @ 12 pm)

9.2 Finance and Facilities Committee Meeting (12/2/2025 @ 12pm)

9.3 Executive Committee Meeting (12/09/2025 @ 12pm)

9.4 Community Engagement Committee (12/16/2025 @ 12pm)

9.5 School Board Meeting (12/16/2025 @ 5:30pm)

## **10.0 Adjourn**

A motion to adjourn the Governing Board Meeting was made by Dennis Havlicek and seconded by Tracy O'Brien.

Approved 11-0

Adjourned at 7:23pm

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### **Minutes Prepared by:**

Kirsten Mroczkowski

Executive Assistant

SouthWest Metro Intermediate District 288

**Regular Personnel Item****New Hires:**

Name	Assignment	Start Date	Lane	Step	Rate of Pay Annually	FT E	Replacement or New	Who is Leaving/ Justification for New
Dague, Dazmayn	Paraeducator	11/17/2025	B-22	1	\$26,311.74	1.0	New	New position for 1:1 para
Free-Gould, Alycia	Paraeducator	12/08/2025	B-22	1	\$26,311.74	1.0	Replacement	Replacement for Rebecca Schmitz
Greenwald, Kristin	Paraeducator	11/19/2025	B-22	4	\$28,502.25	1.0	Replacement	Replacement for Sophia Summers

**Position Changes:**

Name	Previous Assignment	New Assignment	Effective Date	Rate of Pay Annually	Lane	Step	FTE	Justification
Magnus, Carolyn	Information Systems Specialist	Network Assistant	11/17/2025	\$73,400.00	B-24	-	1.0	Position Change

**Resignations/Retirements/Terminations:**

Name	Effective Date	Position	Reason
Meyer, Jessica	11/18/2025	Teacher, 401 Passages	Termination
Pieper, Eli	11/26/2025	Custodian, St Boni & EU	Resignation
Burmeister, Alisha	12/5/2025	Paraprofessional, 401 Ascent	Resignation
Lake, Cassey	12/19/2025	Teacher, TCU	Resignation
Terwedo, Deb	12/5/2025	Paraprofessional, 401 Ascent	Resignation
Naroun, Fatma	12/12/2025	Paraprofessional, 401 Oasis	Resignation
Hellweg, Marilyn	12/19/2025	Third Party Billing Specialist, Business Office	Retirement

## AP Check Register

AP Run: 11.7.25 FY26 SM — Post Date: 2025-11-07 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/11/2025	205270	Check	AT&T Mobility			205.10
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
287355926157X1103 2025	WIRELESS SVC 9.26.25-10.25.25	11/06/2025	205.10			
				<i>01 E 005 715 342 320 000</i>	205.10	
11/11/2025	205271	Check	Aviben			933.29
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
38506 & 38848 & 39207	Aug, Sept, Oct 403(b) Admin & Compliance Service Monthly Fee	10/01/2025	700.84			
				<i>01 E 005 105 000 305 619</i>	700.84	
39475	Nov 403(b) Admin & Compliance Service Monthly Fee	11/01/2025	232.45			
				<i>01 E 005 105 000 305 619</i>	232.45	
11/11/2025	205272	Check	Bethel University			11,620.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.20.25	Joshua Ask, Rira Bullecer and Arianna Lynch Fall Tuition Reimbursement	10/31/2025	11,620.00			
				<i>01 E 005 640 000 394 645</i>	11,620.00	
11/11/2025	205273	Check	Business Essentials			1,321.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
PRO-PRQ-715-1	Business Office Door Name Plate Inserts	11/07/2025	1,321.00			
				<i>01 E 005 810 000 401 619</i>	1,321.00	
11/11/2025	205274	Check	Centerpoint Energy			1,226.09
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT# 8000092967- 1	ACCT# 8000092967-1 8.22.25-10.07.25	11/07/2025	1,226.09			
				<i>01 E 005 810 000 440 619</i>	18.98	
				<i>01 E 010 810 000 440 619</i>	70.54	
				<i>01 E 021 810 000 440 619</i>	177.58	
				<i>01 E 401 810 000 440 619</i>	958.99	
11/11/2025	205275	Check	Centurylink			1,067.37
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT #334115008	10.19.25-11.18.25 ACCT #334115008 DEAN LAKES	11/07/2025	188.37			
				<i>01 E 005 810 000 320 619</i>	188.37	

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Check Date	Check Number	Payment Type	Name			Check Amount
11/11/2025	205275	Check	Centurylink			1,067.37
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT# 314196124	10.18.25-11.17.25 ACCT# 314196124 FAM CTR	11/07/2025	879.00			
				01 E 021 810 000 320 619	879.00	
11/11/2025	205276	Check	CENTURYLINK (2961)			124.46
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT #313595791	MONTHLY CHARGES 10.18.25-11.17.25	11/07/2025	124.46			
				01 E 401 810 000 320 619	124.46	
11/11/2025	205277	Check	Church Of St. Boniface			4,408.30
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
November 2026 Lease	FY26 Lease for classroom space - Lease \$4775 monthly, minus utilities - monthly payment \$4408.30	11/04/2025	4,408.30			
				01 E 010 810 000 570 000	4,408.30	
11/11/2025	205278	Check	Cintas			202.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
4236106125	Dust Mop Services for 401	11/07/2025	202.00			
				01 E 401 810 000 305 619	202.00	
11/11/2025	205279	Check	Cub Foods			112.72
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.6.25, 10.20.25	Monthly Life Skills Supplies for healthy food options for life skills cooking class	11/04/2025	112.72			
				01 E 011 402 740 433 402	112.72	
11/11/2025	205280	Check	Diversified Plumbing And Heating			221.96
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
44332	Plumbing repairs and maintenance	11/07/2025	221.96			
				01 E 401 810 000 350 619	221.96	
11/11/2025	205281	Check	Innovative Office Solutions			992.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
IN4916522	DLEC Supplies	11/07/2025	60.89			
				01 E 011 402 740 401 402	60.89	
IN4918924	Supplies	11/07/2025	136.27			
				01 E 011 402 740 401 402	68.13	
				01 E 034 408 740 433 000	68.14	

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SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/11/2025	205281	Check	Innovative Office Solutions			992.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
IN4919452	Office Supplies	11/07/2025	582.02			
				01 E 012 411 740 401 428	291.01	
				01 E 012 411 740 401 431	291.01	
IN4919453	Office Supplies	11/07/2025	185.04			
				01 E 012 408 740 401 428	92.52	
				01 E 012 411 740 401 431	92.52	
IN4972926	Window film	11/03/2025	27.78			
				01 E 010 402 740 401 431	13.90	
				01 E 010 408 740 401 428	13.88	
11/11/2025	205282	Check	Mangold Group, Llc			7,775.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
23874	Lawn care services	11/07/2025	1,165.00			
				01 E 401 810 000 350 619	1,165.00	
23979	Snow removal 401	11/07/2025	3,871.00			
				01 E 401 810 000 350 619	3,871.00	
23984	Snow removal service ECFC	11/07/2025	812.00			
				01 E 021 810 000 350 619	812.00	
24023	Snow removal service EUFC	11/07/2025	1,927.00			
				01 E 112 810 000 350 619	1,927.00	
11/11/2025	205283	Check	Mediacom			115.75
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT 8384921650090273	ST BONI NOV 2025	11/07/2025	115.75			
				01 E 010 810 000 320 619	115.75	
11/11/2025	205284	Check	Metronet Holdings Llc			6,708.19
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT 1621187	FIBER SPEED INTERNET & PHONE 10.28.25-11.27.25	11/06/2025	6,708.19			
				01 E 005 810 000 320 619	1,890.65	
				01 E 010 810 000 320 619	733.70	
				01 E 012 810 000 320 619	2,574.61	
				01 E 021 810 000 320 619	658.82	

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Check Date	Check Number	Payment Type	Name	Check Amount
11/11/2025	205284	Check	Metronet Holdings Llc	6,708.19
Invoice Number	Description	Invoice Date	Invoice Amount	Account
				01 E 401 810 000 320 619
				850.41
11/11/2025	205285	Check	MINNESOTA VALLEY ELECTIC COOPERATIVE	1,040.28
Invoice Number	Description	Invoice Date	Invoice Amount	Account
Acct# 774852013	Acct# 774852013 15655 CO RD 43 9.22.25 - 10.20.25	11/06/2025	541.79	
				01 E 112 810 000 330 619
				541.79
Acct. 288800813	Acct. 288800813 9.22.25 - 10.20.25 EAST UNION MONTHLY ELECTRIC	11/06/2025	498.49	
				01 E 112 810 000 330 619
				498.49
11/11/2025	205286	Check	Mn Department Of Health	1,135.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
FBL-14763-39009	FY26 License Renewal Fee - RVEC	11/07/2025	1,135.00	
				01 E 012 790 000 820 618
				1,135.00
11/11/2025	205287	Check	MN Department of Labor & Industry	290.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
ALR0182490X	Elevator permits	11/07/2025	290.00	
				01 E 005 810 000 305 619
				290.00
11/11/2025	205289	Check	MSU Mankato	337.33
Invoice Number	Description	Invoice Date	Invoice Amount	Account
17145675	Fall 2025 SPED Pipeline Student Tuition Reimbursement - Andria Lukoskie Fees	10/31/2025	337.33	
				01 E 005 640 000 394 645
				337.33
11/11/2025	205290	Check	Nami Minnesota	250.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
10.02.25	Suicide Prevention Training - Nov 4th (QPR)	11/06/2025	250.00	
				01 E 005 610 000 366 619
				250.00
11/11/2025	205291	Check	Regents Of The University Of Minnes	19,250.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
0290083208	Mn Principals Academy - Mankato Cohort - 1st Half 6 special ed = HE, KH, KJ, DP, TT, LW = \$1,750 each 5 gen ed = AJ, MK, BL, JN, JW = \$1,750 each	11/06/2025	19,250.00	
				01 E 005 420 740 366 000
				10,500.00

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SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name	Check Amount
11/11/2025	205291	Check	Regents Of The University Of Minnes	19,250.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
			01 E 005 640 000 366 619	8,750.00
11/11/2025	205292	Check	Sams Club	72.49
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
Interest Fee	SEPT25, Life Skills Cooking Class - Transitions		11/07/2025 10.42	
			01 E 830 402 740 433 402	10.42
Late/Interest Fees	OCT25, culinary arts supplies		11/07/2025 62.07	
			01 E 401 365 830 430 331	62.07
11/11/2025	205293	Check	School Specialty	307.64
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
308104819946	Art supplies for 401 SPED programs from School Specialty		11/07/2025 307.64	
			01 E 014 408 740 433 425	307.64
11/11/2025	205294	Check	Scott County Health And Human Services	662.04
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
11.03.25	Late Property Taxes		11/07/2025 662.04	
			01 E 005 810 000 896 619	662.04
11/11/2025	205295	Check	Shakopee Public Utilities Commissio	579.50
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
ACCT 128708003	DEAN LAKES WATER, ACCT #8003 8.8.25-9.3.25		10/15/2025 579.50	
			01 E 005 810 000 330 619	579.50
11/11/2025	205296	Check	Temp Social Work	4,946.40
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
Invoice #7976	Invoice #7976		11/05/2025 4,946.40	
			01 E 012 408 740 394 421	4,946.40
11/11/2025	205297	Check	U.S. Bank Equipment Finance	181.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b> <b>Invoice Amount</b> <b>Account</b>	<b>Amount</b>
566733259	JAF Copier ID#135415 IM C3000 Color Copier - Serial# 3109r900137		11/07/2025 145.00	
			01 E 865 211 000 335 000	145.00

## AP Check Register

AP Run: 11.7.25 FY26 SM — Post Date: 2025-11-07 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/11/2025	205297	Check	U.S. Bank Equipment Finance			181.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
567229323	NOV 2025 BUFFALO LAKESIDE ACADEMY LT COPER LEASE	11/07/2025	36.00			
				01 E 864 408 740 335 000	36.00	
11/11/2025	205298	Check	Wells Fargo Vendor Fin Serv			2,066.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
5036225105	CONTRACT #450-0110748-000 10.10.25-11.09.25	11/07/2025	2,066.00			
				01 E 005 105 000 335 619	258.25	
				01 E 005 108 000 335 619	258.25	
				01 E 010 408 740 335 428	129.13	
				01 E 010 411 740 335 431	129.12	
				01 E 011 402 740 335 402	516.50	
				01 E 014 408 740 335 426	258.25	
				01 E 864 408 740 335 000	258.25	
				04 E 005 520 322 335 000	258.25	
11/11/2025	9000020059	ACH	CESO Finance, LLC			3,310.11
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
3579	Communications Support	11/07/2025	310.11			
				01 E 005 107 000 305 619	310.11	
3732	25-26 Communications Support 11.01.25	11/07/2025	3,000.00			
				01 E 005 107 000 305 619	3,000.00	
11/11/2025	9000020060	ACH	Curbside Lawn Care & Irrigation, Inc.			400.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
317891	Irrigation maintenance and lawn fertilization	11/07/2025	400.00			
				01 E 005 810 000 350 619	400.00	
11/11/2025	9000020061	ACH	Teachers on Call			5,523.78
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
Invoice #5612006781	Invoice #5612006781 10.30.2025	11/05/2025	5,523.78			
				01 E 005 640 000 305 646	380.80	
				01 E 011 400 000 307 402	632.40	
				01 E 011 402 740 307 402	614.18	
				01 E 011 411 740 307 402	1,383.80	

## AP Check Register

AP Run: 11.7.25 FY26 SM — Post Date: 2025-11-07 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name	Check Amount	
11/11/2025	9000020061	ACH	Teachers on Call	5,523.78	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
				01 E 013 400 000 307 402	142.80
				01 E 013 411 740 307 402	51.00
				01 E 014 400 000 307 426	285.60
				01 E 020 211 000 305 000	448.80
				01 E 021 211 000 305 000	482.80
				01 E 034 408 740 307 000	81.60
				01 E 877 400 000 307 402	326.40
				04 E 005 520 322 305 000	693.60
				<b>Total:</b>	<b>77,384.80</b>

### 11.7.25 FY26 SM Summary

Type	Count	Amount
Regular Checks:	28	68,150.91
ACH Checks:	3	9,233.89
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>31</b>	<b>77,384.80</b>

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/18/2025	205307	Check	American Recycling			460.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
AMRE24983031	401 E-Recycling Pickup Of: about x25 Chromebooks, ~x10 free-standing Battery Backup Systems, ~x12 Desktop Computers, ~x6 flat screen Monitors, x2 boxes of video and sound cards, x2 soundbars/subwoofers, x2 microwaves, x1 dishwasher, x1 dehumidifer, ~x2 tabletop printers and x7 flat panel TVs, x1 Full-sized Refrigerator	11/03/2025	460.00			
				<i>01 E 005 108 000 350 619</i>	460.00	
11/18/2025	205308	Check	Aspen Waste Systems Inc.			909.05
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
S1-421849-110125	NOV 25 TRASH SERVICE	11/01/2025	909.05			
				<i>01 E 005 810 000 330 619</i>	909.05	
11/18/2025	205309	Check	Bethel University			4,648.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
Erin Johnson Fall	Erin Johnson Fall 2025 Tuition SPED 617, SPED655	11/14/2025	4,648.00			
				<i>01 E 005 640 000 394 645</i>	4,648.00	
11/18/2025	205310	Check	Business Essentials			1,765.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
QE-QT-86414-1	DLEC Copy Paper Order	11/14/2025	1,765.00			
				<i>01 E 005 110 000 401 619</i>	1,765.00	
11/18/2025	205311	Check	CST			9,100.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
7110	October 2025- ALC and CTE shuttles between 401 and DL	11/14/2025	9,100.00			
				<i>01 E 020 760 000 360 000</i>	9,100.00	
11/18/2025	205312	Check	Cub Foods			278.18
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.13.25	OCT25, culinary arts supplies	11/14/2025	101.95			
				<i>01 E 401 365 830 430 331</i>	101.95	
10.21.25	Pride October 2025 Cub Foods Outing	11/14/2025	45.92			
				<i>01 E 013 408 740 401 440</i>	45.92	

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/18/2025	205312	Check	Cub Foods			278.18
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.21.25	OCT25, culinary arts supplies	11/14/2025	54.40	01 E 401 365 830 430 331	54.40	
10.29.25	Pride October 2025 Cub Foods Outing	11/14/2025	45.95	01 E 013 408 740 401 440	45.95	
11.11.25	Life Skills class with a monthly budget for up to \$100, for our healthy cooking recipes. We will be cooking once a week for the school year. Beginning this month (October) through May.	11/14/2025	29.96	01 E 011 402 740 433 402	29.96	
11/18/2025	205313	Check	Culligan Bottled Water			537.15
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
114x05667601	ACCT 114-10092500-6 ST BONI BOTTLED WATER RENTAL NOV 2025	10/31/2025	212.55	01 E 010 810 000 305 619	212.55	
114X05671108	ACCT 114-10095859-3 401 BOTTLED WATER RENTAL NOV 2025	10/31/2025	311.25	01 E 401 810 000 305 619	311.25	
114X05713603	ACCT 114-10128148-2 401 BOTTLED WATER RENTAL NOV 2025	10/31/2025	13.35	01 E 401 810 000 305 619	13.35	
11/18/2025	205314	Check	Culligan Ultrapure of Waseca			91.27
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
56163303-10312025	WATER COOLER RENTAL - WASECA	10/31/2025	91.27	01 E 829 810 000 305 426	91.27	
11/18/2025	205315	Check	Expired Medical Supplies			384.50
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11.5.25	Medical career supplies see invoice. We already picked up these supplies. Brandy approved this.	11/14/2025	384.50	01 E 401 321 830 401 321	384.50	
11/18/2025	205316	Check	Gallagher Benefit Services, Inc.			250.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
2025048087	Invoice #2025048087 11.10.2025	11/10/2025	250.00	01 E 005 105 000 312 619	250.00	

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/18/2025	205318	Check	H & J Electric, Llc			1,354.94
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
7147	District Wide Electrical Maintenance Work	11/14/2025	1,354.94			
				<i>01 E 005 810 000 350 619</i>	1,354.94	
11/18/2025	205320	Check	Jordan Ace Hardware			34.35
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.4.25	Maintenance supplies	11/14/2025	15.99			
				<i>01 E 012 810 000 401 619</i>	15.99	
11.10.25	Maintenance supplies	11/14/2025	18.36			
				<i>01 E 012 810 000 401 619</i>	18.36	
11/18/2025	205321	Check	Kennedy and Graven Chartered			1,696.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
190509	October legal services	11/10/2025	1,696.00			
				<i>01 E 005 110 000 305 619</i>	1,696.00	
11/18/2025	205322	Check	Metro Elevator, Inc.			205.11
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV-32028-X5L1	Elevator service for ECFC monthly	10/01/2025	205.11			
				<i>01 E 021 810 000 350 619</i>	205.11	
11/18/2025	205323	Check	Mn Peip			202,177.12
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1568849	Invoice #1568849 December 2025	11/10/2025	202,177.12			
				<i>01 L 215 221</i>	202,177.12	
11/18/2025	205324	Check	Pivotalogic, Inc			1,976.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
16166	DATA BACKUP/RECOVERY SERVICES - OCT 2025	11/01/2025	1,976.00			
				<i>01 E 005 108 000 319 619</i>	1,976.00	
11/18/2025	205325	Check	Premium Waters, Inc.			100.96
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
612797-10-25	ACCT 612797 EQUIP RENTAL - WTR COOLER Nov 2025	10/31/2025	68.00			
				<i>01 E 401 810 000 305 619</i>	68.00	

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/18/2025	205325	Check	Premium Waters, Inc.			100.96
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
616604-10-25	ACCT 616604 EQUIP RENTAL - WTR COOLER EAST CREEK Nov 2025	10/31/2025	32.96			
				01 E 021 810 000 305 619	32.96	
11/18/2025	205326	Check	Risk Administration Services, Inc.			12,136.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
3796705	Work Comp Policy 2025-2026	11/11/2025	12,136.00			
				01 E 005 110 000 270 619	12,136.00	
11/18/2025	205327	Check	Scott County Treasurer			662.04
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11.03.25	2025 Tax Payable and Late Fee - Parcel 273990020	11/03/2025	662.04			
				01 E 005 110 000 305 619	49.04	
				01 E 005 810 000 896 619	613.00	
11/18/2025	205328	Check	Stamps.Com, Inc			312.45
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
STA-11412-604728	MONTHLY SVC FEES NOV 2025	11/01/2025	312.45			
				01 E 010 408 740 329 428	11.25	
				01 E 010 411 740 329 431	11.24	
				01 E 011 420 740 329 000	22.49	
				01 E 012 420 740 329 000	22.49	
				01 E 021 211 000 329 000	22.49	
				01 E 829 408 740 329 426	11.25	
				01 E 830 402 740 329 402	11.24	
				01 E 830 402 740 401 402	200.00	
11/18/2025	205329	Check	Tee Jay North, Inc.			350.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
54593	C6 Exterior Door Switch, Automatic/Off/Hold Open Rocker	11/14/2025	350.00			
				01 E 005 810 000 350 619	350.00	
11/18/2025	205330	Check	Waste Management			4,565.48
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
NOV 2025	SERVICES FOR ACCOUNTS:	11/05/2025	4,565.48			

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	205330	Check	Waste Management	4,565.48
Invoice Number	Description	Invoice Date	Invoice Amount	Account
	2-15274-23009			
	7-19639-53003			
	7-21999-13002			
	17-42727-13006			
			01 E 010 810 000 330 619	724.42
			01 E 012 810 000 330 619	1,043.02
			01 E 021 810 000 330 619	683.46
			01 E 401 810 000 330 619	2,114.58
11/18/2025	205331	Check	Wells Fargo Vendor Fin Serv	817.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
5036353091	CONTRACT #450-0102144-000 11.10.25 - 12.09.25	10/25/2025	817.00	
			01 E 005 108 000 335 619	817.00
11/18/2025	205332	Check	Wold Architects And Engineers	39,004.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account
8766	2026 Dean Lakes Auto Addition - October fixed fee	11/14/2025	39,004.40	
			01 E 005 810 000 305 619	39,004.40
11/18/2025	9000020413	ACH	Advanced Productivity Computing, Inc.	675.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
28016	Access Point Cable Repair From Student Damage in ASCENT - 401 Building	11/14/2025	675.00	
			01 E 005 108 000 315 619	675.00
11/18/2025	9000020414	ACH	Create Labs Ventures Inc	40,573.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account
SWM090825002	Final Payment - 3/3 - AI Software Development	11/14/2025	40,573.00	
			01 E 005 400 000 398 512	40,573.00
11/18/2025	9000020415	ACH	Precision Human Resources Solutions, Inc.	10,068.42
Invoice Number	Description	Invoice Date	Invoice Amount	Account
Invoice #2011136991	Invoice #2011136991	11/13/2025	2,380.00	
			01 E 010 411 740 307 431	2,380.00
Invoice #2100036989	Invoice #2100036989	11/13/2025	3,435.70	
			01 E 012 411 740 307 421	626.28

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/18/2025	9000020415	ACH	Precision Human Resources Solutions, Inc.			10,068.42
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
				01 E 013 411 740 307 431	1,899.92	
				01 E 014 408 740 307 440	909.50	
Invoice #2100037091	Invoice #2100037091	11/13/2025	2,348.72			
				01 E 013 411 740 307 431	1,865.92	
				01 E 014 408 740 307 440	482.80	
Invoice #2100037093	Invoice #2100037093	11/13/2025	1,904.00			
				01 E 010 411 740 307 431	1,904.00	
11/18/2025	9000020416	ACH	Soliant Health, LLC			20,255.30
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1159	BlazerWorks invoice #1159 October 16, 2025	11/14/2025	2,120.64			
				01 E 263 401 000 394 000	2,120.64	
1432	BlazerWorks invoice #1432 October 31, 2025 Period end 10/19/25	11/14/2025	4,489.12			
				01 E 263 401 000 394 000	2,113.12	
				01 E 263 420 000 394 000	2,376.00	
1525	BlazerWorks invoice #1525 October 31, 2025	11/14/2025	7,509.44			
				01 E 263 401 000 394 000	3,549.44	
				01 E 263 420 000 394 000	3,960.00	
1684	BlazerWorks invoice #1684 October 31, 2025 Period end 11/07/25	11/14/2025	6,136.10			
				01 E 263 401 000 394 000	2,176.10	
				01 E 263 420 000 394 000	3,960.00	
11/18/2025	9000020417	ACH	Teachers on Call			3,315.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
Invoice #5612214677	Invoice #5612214677 dated 11.6.2025	11/11/2025	3,315.00			
				01 E 011 402 740 307 402	81.60	
				01 E 011 411 740 307 402	731.00	
				01 E 012 402 740 307 431	652.80	
				01 E 012 411 740 307 441	326.40	
				01 E 013 411 740 307 440	285.60	
				01 E 014 408 740 307 425	380.80	
				01 E 020 211 000 305 000	115.60	

## AP Check Register

AP Run: 11.14.25 AP SM — Post Date: 2025-11-14 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name	Check Amount	
11/18/2025	9000020417	ACH	Teachers on Call	3,315.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
				<i>04 E 005 520 322 305 000</i>	<i>741.20</i>
<b>Total:</b>					<b>358,701.72</b>

### 11.14.25 AP SM Summary

Type	Count	Amount
Regular Checks:	24	283,815.00
ACH Checks:	5	74,886.72
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>29</b>	<b>358,701.72</b>

## AP Check Register

AP Run: 11.21.25 AP SM — Post Date: 2025-12-31 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205333	Check	AT&T Mobility			3,087.87
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
287299486041X1103 2025	WIRELESS SVC 9.26.25-10.25.25	10/25/2025	3,087.87			
				<i>01 E 005 715 342 320 000</i>	3,087.87	
11/25/2025	205334	Check	Centerpoint Energy			716.66
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT 6403377398-3	10.4.25 - 11.4.25 ACCT 6403377398-3 15655 COUNTY RD 43, CARVER	11/06/2025	716.66			
				<i>01 E 112 810 000 330 619</i>	716.66	
11/25/2025	205335	Check	Centurylink			823.56
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT 333310095	NOV 2025 ACCT 333310095 PRODUCT ID: 952-445-3782	11/07/2025	163.09			
				<i>01 E 005 810 000 320 619</i>	163.09	
ACCT 333606098	NOV 2025 ACCT 333606098 PRODUCT ID: F94-179-4397	11/01/2025	556.88			
				<i>01 E 005 810 000 320 619</i>	556.88	
ACCT 333617527	NOV 2025 ACCT 333617527 PRODUCT ID: 952-403-2670	11/01/2025	103.59			
				<i>01 E 005 810 000 320 619</i>	103.59	
11/25/2025	205336	Check	City Of Jordan			789.68
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
ACCT 01-00004445-00-2	100 Hope Ave. - Water & Sewer 9.29.25-10.28.25	11/13/2025	789.68			
				<i>01 E 012 810 000 330 619</i>	789.68	
11/25/2025	205338	Check	Dorglass, Inc.			4,638.50
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
67706	Replace windows at 401 damaged by student	11/19/2025	4,638.50			
				<i>01 E 401 810 000 350 619</i>	4,638.50	
11/25/2025	205339	Check	Flipnode Llc			660.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV-223893	Yodeck Yearly Renewal Plan - 5 Devices	10/29/2025	660.00			
				<i>01 E 005 108 000 405 619</i>	660.00	

## AP Check Register

AP Run: 11.21.25 AP SM — Post Date: 2025-12-31 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205340	Check	Frontier			400.29
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
NOV 2025	ACCT 651-110-2285-021815-7 ACCT 952-492-3880-021815-7		11/04/2025	400.29		
					<i>01 E 012 810 000 320 619</i>	400.29
11/25/2025	205341	Check	Hillyard Inc./Hutchinson			6,119.99
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
605989964	Custodial supplies Dean Lakes		10/30/2025	5,622.23		
					<i>01 E 005 810 000 401 619</i>	5,622.23
605996917	Custodial supplies Dean Lakes		10/30/2025	279.28		
					<i>01 E 005 810 000 401 619</i>	279.28
606001922	Custodial supplies for 401		10/30/2025	218.48		
					<i>01 E 401 810 000 401 619</i>	218.48
11/25/2025	205342	Check	Home Depot Credit Services			207.13
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
11.17.25	NOV25, Custodial Maintenance Supp-P.Travis		11/17/2025	103.85		
					<i>01 E 401 810 000 350 619</i>	103.85
11.18.25-	NOV25, Custodial Maintenance Supp-P.Travis		11/18/2025	103.28		
					<i>01 E 401 810 000 350 619</i>	103.28
11/25/2025	205343	Check	IgnitED! Consulting, LLC			1,000.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
358	Ignited Consulting Foundations of PBIS 25-26		11/10/2025	1,000.00		
					<i>01 E 005 420 740 366 000</i>	750.00
					<i>01 E 005 640 000 366 619</i>	250.00
11/25/2025	205344	Check	Innovative Office Solutions			191.37
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
IN4982894	Misc. Supplies		11/13/2025	86.17		
					<i>01 E 011 402 740 401 402</i>	68.94
					<i>01 E 034 420 740 401 000</i>	17.23
IN4986009	Misc. Supplies		11/18/2025	27.78		
					<i>01 E 011 402 740 401 402</i>	22.22
					<i>01 E 034 420 740 401 000</i>	5.56

## AP Check Register

AP Run: 11.21.25 AP SM — Post Date: 2025-12-31 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205344	Check	Innovative Office Solutions			191.37
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
IN4987906	Supplies for Childcare	11/19/2025	77.42	04 E 005 570 000 401 000	77.42	
11/25/2025	205345	Check	Kennedy and Graven Chartered			5,035.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
189542	August 2025 legal services rendered	09/15/2025	5,035.00	01 E 005 110 000 110 619	5,035.00	
11/25/2025	205348	Check	McDowell Agency, Inc.			484.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
165546	Background Checks Invoice #165546	10/31/2025	484.00	01 L 215 224	484.00	
11/25/2025	205349	Check	Met-Con Construction, Inc.			1,570.65
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
38392	Install door closers on calm room doors at RVEC	10/29/2025	1,570.65	01 E 012 810 000 520 000	1,570.65	
11/25/2025	205350	Check	Metro Sales, Inc.			9,812.63
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV2904612	#155074 JORDAN, SERIAL 917R101187 BASE RATE 10.5.25-1.4.26 - \$652 USAGE 7.5.25-10.4.25 - \$256.21	10/03/2025	908.21	01 E 005 110 000 315 619	908.21	
INV2921908	#135308 BUFFALO CONTRACT BASE RATE 10.28.25-10.27.26	10/27/2025	240.00	01 E 877 408 740 335 000	240.00	
INV2936478	Move Charge for #155503	11/11/2025	550.00	01 E 005 110 000 315 619	550.00	
INV2938293	#135415 JAF BASE 11.19.25-2.18.26 USAGE 8.19.25-11.18.25	11/13/2025	591.90	01 E 865 211 000 335 000	591.90	
INV2943007	#146535, #146544, #148023, #148340, #148295 BASE 11.24.25-2.23.26 USAGE 8.24.25-11.23.25	11/19/2025	7,522.52	01 E 005 110 000 335 619	1,171.40	

## AP Check Register

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SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205350	Check	Metro Sales, Inc.			9,812.63
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
				01 E 012 420 740 335 000	2,299.80	
				01 E 020 211 000 335 000	1,869.72	
				01 E 021 050 000 335 619	2,181.60	
11/25/2025	205351	Check	Minnesota Board Of Cosmetology			300.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.28.25	2026 Instructor CE Provider fee 150.00	10/28/2025	150.00			
				01 E 401 365 830 820 322	150.00	
10.28.25	Practioner CE approval fee 150.00 for year 2026 Please send check with attached invoice to MN Board of Cosmetology 1000 University Ave W Suite 100 St Paul MN 55104	10/28/2025	150.00			
				01 E 401 365 830 820 322	150.00	
11/25/2025	205352	Check	Minnesota Department of Health			1,585.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11.7.25	2026 License Renewal for Food Service	11/07/2025	1,585.00			
				01 E 012 810 000 820 619	1,585.00	
11/25/2025	205353	Check	Pitney Bowes			107.88
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1028492035	Ink for DLEC Meter	11/18/2025	107.88			
				01 E 005 110 000 401 619	107.88	
11/25/2025	205354	Check	R&r Machinery Moving Co			996.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
3085	Move paper cutter to scrap	11/07/2025	996.00			
				01 E 005 810 000 350 619	996.00	
11/25/2025	205355	Check	Radermacher's Super Valu			153.56
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10.9.25	Ingrediants for Hispanic Heritage activity and Indigenous Peoples day activity	10/09/2025	153.56			
				01 E 865 408 740 401 000	153.56	

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205357	Check	Sams Club			1,100.93
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
10365207871	OT - Sensory Need		11/05/2025	399.98		
					01 E 005 420 740 401 000	399.98
Oct25	OCT25, culinary arts supplies		10/30/2025	700.95		
					01 E 401 365 830 430 331	700.95
11/25/2025	205358	Check	Scan Air Filter, Inc.			2,118.44
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
165647 & 165648	RTU filters for DL and 401		11/04/2025	2,118.44		
					01 E 005 810 000 401 619	918.78
					01 E 401 810 000 401 619	1,199.66
11/25/2025	205359	Check	Sherwin Williams			159.15
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
01895128261125	District Wide Paint and Painting Supplies		11/14/2025	159.15		
					01 E 005 810 000 401 619	159.15
11/25/2025	205360	Check	SkillsUSA Inc.			64.00
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
M448742	4 Student state and national memberships 16.00 per person		10/31/2025	64.00		
					01 R 005 298 301 099 341	64.00
11/25/2025	205361	Check	Stericycle, Inc			1,183.16
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
8012588677	SHRED IT SVC TRIPS 10.16.25-11.5.25		11/18/2025	1,183.16		
					01 E 005 110 000 305 619	1,183.16
11/25/2025	205362	Check	Suburban Waste MN LLC			216.12
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
0001941641	EAST UNION TRASH DEC 2025		12/01/2025	216.12		
					01 E 005 810 000 330 619	216.12
11/25/2025	205363	Check	Tammy Taylors Nails Inc.			2,015.12
<b>Invoice Number</b>	<b>Description</b>		<b>Invoice Date</b>	<b>Invoice Amount</b>	<b>Account</b>	<b>Amount</b>
0801514-IN	Nail Powders monomer and nail polishes Please see attached quote		11/06/2025	2,015.12		
					01 E 401 365 830 433 322	2,015.12

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205364	Check	Temp Social Work			5,377.60
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
8001	Invoice #8001	11/11/2025	5,377.60			
				<i>01 E 012 408 740 394 421</i>	5,377.60	
11/25/2025	205365	Check	Tremco			5,111.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
30172250	Repair roof at ECFC	08/28/2025	5,111.00			
				<i>01 E 021 810 000 350 619</i>	5,111.00	
11/25/2025	205366	Check	Typing.Com Llc			360.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV-2113	typing.com Renewal 25-26	11/12/2025	360.00			
				<i>01 E 027 211 000 406 000</i>	360.00	
11/25/2025	205367	Check	U.S. Bank Equipment Finance			1,070.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
568384267	146535 148340 146544 148023 148295	11/07/2025	1,070.00			
				<i>01 E 005 110 000 335 619</i>	214.00	
				<i>01 E 012 420 740 335 000</i>	214.00	
				<i>01 E 020 211 000 335 619</i>	214.00	
				<i>01 E 021 050 000 335 619</i>	428.00	
11/25/2025	205368	Check	University Of St. Thomas			58,852.45
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
S1701822	Fall 2025 Tuition Costs for SPED Teacher Pipeline	11/21/2025	58,852.45			
				<i>01 E 005 640 000 394 645</i>	58,852.45	
11/25/2025	205369	Check	Wells Fargo Vendor Fin Serv			785.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
5036541274	ACCT 450-0122700-000 RVEC 10.5.25 - 11.4.25 COPIER 9173R101187	11/08/2025	785.00			
				<i>01 E 012 420 740 335 000</i>	785.00	

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	205370	Check	Wold Architects And Engineers			25,395.13
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
8768	2026 Morristown School Reno - fixed fee October (Big South Districts to Reimburse)	10/31/2025	25,395.13			
				01 E 005 810 000 305 619	25,395.13	
11/25/2025	205371	Check	Xcel Energy			6,752.66
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
952595918	Acct# 51-6236073-2 8801 Wildwood Ave. St. Boni 10.12.25-11.14.25	11/11/2025	817.59			
				01 E 010 810 000 330 619	817.59	
952831527	100 Hope Ave, Jordan Acct# 51-0010143010-7 9.13.25 - 11.10.25	11/12/2025	5,935.07			
				01 E 012 810 000 330 619	5,935.07	
11/25/2025	9000020418	ACH	Alexander, Stephanie A			337.82
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11.18.25	10.1.25-10.31.25 Mileage	11/18/2025	337.82			
				01 E 263 405 000 366 000	337.82	
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11FH-JYHV-9JQ3	1YQ3-HXL7-RD7F Fall Order	11/20/2025	618.11			
				01 E 005 420 740 401 000	587.20	
				01 E 020 720 000 401 619	30.91	
11JF-KVF4-76Q9	Focus MS	11/20/2025	449.63			
				01 E 012 411 740 401 441	368.69	
				01 E 012 411 740 433 441	80.94	
11MW-LKYK-1GWP	Medical Career supplies	11/20/2025	1,146.18			
				01 E 401 321 830 433 321	1,146.18	
11NW-4L3J-96H9	191P-P3HQ-4QWK laminating sheets, double faced tape, lysol spray, glue sticks, 3x3 post its, velcro dots	11/20/2025	84.66			
				01 E 829 408 740 401 426	28.19	
				01 E 830 402 740 401 402	56.47	

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account		Amount
11W1-WFVR-KQNM	To Help Organize the Clerical Billing of Child Care	11/20/2025	33.16			
				04 E 005 570 000 430 800		33.16
11YJ-V9F6-9QR9	Carrying case for Sonim radios	11/20/2025	95.70			
				01 E 005 718 342 401 000		95.70
136D-1LMW-PVD1	10/10/2025 Supplies for Employment class and WBL instruction	11/20/2025	115.04			
				01 E 011 402 740 433 402		115.04
13W1-PFVC-LD31	16KN-LWK6-MR14 11WR-NTDL-43DJ IT Various Supplies	11/20/2025	1,206.47			
				01 E 005 108 000 455 619		1,206.47
144T-WW9J-CP7X	Program supplies for Oasis	11/20/2025	247.78			
				01 E 012 408 740 433 421		247.78
14C7-NFNC-JHXW	Locks	11/20/2025	119.35			
				01 E 112 408 740 401 000		119.35
14LK-LFNY-FM9X	1PQ4-3PWC-C7GM Oasis	11/20/2025	831.61			
				01 E 112 408 740 401 000		274.42
				01 E 112 408 740 433 000		557.19
14MR-3XQ6-3FRH	Cordless vacuum needed at 401	11/20/2025	349.99			
				01 E 401 810 000 401 619		349.99
14RD-PQCX-KX7D	1YDG-QQM-Q-DVP9 Teacher and Director Induction resources	11/20/2025	81.60			
				01 E 005 640 000 305 619		81.60
164V-QQ47-1WXN	D/APE Equipment	11/20/2025	341.66			
				01 E 011 404 740 433 402		341.66
17F9-NKPX-6FFN	Crib Sheets for Childcare	11/20/2025	102.06			
				04 E 005 570 000 401 000		102.06
17HG-46JJ-GQKJ	IT supplies & replacement iPad chargers	11/20/2025	410.87			
				01 E 005 108 000 455 619		410.87
17N9-9FGD-GYJX	Resources for Stepping Stones	11/20/2025	121.74			
				01 E 012 408 740 401 428		30.44

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account		Amount
				01 E 012 408 740 433 428		91.30
17W9-Q74M-PJLK	10/28/2025 - Supplies for pop-up shop production	11/20/2025	77.07			
				01 R 011 402 000 620 402		77.07
17XG-T9Y3-VNXL	Vacuum to keep at building for cleaning	11/20/2025	149.99			
				01 E 112 810 000 401 619		149.99
19NP-FV4M-DJ4G	Program supplies for Ascent	11/20/2025	253.13			
				01 E 012 408 740 433 421		253.13
19QL-4Q63-G1V7	Stepping Stones Supplies	11/20/2025	80.92			
				01 E 012 408 740 433 428		80.92
1C3Q-LYGF-63XN	1RCF-NJY3-NPGY October Order	11/20/2025	382.81			
				01 E 005 420 740 401 000		382.81
1C4W-4QKL-6KGR	RISE/PRIDE Supplies	11/20/2025	183.99			
				01 E 012 411 740 433 431		183.99
1CCX-X9JX-JPF7	Focus MS 10302025	11/20/2025	335.52			
				01 E 012 411 740 401 441		154.34
				01 E 012 411 740 433 441		181.18
1CJV-D6JP-1JFM	Supplies	11/20/2025	302.83			
				01 E 865 211 000 401 000		302.83
1CL6-1N79-F9WP	Building Supplies	11/20/2025	233.89			
				01 E 290 408 740 401 000		233.89
1F7Q-M4T9-CJWR	Tissues	11/20/2025	12.77			
				01 E 005 020 000 401 619		12.77
1FY1-3KJ4-C199	diffusers	11/20/2025	176.00			
				01 E 401 365 830 401 322		176.00
1G33-DNMH-JVNN	Badge holders	11/20/2025	37.22			
				01 E 012 411 740 401 441		18.61
				01 E 112 408 740 401 000		18.61
1G9V-77HP-9WJ7	1FY1-3KJ4-1H9D 9/25/2025 Supplies for SEL, Hobby Exploration, and Life Skills	11/20/2025	456.77			
				01 E 011 402 740 433 402		456.77

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1GC1-N1GR-93NM	OT/Sensory Needs	11/20/2025	263.81	01 E 290 408 740 433 000	263.81	
1GDH-DMX7-3W93	water color paper	11/20/2025	21.99	01 E 829 411 740 433 426	21.99	
1GXK-PW4D-L7YD	10/28/2025 Supplies for the Kitchen and student medical and hygiene support	11/20/2025	289.05	01 E 011 402 740 401 402	289.05	
1GYW-HLY1-9FV1	Oasis Elem 10012025	11/20/2025	163.40	01 E 112 408 740 401 000	163.40	
1HJQ-KC4D-6PPX	Gonzales RISE	11/20/2025	489.88	01 E 010 402 740 401 431	367.37	
				01 E 010 402 740 433 431	122.51	
1JKY-K773-4QDK	1MP1-XX1D-DQ3M Oasis	11/20/2025	230.92	01 E 112 408 740 401 000	115.48	
				01 E 112 408 740 433 000	115.44	
1JRR-PRVC-DTNK	Child Care	11/20/2025	23.74	04 E 005 570 000 401 000	23.74	
1JXN-HL4Y-JK4Y	Vacuum to keep at building for cleaning	11/20/2025	149.99	01 E 010 810 000 350 619	149.99	
1K63-WLYH-CR9V	1K3L-KCWN-4KYL stapler/staples, pocket folders, laminating sheets, fahrenheit 451, hp and the sorceror's stone, 3 TI-30xs calculators, notebooks, pencils	11/20/2025	181.68	01 E 263 420 000 433 000	181.68	
1KTF-MRRG-Y6LJ	Whiteboard for office	11/20/2025	162.49	01 E 005 108 000 530 619	162.49	
1KVT-KP9L-4Y19	Pens for Childcare	11/20/2025	21.49	04 E 005 570 000 430 800	21.49	
1L3H-1TVC-9PK4	Classroom Supplies	11/20/2025	51.88	01 E 035 211 000 401 000	51.88	

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
1LF4-9DFN-K4YN	Magic Erasers		11/20/2025	20.99		
					01 E 012 411 740 401 441	10.50
					01 E 112 408 740 401 000	10.49
1MCW-344Y-CGMP	Resources for Stepping Stones		11/20/2025	606.93		
					01 E 012 408 740 401 428	139.63
					01 E 012 408 740 433 428	467.30
1N6R-LHHX-41YY	1K63-WLYH-9DLP Oct. Attain Order		11/20/2025	851.40		
					01 E 013 411 740 433 440	851.40
1P1N-K6RV-1T66	Tripods for Meeting Owl - per JH		11/20/2025	596.00		
					01 E 005 630 000 456 619	596.00
1QM6-GYJ4-GM7M	October supplies for child care.		11/20/2025	206.23		
					04 E 005 570 000 401 800	206.23
1R3F-YXWT-MVL9	privacy screen for computer, heat resistant combs		11/20/2025	169.02		
					01 E 401 365 830 401 322	169.02
1R9F-QMMP-WJPY	1J6M-W6CD-6W6N Dymo Printer power supply For DL Front Desk - iPad case for East Creek door access iPad - IT Supplies		11/20/2025	807.57		
					01 E 005 108 000 455 619	807.57
1RCJ-FLDQ-PGJ6	10/10/2025 Pop-up Shop and Coffee Cart Equipment		11/20/2025	172.86		
					01 R 011 402 000 619 402	172.86
1RWQ-W7C9-1YPR	Case for a 2nd doorbell ipad at EC		11/20/2025	28.49		
					01 E 005 108 000 465 619	28.49
1TXG-YHYL-796D	microscope, slides, glassware, microscope prep kit, microscope slide prep kit, dry erase grid		11/20/2025	246.70		
					01 E 829 411 740 433 426	246.70
1VHH-YQHV-7XM6	1LG6-N64F-DFQD RISE September Order		11/20/2025	323.62		
					01 E 010 402 740 401 431	194.41
					01 E 010 402 740 433 431	110.97
					01 E 010 408 740 401 428	18.24

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Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020419	ACH	Amazon Capital Services			20,603.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1VMY-QRRR-FYNM	Stepping Stones supplies	11/20/2025	97.46	01 E 012 408 740 433 428	97.46	
1W4H-KNTP-3HK3	planner for director	11/20/2025	29.05	01 E 830 402 740 401 402	29.05	
1WXF-971X-N6TG	Speech therapy materials.	11/20/2025	340.91	01 E 263 401 740 433 000	340.91	
1WXN-MCT9-TFXK	Building Needs	11/20/2025	945.19	01 E 290 408 740 433 000	945.19	
1XCL-4NWD-6PNY	RISE-Jessa and two things for Arlyne	11/20/2025	57.34	01 E 010 402 740 433 431	57.34	
1XJ4-TDTC-VQX1	1J1L-KN9Q-CG3C Shears, razors, mesh sanitize bags, folders, index cards	11/20/2025	3,190.26	01 E 401 365 830 430 322	3,190.26	
1XKW-6QXT-WY3Q	Storage for curriculum resources	11/20/2025	755.88	01 E 005 610 000 401 619	755.88	
1Y7L-LJDK-CNRV	OT order for Amanda Burrill	11/20/2025	68.52	01 E 005 420 740 433 000	68.52	
11/25/2025	9000020421	ACH	Anderson, Morgan J			191.80
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
11.18.25	9.30.25-11.7.25 Mileage	11/18/2025	191.80	01 E 005 108 000 366 619	191.80	
11/25/2025	9000020443	ACH	Institute For Environmental Assessment, Inc.			1,420.80
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
00060706	Health and Safety Consulting	11/11/2025	1,420.80	01 E 005 865 347 520 000	210.00	
				01 E 005 865 349 305 000	90.00	
				01 E 005 865 352 305 000	1,120.80	
11/25/2025	9000020444	ACH	Johnson Controls Fire Protection Lp			1,128.44
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
53529260	District Wide Fire Alarm and Sprinkler Inspection and Repairs	11/11/2025	1,128.44	01 E 005 865 363 350 000	1,128.44	

## AP Check Register

AP Run: 11.21.25 AP SM — Post Date: 2025-12-31 — AP Run Type: R

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name			Check Amount
11/25/2025	9000020467	ACH	Stamps.Com, Inc			100.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
15152991176366606 9	add \$ to Waseca stamps.com account	11/20/2025	100.00			
				<i>01 E 830 402 740 401 402</i>	<i>100.00</i>	
11/25/2025	9000020469	ACH	Teachers on Call			6,024.80
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
5612386459	Invoice #5612386459	11/13/2025	6,024.80			
				<i>01 E 005 640 000 305 646</i>	<i>380.80</i>	
				<i>01 E 011 402 740 307 402</i>	<i>265.20</i>	
				<i>01 E 011 411 740 307 402</i>	<i>489.60</i>	
				<i>01 E 012 411 740 307 431</i>	<i>1,224.00</i>	
				<i>01 E 014 400 000 307 426</i>	<i>326.40</i>	
				<i>01 E 014 408 740 307 425</i>	<i>652.80</i>	
				<i>01 E 020 211 000 305 000</i>	<i>326.40</i>	
				<i>01 E 021 408 740 307 000</i>	<i>1,713.60</i>	
				<i>01 E 035 211 000 305 000</i>	<i>326.40</i>	
				<i>01 E 401 321 830 305 321</i>	<i>156.40</i>	
				<i>04 E 005 520 322 305 000</i>	<i>163.20</i>	
<b>Total:</b>						<b>179,047.45</b>

### 11.21.25 AP SM Summary

Type	Count	Amount
Regular Checks:	35	149,240.53
ACH Checks:	7	29,806.92
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>42</b>	<b>179,047.45</b>

## AP Check Register

AP Run: Void Check 205339 — Post Date: 2025-11-21 — AP Run Type: V

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

Check Date	Check Number	Payment Type	Name	Check Amount	
11/21/2025	205339	Check	Flipnode Llc	-660.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
INV-223893	Yodeck Yearly Renewal Plan - 5 Devices	10/29/2025	-660.00		
				<i>01 E 005 108 000 405 619</i>	-660.00
<b>Total:</b>					<b>-660.00</b>

### Void Check 205339 Summary

Type	Count	Amount
Regular Checks:	1	-660.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
<b>Total:</b>	<b>1</b>	<b>-660.00</b>

## AP Check Register

SOUTHWEST METRO INTERMEDIATE DISTRICT 288

<b>Fund</b>	<b>Total</b>
01 - General	612,153.62
04 - Community Service	2,320.35
	<b>614,473.97</b>

**MEMORANDUM  
OF  
UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into between SouthWest Metro Intermediate District No. 288, (“District”) and SouthWest Metro Education Association (“Union”).

WHEREAS, the District and the Union are parties to a collective bargaining agreement, effective from July 1, 2025 through June 30, 2027, governing the terms and conditions of employment for teachers who are members of the bargaining unit (“Agreement”);

WHEREAS, the parties wish to establish a process in this MOU by which a teacher who is absent from work due to a work-related injury or illness compensable under the Minnesota Workers’ Compensation Act may elect to use existing and unused accrued paid leave to supplement workers’ compensation payments;

WHEREAS, Minnesota law provides that the combination of workers’ compensation benefits and paid leave shall not exceed 100% of the teacher’s regular daily, weekly, or monthly gross salary at the time of the compensable injury;

NOW THEREFORE, it is hereby agreed by the Parties as follows:

1. The parties and all teachers seeking to use accrued leave benefits to supplement or “top-off” workers’ compensation agree and acknowledge that a teacher cannot receive more than 100% of the teacher’s regular salary under Minnesota law;
2. A teacher receiving workers’ compensation benefits may elect to use accrued and unused paid leave in an amount necessary to make up the difference between the teacher’s workers’ compensation benefit and the teacher’s regular net take-home pay;

3. For each day a teacher uses paid leave to supplement workers' compensation benefits, the District shall deduct from the teacher's accrued leave balance the fraction of the day necessary to provide a top-off not exceeding 100% of the teacher's regular salary;
4. To initiate the supplement or top-off option, the teacher must make a written request to the District Human Resources office;
5. This option is only available as long as the teacher has a positive balance of unused accrued paid leave. Once leave is exhausted, the teacher will receive only the payments provided by workers' compensation;
6. Teachers are advised that while workers' compensation benefits are generally tax-exempt, the supplemental portion paid by the District using accrued leave is subject to standard state and federal tax withholdings and applicable TRA contributions;
7. This MOU shall remain in effect for the duration of the current Agreement between the parties, or until June 30, 2027, unless terminated earlier by mutual written consent of both parties. This MOU cannot be modified or extended except by written agreement of the Parties; and
8. This MOU does not establish a past practice or precedent, nor does it apply to interpretation or application of the terms of the Agreement, except as specifically stated.

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

SouthWest Metro Education Association

By \_\_\_\_\_  
Its \_\_\_\_\_

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

SouthWest Metro Intermediate District No. 288

By \_\_\_\_\_  
Its Chairperson



# School Board Department Update

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December 2025 | Teaching & Learning | Executive Director Melissa Knettel

## Summary

The focus for the Teaching and Learning Department this month centered on deepening administrative professional practice and refining instructional supports. Key activities included engaging our Directors in ongoing intensive professional learning, streamlining our teacher observation and licensure process, and gearing up for both second-semester Career and Technical Education (CTE) enrollment and spring testing logistics. This work aligns directly with maintaining a continuum of services that support student success (Academics & Student Engagement) and investing in employee talent (Employee Development).

## Departmental Activities

### Deepening Administrative Professional Practice

Our Directors are actively participating in deep learning through the Minnesota Principals' Academy, facilitated by the University of Minnesota. This commitment supports professional development for administrators, focusing on building a strong research base and connecting that learning to an action-based project. By dedicating time to this intensive learning, Directors are better equipped to lead instructional initiatives, which directly benefits students by ensuring high-quality, research-informed instructional leadership in our buildings.

**Strategic Plan Spotlight:** Employee Development

### Refinement of the Instructional Observation System (Proserva)

Observations are currently well underway utilizing the Proserva platform. As this is our first year with the system, we continue to make necessary refinements along the way. A significant benefit of this implementation is the streamlining of the re-licensure process for teachers and administrators, as the system syncs directly with the Professional Educator Licensing and Standards Board (PELSB). This efficiency allows the committee to efficiently review and approve the hundreds of hours of professional learning completed by staff.

**Strategic Plan Spotlight:** Employee Development

### Preparing for CTE and Course Guide Updates

Preparations for the second semester of Career and Technical Education (CTE) are nearing completion, with approximately 470 students anticipated to enroll. Additionally, we have begun the process of updating the course guide for the 2026-2027 school year. These activities directly support students by increasing access to real-world learning opportunities, fostering workforce readiness, and ensuring a personalized education pathway for success.

**Strategic Plan Spotlight:** Community Engagement for Workforce Development

## **Staff & Student Accomplishments**

- **Director Commitment:** Directors have demonstrated remarkable commitment to their professional growth by preparing for and fully participating in the Minnesota Principal's Academy. This required entrusting staff to support building operations—a testament to collaboration and staff capacity.

## **Upcoming Events & Key Dates**

- **Spring Testing Setup:** Preparations are underway to set staff up for spring testing. The goal is to automate as much of the process as possible, including rostering, documenting accommodations, staff training, and reporting. Thank you to Tracee Klehr, our District Assessment Coordinator, for setting us all up for success!

# School Board Department Update

12.16.25 | Special Services | Exec Director Hayley Etnier

## Summary

We have been engaged in ongoing collaboration with our Member district directors. This partnership is crucial for aligning department goals with district needs and ensuring effective execution of all programs. Additionally, our attention in Special Services has been focused on our Setting IV Programming, such as staff coverage, new classroom readiness, and the development of targeted professional development for new staff. Our monthly site visits have been focused on Parent/Family engagement. We are looking forward to late winter/early spring events that programs will be hosting for students and families! We will be sharing in the coming months as plans solidify!

## Departmental Activities

Focus on our Setting IV Programming:

- Day-to-day staff coverage: We are working daily to monitor and plan for staffing needs across the system.
- Opening classrooms for new referrals across our programming: This includes planning across our departments with logistics, resources, and readiness required to successfully launch new classrooms.
- Developing professional development plans: Creating and implementing targeted training and continuous learning opportunities for staff new to program and for staff in program so that the programming is aligned. to enhance skills and improve service delivery.
  - Essential to ensure effective teaching. Investing in Professional Development directly enhances staff's instructional skills, leading to more engaging, high-quality academic experiences for all students.

**Strategic Plan Spotlight:** Academic and Student Engagement

## Staff & Student Accomplishments



One of our Passages students represented Waseca High School in the MSHSL Football Championship. The student is in the 12th-grade and a cornerback for the Waseca Bluejays. Their team earned the runner-up title in the championship game.

The student has been part of our program for three years and has consistently shown his passion and dedication for football. This season, in his senior year the Waseca High School team made history by advancing to the championship—a remarkable accomplishment for the school and community.

We are incredibly proud of our student’s hard work and achievements, and we look forward to supporting him as he continues to pursue his goals.

### **Upcoming Events & Key Dates**

### **Dashboard Data**

December Enrollment Report by Program:

<b>FY 2026</b>	<b>Students 12.8.25</b>	<b>Students 11.4.25</b>
<b>RVEC</b>		
RISE	22	20
PRIDE	4	4
Stepping Stones	20	19
<b>SBEC</b>		
RISE	10	9
Stepping Stones	16	15
<b>EUEC</b>		
FOCUS (K-5)	4	4
FOCUS (6-8)	16	16
OASIS (K-5)	4	5
OASIS (6-8)	7	7
<b>401 Bldg</b>		
ASCENT	21	18
ATTAIN	15	17
OASIS	16	14
Passages	24	23
PRIDE	16	16
Velocity (Transition)	7	7
<b>DLEC</b>		
Transition	67	64
<b>Waseca</b>		
Passages	8	7
Transition	13	10
<b>Buffalo</b>		
Transition	18	19



# School Board Department Update

December 2025 | Business Services | Exec Director Nichole Schmidt

## Summary

The Business Services Department remained focused throughout November as we worked to meet all required Minnesota Department of Education (MDE) deadlines tied to the closeout of FY25. The top priority this month was preparing and finalizing the audited financial upload due December 1. We will be presenting the audit summary report at the January board meeting.

## Departmental Activities

### Grant Reconciliation

Now that the final closeouts for all FY25 grants have been completed, the Business Services team has transitioned into first-quarter activity for FY26. This includes initiating our initial grant draws and beginning the reconciliation process for all FY26 awards. These steps ensure that reimbursement timelines remain on track, financial records stay aligned with program activity, and funding continues to flow appropriately to support services across the district. There are a few grant draws still pending from FY25; however, we are continuing to follow up with the agencies on several occasions.

### Budget Updates – Sites and in System

The Business Services team has now met with every director across all sites, with one final meeting having to be rescheduled. These meetings have focused on walking directors through their program and building budgets, ensuring they are confident navigating the finance system and actively managing their respective budgets. Our next step is to begin providing monthly budget reports, which will serve as an important tool to support directors in making informed, data-driven decisions throughout the year. We anticipate rolling out the first set of monthly financial reports later this month.

## Facilities

Several sites experienced isolated damage this month, and the Facilities team, led by Chris, has prioritized these repairs to maintain a safe and supportive learning environment. Work included window and door repairs across affected buildings, along with troubleshooting ongoing sound issues at the 401 site. In addition, the team began looking into adding doors to calming spaces at East Union to enhance student support and privacy.

## Upcoming Events & Key Dates

- December 11<sup>th</sup> – MARSS child count & special ed data due
- December 31<sup>st</sup> – Audit report filed with the SOS and MDE (upload was due on 12/1)

## Dashboard Data

Coming Soon!



# School Board Department Update

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12/16/25 | Human Resources | Exec Director Dr. Julie Williams

## Summary

December moves quickly each year as we finalize insurance open enrollment, support onboarding needs, and prepare for staffing. Human Resources has focused heavily on compliance, communication, and employee support as we close 2025. This month, major priorities included finalizing the annual teacher seniority list for Board review, preparing for implementation of the Minnesota Paid Leave Act taking effect in January, and supporting mid-year hires. The work completed strengthens our systems for accurate staffing, ensures employees are informed regarding leave changes, and supports strong openings for second-semester instruction.

This month's work closely aligns with the Employee Development pillar of the Strategic Plan, which emphasizes strengthening recruitment, onboarding, engagement, and retention efforts.

## Departmental Activities

### Teacher Seniority List Preparation

HR has finalized verification and preparation of the annual seniority list for licensed employees and will bring this forward to the Board for approval. Accuracy in this document supports equitable staffing decisions, licensure compliance, and timely communications around assignment needs.

**Strategic Plan Spotlight:** Employee Development

### Minnesota Paid Leave Act Implementation

In preparation for the new leave benefits beginning in January, HR has done the following:

- Completed statewide implementation training
- Developed an FAQ for staff
- Required acknowledgment of the information from all employees
- Shared a summary document districtwide
- Posted information through internal communication channels

Information will continue to be shared through newsletters and ongoing updates to ensure all employees

understand how the leave program functions and how it applies to their position.

**Strategic Plan Spotlight:** Employee Development

### **Mid-Year Onboarding**

HR continues to onboard new licensed and support staff members. Onboarding includes processing employment paperwork, payroll and benefit enrollment, systems orientation, and department-specific expectations. This ensures clarity of responsibilities and a smooth transition into classrooms and service roles.

**Strategic Plan Spotlight:** Employee Development

### **Staff & Student Accomplishments**

- Successful onboarding of staff who are serving instructional and support roles
- HR team completion of training to support accurate rollout of new state leave requirements

### **Upcoming Events & Key Dates**

- Implementation of Paid Leave benefit in January
- Board approval of seniority list

**Adult Education Seniority List**

Last Name	First Name	Seniority Date	Signed Contract	LANE	FTE	File Folder Number	License Code	License Area	Scope	License Expiration
Brown	Penelope	9/17/1997	**	MA+20	1.0	352510	180400	ADULT BASIC EDUCATION	Tier 4	6/30/2027
Brown	Penelope	9/17/1997	**	MA+20	1.0	352510	190201	LEARNING DISABILITIES	Tier 4	6/30/2027
Brown	Penelope	9/17/1997	**	MA+20	1.0	352510	50196	READING	Tier 4	6/30/2027
Brown	Penelope	9/17/1997	**	MA+20	1.0	352510	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2027
Ahearn	Helen	8/2/1999	7/23/1999	MA+45/EdS	1.05304	382556	60206	ENGLISH AS A SECOND LANGUAGE	Tier 4	6/30/2028
Monaghan	Nicole	11/4/2015	11/4/2015	BA+10	0.94054	343845	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2030
Lubega	Khalid	9/18/2017	9/14/2017	MA	0.82652	451538	941000	LIBRARY MEDIA SPECIALIST	Tier 4	6/30/2026
Kandoi	Brittany	9/25/2017	9/25/2017	MA	0.92702	491128	60206	ENGLISH AS A SECOND LANGUAGE	Tier 3	6/30/2028
Grove	Emily	11/26/2018	11/26/2018	MA	0.99459	439250	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Grove	Emily	11/26/2018	11/26/2018	MA	0.99459	439250	60206	ENGLISH AS A SECOND LANGUAGE	Tier 4	6/30/2029
Grove	Emily	11/26/2018	11/26/2018	MA	0.99459	439250	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2029
Peterson	Karen	8/23/2021	7/20/2021	MA	0.49611	274909	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2026
Anderson	Todd	1/3/2024	1/1/2024	BA	0.30000	291384	100000	INDUSTRIAL ARTS	Tier 4	6/30/2030
O'Neill	Kathleen	8/26/2024	7/12/2024	MA+30	0.54881	413581	180400	ADULT BASIC EDUCATION	Tier 4	6/30/2029
Messina	Kathryn	9/02/2025	9/2/2025	BA	1.0	1046415	60206	ENGLISH AS A SECOND LANGUAGE	Tier 1	6/30/2026
Stimmel	Jake	10/30/2025	10/30/2025	MA	1.0	517712	60206	ENGLISH AS A SECOND LANGUAGE	Tier 1	6/30/2026

Licensed Personnel Seniority List (SY25-26 Continuing Contract)

Last Name	First Name	Seniority Date	Signed Contract	LANE	FTE	File Folder Number	License Code	License Area	Scope	License Expiration
Meyer	Janene	8/30/1993	8/26/1993	MA	1.0	346390	80450	COACHING	Tier 4	6/30/2026
Meyer	Janene	8/30/1993	8/26/1993	MA	1.0	346390	190302	DEVELOPMENTAL/ADAPTED PHYSICAL ED.	Tier 4	6/30/2026
Meyer	Janene	8/30/1993	8/26/1993	MA	1.0	346390	80300	PHYSICAL EDUCATION	Tier 4	6/30/2026
Schmidt	Susan	9/13/1993	9/9/1993	MA+20	1.0	314631	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Schmidt	Susan	9/13/1993	9/9/1993	MA+20	1.0	314631	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2030
Schmidt	Susan	9/13/1993	9/9/1993	MA+20	1.0	314631	180402	FAMILY ED/EARLY CHILDHOOD EDUCATOR	Tier 4	6/30/2030
Schmidt	Susan	9/13/1993	9/9/1993	MA+20	1.0	314631	199801	MILD TO MODERATE MENTALLY HDPC	Tier 4	6/30/2030
Schmidt	Susan	9/13/1993	9/9/1993	MA+20	1.0	314631	180102	PRE-KINDERGARTEN	Tier 4	6/30/2030
Lopez	Stacia	10/4/1993	9/28/1993	MA	1.0	346292	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2026
Lopez	Stacia	10/4/1993	9/28/1993	MA	1.0	346292	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2026
Lopez	Stacia	10/4/1993	9/28/1993	MA	1.0	346292	190201	LEARNING DISABILITIES	Tier 4	6/30/2026
Dahl	Peter	1/25/1994	1/24/1994	MA	1.0	475039	940710	SCHOOL SOCIAL WORKER	Tier 4	6/30/2029
Tauber	Mary	8/25/1997	8/11/1997	BA+30	1.0	283997	50000	ENGLISH/LANGUAGE ARTS	Tier 4	6/30/2030
Tauber	Mary	8/25/1997	8/11/1997	BA+30	1.0	283997	790	SUPPLEMENTAL SUPPORT/TECHNICAL TUTO	Tier 4 Vocatio	6/30/2030
Tauber	Mary	8/25/1997	8/11/1997	BA+30	1.0	283997	745	TEACHER-COORD WORK EXP DISADVANTAG	Tier 4 Vocatio	6/30/2030
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	190500	EARLY CHILDHOOD SPECIAL EDUCATION	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	199801	MILD TO MODERATE MENTALLY HDPC	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	160000	TEACHER/COORDINATOR WORK BASED LRN	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	190201	LEARNING DISABILITIES	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	50196	READING	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	180102	PRE-KINDERGARTEN	Tier 4	6/30/2026
Blix	Staci	8/28/2000	6/14/2000	MA+30	1.0	343636	933000	PRINCIPAL K-12	Professional Administration	6/30/2026
Moga	Carrie	9/5/2001	8/27/2001	MA+20	1.0	382201	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2027
Moga	Carrie	9/5/2001	8/27/2001	MA+20	1.0	382201	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Berkland	Joan	8/23/2002	8/26/2002	BA+10	1.0	412877	92602	COSMETOLOGY	Tier 4 Vocatio	6/30/2030
Grant	Christina	8/26/2002	5/8/2002	MA	1.0	403168	130200	LIFE SCIENCES	Tier 4	6/30/2028
Grant	Christina	8/26/2002	5/8/2002	MA	1.0	403168	130600	SCIENCE 5-8	Tier 4	6/30/2028
Lambrecht	Lisa	8/26/2002	7/6/2002	MA+45/EdSpec	1.0	405409	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2029
Lambrecht	Lisa	8/26/2002	7/6/2002	MA+45/EdSpec	1.0	405409	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Valerius	Tanya	8/26/2002	6/17/2002	MA+10	1.0	398338	940710	SCHOOL SOCIAL WORKER	Tier 4	6/30/2027
Olevson	Sonya	8/27/2004	8/24/2004	MA+45/EdSpec	1.0	338847	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Olevson	Sonya	8/27/2004	8/24/2004	MA+45/EdSpec	1.0	338847	190201	LEARNING DISABILITIES	Tier 4	6/30/2027
Olevson	Sonya	8/27/2004	8/24/2004	MA+45/EdSpec	1.0	338847	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2027
Fuller-Rueschn	David	8/27/2007	7/15/2007	BA+10	1.0	514515	92602	COSMETOLOGY	Tier 2 to Tier 3 Pathway	6/30/2026
Wilkins	James	6/17/2013	4/12/2013	MA	1.0	474008	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2029
Foss	Michelle	7/1/2013	5/9/2013	PhD	1.0	5329	-	AUDIOLOGIST	-	1/31/2027
Wilson	Paul	8/28/2013	8/20/2013	BA+30	1.0	444594	300300	MEDICAL CAREERS	Tier 4	6/30/2029
Wilson	Paul	8/28/2013	8/20/2013	BA+30	1.0	444594	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2029
Alexander	Stephanie	3/17/2014	3/14/2014	MA	1.0	477626	190497	DEAF OR HARD OF HEARING	Tier 4	6/30/2028
Erickson	Stephanie	8/25/2014	3/17/2014	MA	1.0	407247	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Erickson	Stephanie	8/25/2014	3/17/2014	MA	1.0	407247	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2029
Erickson	Stephanie	8/25/2014	3/17/2014	MA	1.0	407247	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Erickson	Stephanie	8/25/2014	3/17/2014	MA	1.0	407247	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2029
Erickson	Stephanie	8/25/2014	3/17/2014	MA	1.0	407247	180105	PRE-PRIMARY	Tier 4	6/30/2029
Kahley	Sarah	8/25/2014	8/25/2014	PhD	1.0	7074	-	AUDIOLOGIST	-	1/31/2026
Mancini	Robert	8/31/2015	6/16/2015	BA+20	1.0	370849	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2026
Mancini	Robert	8/31/2015	6/16/2015	BA+20	1.0	370849	130200	LIFE SCIENCES	Tier 4	6/30/2026
Repovsch	Jennifer	7/1/2016	6/23/2016	PhD	1.0	7774	-	AUDIOLOGIST	-	5/31/2026
Hill	Megan	8/22/2017	7/27/2017	MA	1.0	505273	940710	SCHOOL SOCIAL WORKER	Tier 4	6/30/2028
Horejsi	Craig	8/22/2017	1/18/2017	PhD	1.0	451338	190498	BLIND OR VISUALLY IMPAIRED	Tier 4	6/30/2029
Yarke	Randall	8/22/2017	7/31/2017	BA	1.0	429399	80300	PHYSICAL EDUCATION	Tier 4	6/30/2028
Villaume	Louis	6/11/2018	5/31/2018	MA+30	1.0	384706	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2026

Henke	Jennifer	8/13/2018	6/18/2018	PhD	0.5	7592	-	PHYSICAL THERAPIST		12/31/2025
Ferry	Rebecca	8/13/2018	7/26/2018	BA+30	1.0	510785	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2026
Wurtzberger	Brian	8/13/2018	6/14/2018	MA+10	1.0	464681	300700	TRANSPORTATION CAREERS	Tier 4	6/30/2028
Burnison	Susan	8/27/2018	8/17/2018	MA	1.0	511256	300300	MEDICAL CAREERS	Tier 3	6/30/2026
Bleess Winter	Danica	1/21/2019	1/21/2019	MA+20	1.0	494795	20000	VISUAL ARTS	Tier 4	6/30/2027
Conboy	Rachael	1/29/2019	1/26/2019	BA+30	1.0	513914	940800	SCHOOL NURSE	Tier 4	6/30/2027
Blackketter	Rachel	8/20/2019	8/12/2019	MA	1.0	513305	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2027
Blackketter	Rachel	8/20/2019	8/12/2019	MA	1.0	513305	190490	ORAL/AURAL DEAF EDUCATION	Tier 4	6/30/2027
Blackketter	Rachel	8/20/2019	8/12/2019	MA	1.0	513305	190497	DEAF OR HARD OF HEARING	Tier 4	6/30/2027
Kraft	Christopher	8/20/2019	6/10/2019	MA+10	1.0	395035	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2027
Kraft	Christopher	8/20/2019	6/10/2019	MA+10	1.0	395035	150000	SOCIAL STUDIES -ALL-	Tier 4	6/30/2027
Kraft	Christopher	8/20/2019	6/10/2019	MA+10	1.0	395035	160000	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2027
McCabe	Jayme	8/20/2019	7/25/2019	MA	1.0	477447	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2026
Usset	Caitlin	8/20/2019	7/1/2019	MA+45/EdSpec	1.0	483492	940310	SCHOOL COUNSELOR	Tier 4	6/30/2030
Barta	Korin	8/20/2019	5/6/2019	MA+10	1.0	1002022	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2028
Downing	Brett	8/20/2019	5/17/2019	MA	1.0	504034	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3 Restricted	6/30/2028
Brehmer	Caitlin	8/24/2020	6/15/2020	MA+10	1.0	1004783	190106	SPEECH-LANGUAGE PATHOLOGIST	Tier 3	6/30/2026
Emerson	Jessica	8/24/2020	4/14/2020	MA+30	1.0	431575	160000	TEACHER/COORDINATOR WORK BASED LRN	Tier 4	6/30/2028
Emerson	Jessica	8/24/2020	4/14/2020	MA+30	1.0	431575	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2028
Onesti	Megan	8/24/2020	2/10/2020	MA+45/EdSpec	1.0	1005943	940600	SCHOOL PSYCHOLOGIST	Tier 4	6/30/2029
Braun	Stacey	8/23/2021	8/2/2021	BA+30	1.0	377876	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Braun	Stacey	8/23/2021	8/2/2021	BA+30	1.0	377876	190201	LEARNING DISABILITIES	Tier 4	6/30/2027
Peterson	Stephanie	8/23/2021	8/20/2021	MA	1.0	467785	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Inderlee	Breanna	8/23/2021	8/20/2021	BA	1.0	1009371	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2027
Wolff	Michele	8/23/2021	3/29/2021	MA+30	1.0	496562	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2028
Wolff	Michele	8/23/2021	3/29/2021	MA+30	1.0	496562	160000	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2028
Precht	Tara	8/23/2021	5/10/2021	MA+30	1.0	505268	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Precht	Tara	8/23/2021	5/10/2021	MA+30	1.0	505268	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2028
Precht	Tara	8/23/2021	5/10/2021	MA+30	1.0	505268	199810	ACADEMIC BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Precht	Tara	8/23/2021	5/10/2021	MA+30	1.0	505268	190202	AUTISM SPECTRUM DISORDER	Tier 4	6/30/2028
Harrison	Christina	8/25/2021	8/20/2021	MA	1.0	486272	50100	COMMUNICATIONS ARTS/LITERATURE	Tier 4	6/30/2028
Chance	Mya	8/30/2021	8/16/2021	BA+30	1.0	1012454	940800	SCHOOL NURSE	Tier 4	6/30/2029
Doran	Elisabeth	9/1/2021	9/1/2021	MA	1.0	455448	190500	EARLY CHILDHOOD SPECIAL EDUCATION	Tier 4	6/30/2026
Doran	Elisabeth	9/1/2021	9/1/2021	MA	1.0	455448	180150	EARLY CHILDHOOD EDUCATION	Tier 4	6/30/2026
Wondra	Kami	9/3/2021	9/7/2021	MA	1.0	440906	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Wondra	Kami	9/3/2021	9/7/2021	MA	1.0	440906	501000	COMMUNICATION ARTS/LITERATURE	Tier 4	6/30/2029
Doyle	Jessica	10/6/2021	10/4/2021	BA	1.0	414794	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Doyle	Jessica	10/6/2021	10/4/2021	BA	1.0	414794	60219	SPANISH	Tier 4	6/30/2030
Gilbert	Tamika	1/3/2022	12/10/2021	MA	1.0	1010433	150000	SOCIAL STUDIES	Tier 3	6/30/2027
Ademuwagun	Lynnae	1/3/2022	12/20/2021	MA+20	1.0	940710	940710	SCHOOL SOCIAL WORKER	Tier 4	6/30/2026
Johnson	Alexander	1/17/2022	1/17/2022	MA	1.0	511557	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2027
Zachariason	Carolyn	2/9/2022	2/1/2022	MA+30	0.4	101327		OCCUPATIONAL THERAPIST	OT	6/30/2026
Bouche	Amie	8/22/2022	3/25/2022	MA+30	1.0	341611	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Bouche	Amie	8/22/2022	3/25/2022	MA+30	1.0	341611	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2030
Bouche	Amie	8/22/2022	3/25/2022	MA+30	1.0	341611	190201	LEARNING DISABILITIES	Tier 4	6/30/2030
Bouche	Amie	8/22/2022	3/25/2022	MA+30	1.0	341611	199801	MILD TO MODERATE MENTALLY HDCP	Tier 4	6/30/2030
Bouche	Amie	8/22/2022	3/25/2022	MA+30	1.0	341611	190310	PHYSICAL AND HEALTH DISABILITIES	Tier 4	6/30/2030
Engkjer	Jennifer	8/22/2022	5/19/2022	MA+10	1.0	386110	130200	LIFE SCIENCE	Tier 4	6/30/2028
Madvig	Amy	8/22/2022	6/30/2022	MA	1.0	474371	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2030
Madvig	Amy	8/22/2022	6/30/2022	MA	1.0	474371	190201	LEARNING DISABILITIES	Tier 4	6/30/2030
Madvig	Amy	8/22/2022	6/30/2022	MA	1.0	474371	190201	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2030
Mathiowetz	Bruce	8/22/2022	6/10/2022	MA+45/EdSpec	1.0	347678	100100	TECHNOLOGY	Tier 4	6/30/2026
Mathiowetz	Bruce	8/22/2022	6/10/2022	MA+45/EdSpec	1.0	347678	100100	LOCAL VOCATIONAL PROGRAM DIRECTOR	Professional Administration	6/30/2026
Mathiowetz	Bruce	8/22/2022	6/10/2022	MA+45/EdSpec	1.0	347678	19090	TEACHER-COORD AG CO-OP PROG/NONFAR	Tier 4	6/30/2026
Mathiowetz	Bruce	8/22/2022	6/10/2022	MA+45/EdSpec	1.0	347678	10000	VOCATIONAL AGRICULTURE	Tier 4	6/30/2026
Moen	Ashlyn	8/22/2022	5/10/2022	MA	1.0	481920	50100	COMMUNICATION ARTS/LITERATURE	Tier 4	6/30/2026

Parent	Julie	8/22/2022	6/1/2022	MA	1.0	481975	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 3	6/30/2026
Parent	Julie	8/22/2022	6/1/2022	MA	1.0	481975	190201	LEARNING DISABILITIES	Tier 3	6/30/2026
Groh	Cassie	8/22/2022	8/17/2022	MA	1.0	1013922	940710	SCHOOL SOCIAL WORKER	Tier 4	6/30/2030
Lindh	Shannon	8/22/2022	8/3/2022	MA	1.0	1-24-73138		BOARD CERTIFIED BEHAVIOR ANALYST (NUE)	BCBA	5/22/2026
Luebke	Jamie	8/22/2022	2/21/2022	PHD/EdD.	1.0	10173		PHYSICAL THERAPIST	PT	12/31/2025
Smith	Amy	8/22/2022	6/2/2022	MA +30	1.0	509653	80100	HEALTH	Tier 4	6/30/2028
Smith	Amy	8/22/2022	6/2/2022	MA +30	1.0	509653	80300	PHYSICAL EDUCATION	Tier 4	6/30/2028
Chisholm	Stacey	8/22/2022	4/20/2022	BA+30	1.0	420365	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Chisholm	Stacey	8/22/2022	4/20/2022	BA+30	1.0	420365	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2029
Chisholm	Stacey	8/22/2022	4/20/2022	BA+30	1.0	420365	1903100	PHYSICAL AND HEALTH DISABILITIES	Tier 4	6/30/2029
Dettmann	David	8/22/2022	4/20/2022	BA+30	1.0	514703	92603	LAW ENFORCEMENT/CRIMINAL JUSTICE	Tier 2 to Tier 3 Pathway	6/30/2026
Randall	Tracie	12/22/2022	6/30/2025	MA+30	1.0	397369	190201	LEARNING DISABILITIES	Tier 4	6/30/2027
Randall	Tracie	12/22/2022	6/30/2025	MA+30	1.0	397369	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Randall	Tracie	12/22/2022	6/30/2025	MA+30	1.0	397369	80100	HEALTH	Tier 4	6/30/2027
Randall	Tracie	12/22/2022	6/30/2025	MA+30	1.0	397369	160000	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2027
Randall	Tracie	12/22/2022	6/30/2025	MA+30	1.0	397369	190202	AUTISM SPECTRUM DISORDER	Tier 4	6/30/2027
Beickert	Emoke	8/21/2023	7/25/2023	MA+45/EdS	1.0	1014309	940600	SCHOOL PSYCHOLOGIST	Tier 3	6/30/2028
Moberg	Jolene	8/21/2023	5/18/2023	MA+45/Ed. Spé	1.0	1023309	50100	COMMUNICATION ARTS/LITERATURE 5-12	Tier 3	6/30/2026
Moberg	Jolene	8/21/2023	5/18/2023	MA+45/Ed. Spé	1.0	1023309	940310	SCHOOL COUNSELOR 5-12	Tier 3 Restricted	6/30/2026
Manning	Rachel	8/21/2023	4/12/2023	BA+30	1.0	517786	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Manning	Rachel	8/21/2023	4/12/2023	BA+30	1.0	517786	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2029
Worms	Angela	8/21/2023	4/10/2023	MA	1.0	512725	190200	EMOTIONAL BEHAVIORAL DISORDERS	Tier 3	6/30/2026
Peters-Smith	Austin	8/21/2023	5/28/2023	BA	1.0	500000	110000	MATHEMATICS	Tier 2 to Tier 3 Pathway	6/30/2028
Host	Susan	8/21/2023	6/29/2023	MA+30	1.0	309072	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Host	Susan	8/21/2023	6/29/2023	MA+30	1.0	309072	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2030
Host	Susan	8/21/2023	6/29/2023	MA+30	1.0	309072	190201	LEARNING DISABILITIES	Tier 4	6/30/2030
Krueger	Cassandra	8/28/2023	7/10/2023	MA	1.0	505115	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 3	6/30/2026
Krause	Beth	9/11/2023	9/11/2023	MA+10	1.0	410438	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Krause	Beth	9/11/2023	9/11/2023	MA+10	1.0	410438	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Krause	Beth	9/11/2023	9/11/2023	MA+10	1.0	410438	160000	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2029
Krause	Beth	9/11/2023	9/11/2023	MA+10	1.0	410438	180105	PRE-PRIMARY	Tier 4	6/30/2029
Paez Madrigal	Karina	9/26/2023	6/22/2023	MA+20	1.0	482433	60219	SPANISH	Tier 4	6/30/2026
Paez Madrigal	Karina	9/26/2023	6/22/2023	MA+20	1.0	482433	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2026
Green	Nathan	11/22/2023	11/22/2023	MA	1.0	443995	190200	EMOTIONAL BEHAVIORAL DISORDERS	Tier 4	6/30/2030
Anderson	John	8/19/2024	4/30/2024	MA+20	1.0	461787	160000	TEACHER COORD WORK BASED LEARNING	Tier 4	6/30/2027
Anderson	John	8/19/2024	4/30/2024	MA+20	1.0	461787	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Blaschka	Amy	8/19/2024	8/9/2024	MA	0.5	1035604	940710	SCHOOL SOCIAL WORKER	Tier 3	6/30/2027
Cason	Emily	8/19/2024	5/17/2024	MA+45/EdS	1.0	509907	940600	SCHOOL PSYCHOLOGIST	Tier 4	6/30/2027
Chapman	Anne	8/19/2024	7/23/2024	MA+45/EdS	1.0	409137	50196	READING	Tier 4	6/30/2029
Chapman	Anne	8/19/2024	7/23/2024	MA+45/EdS	1.0	409137	150000	SOCIAL STUDIES	Tier 4	6/30/2029
Chapman	Anne	8/19/2024	7/23/2024	MA+45/EdS	1.0	409137	60206	ENGLISH AS A SECOND LANGUAGE	Tier 4	6/30/2029
Beenken	Elizabeth	8/19/2024	8/5/2024	MA+30	0.75	476724	160000	TEACHER COORD WORK BASED LEARNING	Tier 4	6/30/2028
Beenken	Elizabeth	8/19/2024	8/5/2024	MA+30	0.75	476724	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Berg	Sheila	8/19/2024	6/5/2024	MA	1.0	361419	80100	HEALTH	Tier 4	6/30/2030
Berg	Sheila	8/19/2024	6/5/2024	MA	1.0	361419	80300	PHYSICAL EDUCATION	Tier 4	6/30/2030
Berg	Sheila	8/19/2024	6/5/2024	MA	1.0	361419	80450	COACHING	Tier 4	6/30/2030
Henke	Megan	8/19/2024	4/4/2024	MA	1.0	473352	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2029
Reinhart	Melissa	8/19/2024	5/10/2024	MA+45/EdS	1.0	469947	160000	TEACHER COORD WORK BASED LEARNING	Tier 4	6/30/2029
Reinhart	Melissa	8/19/2024	5/10/2024	MA+45/EdS	1.0	469947	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Reinhart	Melissa	8/19/2024	5/10/2024	MA+45/EdS	1.0	469947	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2029
Tracy	Carol	8/19/2024	8/8/2024	MA+45/EdS	1.0	402658	149999	TEACHERS OF COMPUTER, KEYBOARDING, AND RELATED TECHNOLOGY APPLICATIONS	Tier 4	6/30/2029
Tracy	Carol	8/19/2024	8/8/2024	MA+45/EdS	1.0	402658	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Tracy	Carol	8/19/2024	8/8/2024	MA+45/EdS	1.0	402658	300000	COMMUNICATIONS TECHNOLOGY CAREER	Tier 4	6/30/2029
Tracy	Carol	8/19/2024	8/8/2024	MA+45/EdS	1.0	402658	941000	LIBRARY MEDIA SPECIALIST	Tier 4	6/30/2029
Larsen	Curtis	8/19/2024	6/27/2024	MA+45/Ed. Spé	1.0	489434	150000	SOCIAL STUDIES	Tier 4	6/30/2028
Larsen	Curtis	8/19/2024	6/27/2024	MA+45/Ed. Spé	1.0	489434	933000	Principal K-12	Tier 4	06/30/2027

Norton	Sarah	8/19/2024	5/22/2024	BA+30	1.0	412067	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Norton	Sarah	8/19/2024	5/22/2024	BA+30	1.0	412067	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Norton	Sarah	8/19/2024	5/22/2024	BA+30	1.0	412067	180105	PRE-PRIMARY	Tier 4	6/30/2030
Reed	Camden	8/19/2024	9/3/2024	MA+30	1.0	462140	940310	SCHOOL COUNSELOR	Tier 4	6/30/2027
Eldred	Gregg	8/18/2025	8/4/2025	MA +30	1.0	288106	80450	COACHING	Tier 4	06/30/2029
Eldred	Gregg	8/18/2025	8/4/2025	MA +30	1.0	288106	80300	PHYSICAL EDUCATION	Tier 4	06/30/2029
Eldred	Gregg	8/18/2025	8/4/2025	MA +30	1.0	288106	190302	DEVELOPMENT/ADAPTIVE PHYSICAL EDUCATION	Tier 4	06/30/2029

**Teacher Seniority List 25-26 (Probationary)**

Last Name	First Name	Seniority Date	Signed Contract	LANE	FTE	File Folder Number	License Code	License Area	Scope	License Expiration
Robinson	Robin	8/23/2016	8/23/2016	MA	1.0	515484	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4 Restricted	6/30/2029
Robinson	Robin	8/23/2016	8/23/2016	MA	1.0	515484	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Shelton	Krista	8/22/2022	5/10/2022	MA	1.0	1015082	190106	SPEECH LANGUAGE PATHOLOGIST	Tier 3	6/30/2028
Gonzalez	Donald	9/19/2022	9/14/2022	BA	1.0	1021415	300600	HOSPITALITY SERVICES CAREERS	Tier 2	6/30/2027
Rifley	Madeline	9/20/2022	9/27/2022	BA	1.0	1020394	92602	COSMETOLOGY	Tier 2	6/30/2027
Bergantine-Bolstad	Karen	8/21/2023	5/18/2023	MA	1.0	424474	110000	MATHEMATICS	Tier 4	6/30/2030
Bergman	Jennifer	8/21/2023	8/17/2023	BA	1.0	1022479	50000	ENGLISH/LANGUAGE ARTS	Tier 3	6/30/2026
Fjelstad	Zachary	8/21/2023	5/22/2023	MA+45/Ed. Specialist	1.0	435722	150000	SOCIAL STUDIES	Tier 4	6/30/2028
Fjelstad	Zachary	8/21/2023	5/22/2023	MA+45/Ed. Specialist	1.0	435722	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2028
Fjelstad	Zachary	8/21/2023	5/22/2023	MA+45/Ed. Specialist	1.0	435722	210000	DRIVER AND TRAFFIC SAFETY	Tier 4	6/30/2028
Jensen	Christopher	8/21/2023	5/23/2023	MA	1.0	460607	110000	MATHEMATICS 5-12	Tier 4	6/30/2030
Kelling	Anne	8/21/2023	7/31/2023	MA	1.0	446286	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
MacEiree	Stacy	8/21/2023	7/5/2023	BA	1.0	1027019	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 1	6/30/2026
Otto	Olivia	8/21/2023	4/17/2023	MA	1.0	1023081	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2026
Otto	Olivia	8/21/2023	4/17/2023	MA	1.0	1023081	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 3	6/30/2026
Otto	Olivia	8/21/2023	4/17/2023	MA	1.0	1023081	199800	DEVELOPMENTAL DISABILITIES	Tier 3	6/30/2026
Otto	Olivia	8/21/2023	4/17/2023	MA	1.0	1023081	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2026
Recinos-Flores	Ivan	8/21/2023	6/20/2023	BA	1.0	1027595	300300	MEDICAL CAREERS	Tier 1	6/30/2026
Way	Kevin	8/21/2023	8/3/2023	MA	1.0	1011479	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2027
Poppler	Lily	12/1/2023	1/3/2024	BA	1.0	1030685	300000	COMMUNICATIONS TECHNOLOGY CAREER	Tier 1	6/30/2026
Abugan	Jessa	12/21/2023	1/4/2024	MA	1.0	1029730	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Abugan	Jessa	12/21/2023	1/4/2024	MA	1.0	1029730	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Brasileno	Jamilah	12/21/2023	1/4/2024	BA +20	1.0	1030035	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 - Resitricted	6/30/2028
Brasileno	Jamilah	12/21/2023	1/4/2024	BA +20	1.0	1030035	190202	AUTISM SPECTRUM DISORDERS	Tier 4 - Resitricted	6/30/2028
Capaciete	Angel	12/21/2023	1/4/2024	BA+30	1.0	1029751	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Garcia	Queenshed	12/21/2023	1/4/2024	BA +20	1.0	1029785	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Gonzales	Arlyne	12/21/2023	1/9/2024	MA	1.0	1029728	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Mangadsil	Jessica	12/21/2023	12/27/2023	BA +30	1.0	1029732	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Natan	Rowena	12/21/2023	1/4/2024	BA +20	1.0	1029786	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Natan	Rowena	12/21/2023	1/4/2024	BA +20	1.0	1029786	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 - Restricted	6/30/2028
Sadaya	Arestia	12/21/2023	12/21/2023	MA	1.0	1029994	50100	COMMUNICATION ARTS/LITERATURE	Tier 4	6/30/2028
Sadaya	Arestia	12/21/2023	12/21/2023	MA	1.0	1029994	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Mambaje	Maria Liza	1/3/2024	1/3/2024	MA	1.0	1029977	150000	SOCIAL STUDIES	Tier 4	6/30/2028
Mambaje	Maria Liza	1/3/2024	1/3/2024	MA	1.0	1029977	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Mambaje	Maria Liza	1/3/2024	1/3/2024	MA	1.0	1029977	190201	LEARNING DISABILITIES	Tier 4	6/30/2028
Mambaje	Maria Liza	1/3/2024	1/3/2024	MA	1.0	1029977	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2028
Espanto	Louise	1/9/2024	1/9/2024	BA+30	1.0	1030124	150000	SOCIAL STUDIES	Tier 4 Restricted	6/30/2028
Espanto	Louise	1/9/2024	1/9/2024	BA+30	1.0	1030124	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2028
Pogaja	Chara	1/9/2024	1/9/2024	BA +20	1.0	1030014	180100	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2028
Pogaja	Chara	1/9/2024	1/9/2024	BA +20	1.0	1030014	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Dacayanan	Randy	1/25/2024	1/26/2024	BA +10	1.0	1030034	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2028
Mayol	Sharon	1/25/2024	1/26/2024	BA+30	1.0	1030000	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Mayol	Sharon	1/25/2024	1/26/2024	BA+30	1.0	1030000	180105	PRE-PRIMARY	Tier 4	6/30/2028

Mayol	Sharon	1/25/2024	1/26/2024	BA+30	1.0	1030000	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2028
Victoria	Jayne	1/25/2024	1/26/2024	MA	1.0	1030540	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Victoria	Jayne	1/25/2024	1/26/2024	MA	1.0	1030540	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2028
Riofrio	Jherson	2/26/2024	2/26/2024	BA+30	1.0	1030541	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2028
Nightingale	Melissa	2/29/2024	2/28/2024	BA +20	1.0	365547	80300	PHYSICAL EDUCATION	Tier 4	6/30/2029
Nightingale	Melissa	2/29/2024	2/28/2024	BA +20	1.0	365547	190302	DEVELOPMENTAL/ADAPTIVE PHY ED	Tier 4	6/30/2029
Nightingale	Melissa	2/29/2024	2/28/2024	BA +20	1.0	365547	190302	SHORT CALL SUBSTITUTE TEACHER	Tier 4	6/30/2026
Paulson	Neena	8/12/2024	7/10/2024	MA	1.0	1019450	940310	SCHOOL COUNSELOR	Tier 4	6/30/2030
Janz	Joselyn	8/19/2024	5/21/2024	MA	1.0	468459	150000	SOCIAL STUDIES	Tier 4	6/30/2029
Rothwell	Emma	8/19/2024	8/7/2024	BA	1.0	1032333	300000	COMMUNICATIONS TECHNOLOGY CAREER	Tier 1	6/30/2026
Rothwell	Emma	8/19/2024	8/7/2024	BA	1.0	1032333	990000	SHORT CALL SUBSTITUTE TEACHER	-	6/30/2027
Larsen	Curtis	8/19/2024	6/27/2024	MA+45/Ed. Specialist	1.0	489434	150000	SOCIAL STUDIES	Tier 4	6/30/2028
Larsen	Curtis	8/19/2024	6/27/2024	MA+45/Ed. Specialist	1.0	489434	933000	Principal K-12	Tier 4	6/30/2027
Wetzel	Jason	8/26/2024	8/26/2024	MA	1.0	1037534	300100	CONSTRUCTION CAREERS	Tier 1	6/30/2026
Bjelland	Mark	10/28/2024	10/28/2024	BA	1.0	1038384	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2027
Bjelland	Mark	10/28/2024	10/28/2024	BA	1.0	1038384	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2027
Dacayanan	Lovely	10/30/2024	10/30/2024	BA+10	1.0	1036802	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Dacayanan	Lovely	10/30/2024	10/30/2024	BA+10	1.0	1036802	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Acido Jr.	Amado	12/16/2024	12/16/2024	MA	1.0	1037740	190202	AUTISM SPECTRUM DISORDERS	Tier 1	6/30/2026
Magbanua	Chriss Martin	12/16/2024	12/16/2024	MA	1.0	1038239	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2029
Magbanua	Chriss Martin	12/16/2024	12/16/2024	MA	1.0	1038239	190201	LEARNING DISABILITIES	Tier 4	6/30/2029
Magbanua	Chriss Martin	12/16/2024	12/16/2024	MA	1.0	1038239	190202	AUTISM SPECTRUM DISORDERS	Tier 4 - Resitricted	6/30/2029
Magbanua	Chriss Martin	12/16/2024	12/16/2024	MA	1.0	1038239	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029
Pedroso	Jennifer	12/16/2024	12/16/2024	BA+30	1.0	1037704	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4 Restricted	6/30/2029
Pedroso	Jennifer	12/16/2024	12/16/2024	BA+30	1.0	1037704	190202	AUTISM SPECTRUM DISORDERS	Tier 4 Restricted	6/30/2029
Pedroso	Jennifer	12/16/2024	12/16/2024	BA+30	1.0	1037704	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Ruin	Ailene	12/16/2024	12/16/2024	MA	1.0	1037739	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Ruin	Ailene	12/16/2024	12/16/2024	MA	1.0	1037739	190202	AUTISM SPECTRUM DISORDERS	Tier 4 Restricted	6/30/2029
Ruin	Ailene	12/16/2024	12/16/2024	MA	1.0	1037739	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2029
Ruin	Ailene	12/16/2024	12/16/2024	MA	1.0	1037739	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029
Morey	Tarek	1/20/2025	1/20/2025	MA	1.0	471652	140050	BUSINESS	Tier 4	6/30/2029
Morey	Tarek	1/20/2025	1/20/2025	MA	1.0	471652	150000	SOCIAL STUDIES	Tier 4	6/30/2029
Penada	Maria Jessa	1/27/2025	1/27/2025	BA	1.0	1038675	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2027
Peralta	Anabelle	1/27/2025	1/27/2025	BA	1.0	1038678	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3 Restricted	6/30/2027
Sabyan	Erin	2/7/2025	2/7/2025	MA+45/EdS	1.0	482574	80300	PHYSICAL EDUCATION	Tier 4	6/30/2026
Sabyan	Erin	2/7/2025	2/7/2025	MA+45/EdS	1.0	482574	190201	LEARNING DISABILITIES	Tier 4	6/30/2026
Sabyan	Erin	2/7/2025	2/7/2025	MA+45/EdS	1.0	482574	190302	DEVELOPMENTAL/ADAPTIVE PHY ED	Tier 4	6/30/2026
Sabyan	Erin	2/7/2025	2/7/2025	MA+45/EdS	1.0	482574	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2026
Ang	Geranel	2/17/2025	2/17/2025	BA	1.0	1039140	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2029
Ang	Geranel	2/17/2025	2/17/2025	BA	1.0	1039140	190202	AUTISM SPECTRUM DISORDERS	Tier 4	6/30/2029
Ang	Geranel	2/17/2025	2/17/2025	BA	1.0	1039140	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029
Canete	Reyia	2/17/2025	2/17/2025	MA	1.0	1039322	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2029
Canete	Reyia	2/17/2025	2/17/2025	MA	1.0	1039322	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Canete	Reyia	2/17/2025	2/17/2025	MA	1.0	1039322	190202	AUTISM SPECTRUM DISORDERS	Tier 4 - Restricted	6/30/2029
Efundo	Daisy	2/17/2025	2/17/2025	BA	1.0	1038983	199800	DEVELOPMENTAL DISABILITIES	Tier 4	6/30/2029
Efundo	Daisy	2/17/2025	2/17/2025	BA	1.0	1038983	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029

Paderan	Janice	2/17/2025	2/17/2025	MA	1.0	1030125	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2029
Paderan	Janice	2/17/2025	2/17/2025	MA	1.0	1030125	180150	EARLY CHILDHOOD EDUCATION	Tier 4	6/30/2029
Patigayon	Celine	2/17/2025	2/17/2025	BA	1.0	1038984	190201	LEARNING DISABILITIES	Tier 3 - Restricted	6/30/2027
Patigayon	Celine	2/17/2025	2/17/2025	BA	1.0	1038984	199800	DEVELOPMENTAL DISABILITIES	Tier 3 - Restricted	6/30/2027
Patigayon	Celine	2/17/2025	2/17/2025	BA	1.0	1038984	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3 - Restricted	6/30/2027
Villanea	Marcnea	2/17/2025	2/17/2025	BA	1.0	1039141	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Baguling	Dennis	2/24/2025	2/24/2025	BA	1.0	1039323	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2028
Baguling	Dennis	2/24/2025	2/24/2025	BA	1.0	1039323	199810	ACADEMIC AND BEHAVIOAL STRATEGIST	Tier 3 Restricted	6/30/2028
Ambong	Kane	2/24/2025	2/24/2025	MA	1.0	1039333	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Benedian	Cherilie	2/24/2025	2/24/2025	MA	1.0	1039324	190202	AUTISM SPECTRUM DISORDER	Tier 4 Restricted	6/30/2029
Benedian	Cherilie	2/24/2025	2/24/2025	MA	1.0	1039324	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Derla	Justin	2/24/2025	2/24/2025	BA	1.0	1039321	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2028
Derla	Justin	2/24/2025	2/24/2025	BA	1.0	1039321	190202	AUTISM SPECTRUM DISORDER	Tier 3	6/30/2028
Tangangco	Camille	2/24/2025	2/26/2025	BA +30	1.0	1039139	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2027
Tangangco	Camille	2/24/2025	2/26/2025	BA +30	1.0	1039139	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2027
Villariza	Bryan	2/24/2025	2/24/2025	MA	1.0	1038680	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029
Villariza	Bryan	2/24/2025	2/24/2025	MA	1.0	1038680	150000	SOCIAL STUDIES	Tier 4	6/30/2029
Ames	Patrick	3/7/2025	3/7/2025	MA +30	1.0	319127	150000	SOCIAL STUDIES	Tier 4	6/30/2028
Ames	Patrick	3/7/2025	3/7/2025	MA +30	1.0	319127	190200	EMOTIONAL BEHAVIORAL DISORDERS	Tier 4	6/30/2028
Ames	Patrick	3/7/2025	3/7/2025	MA +30	1.0	319127	960300	DIRECTOR OF SPECIAL EDUCATION	Professional Administration	6/30/2028
Ames	Patrick	3/7/2025	3/7/2025	MA +30	1.0	319127	933000	PRINCIPAL K-12	Professional Administration	6/30/2028
Alarcon	Arjenrose	3/10/2025	3/10/2025	BA +30	1.0	1039776	190500	EARLY CHILDHOOD SPECIAL EDUCATION	Tier 4 Restricted	6/30/2030
Alarcon	Arjenrose	3/10/2025	3/10/2025	BA +30	1.0	1039776	190201	LEARNING DISABILITIES	Tier 4 Restricted	6/30/2030
Alarcon	Arjenrose	3/10/2025	3/10/2025	BA +30	1.0	1039776	190202	AUTISM SPECTRUM DISORDERS	Tier 4 Restricted	6/30/2030
Alarcon	Arjenrose	3/10/2025	3/10/2025	BA +30	1.0	1039776	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Vergara	Janette	3/10/2025	3/10/2025	MA	1.0	1040443	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Vergara	Janetter	3/10/2025	3/10/2025	MA	1.0	1040443	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Buluran	Alexandria	3/10/2025	3/10/2025	BA	1.0	1039332	190500	EARLY CHILDHOOD SPECIAL EDUCATION	Tier 3	6/30/2028
Buluran	Alexandria	3/10/2025	3/10/2025	BA	1.0	1039332	180150	EARLY CHILDHOOD EDUCATION	Tier 3	6/30/2028
Cataluna	Anna Garcia	3/10/2025	3/10/2025	BA	1.0	1039774	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Gustilo	Jessa Marie	3/10/2025	3/10/2025	BA	1.0	1039331	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2029
Lustica	Zaisa	3/10/2025	3/10/2025	MA +30	1.0	1038042	80300	PHYSICAL EDUCATION	Tier 4	6/30/2029
Lustica	Zaisa	3/10/2025	3/10/2025	MA +30	1.0	1038042	190200	EMOTIONAL BEHAVIORAL DISORDERS	Tier 4	6/30/2029
Lustica	Zaisa	3/10/2025	3/10/2025	MA +30	1.0	1038042	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2029
Macahilig	Sherwin	3/10/2025	3/10/2025	BA	1.0	1039334	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3 Restricted	6/30/2028
Dultra	Hara Marie	3/10/2025	3/10/2025	MA	1.0	1039772	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Dultra	Hara Marie	3/10/2025	3/10/2025	MA	1.0	1039772	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Defensor	Jesame	4/14/2025	4/14/2025	BA	1.0	1040624	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Floreza	Jolina	4/14/2025	4/14/2025	BA	1.0	1040877	180100	ELEMENTARY EDUCATION	Tier 3	6/30/2028
Floreza	Jolina	4/14/2025	4/14/2025	BA	1.0	1040877	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3 Restricted	6/30/2028
Tomaroy	Claudine	4/14/2025	4/14/2025	MA	1.0	1040878	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Tomaroy	Claudine	4/14/2025	4/14/2025	MA	1.0	1040878	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Cid	Marineill	4/22/2025	4/22/2025	BA	1.0	1041211	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Banisa	Junathan	8/12/2025	8/18/2025	BA +10	1.0	1041916	190202	AUTISM SPECTRUM DISORDERS	Tier 4 - Restricted	6/30/2030
Banisa	Junathan	8/12/2025	8/18/2025	BA +10	1.0	1041916	199800	DEVELOPMENTAL DISABILITIES	Tier 4 - Restricted	6/30/2030
Banisa	Junathan	8/12/2025	8/18/2025	BA +10	1.0	1041916	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 - Restricted	6/30/2030

Domens	Jessa Mae	8/12/2025	8/18/2025	BA	1.0	1041353	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 3	6/30/2028
Mabie	Lane	8/12/2025	6/25/2025	BA	1.0	1034652	1500000	SOCIAL STUDIES	Tier 3	6/30/2027
Sackett	Nancy	8/12/2025	7/30/2025	MA +30	1.0	378133	160000	TEACHER COORDINATOR WORK BASED LEARNING	Tier 4	6/30/2027
Sackett	Nancy	8/12/2025	7/30/2025	MA +30	1.0	378133	199900	CAREER ACCOMMODATION SPECIALIST	Tier 4	6/30/2027
Sackett	Nancy	8/12/2025	7/30/2025	MA +30	1.0	378133	190310	PHYSICAL AND HEALTH DISABILITIES	Tier 4	6/30/2027
Sackett	Nancy	8/12/2025	7/30/2025	MA +30	1.0	378133	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2027
Sackett	Nancy	8/12/2025	7/30/2025	MA +30	1.0	378133	199801	MILD TO MODERATE MENTALLY HDCP	Tier 4	6/30/2027
Burrill	Amanda	8/12/2025	7/31/2025	MA	0.5	103930	-	OCCUPATIONAL THERAPIST	OT	12/31/2027
Grafil	Agnes	8/12/2025	8/18/2025	MA	1.0	1042882	50100	COMMUNICATION ARTS/LITERATURE	Tier 4 Restricted	6/30/2030
Grafil	Agnes	8/12/2025	8/18/2025	MA	1.0	1042882	60206	ENGLISH AS A SECOND LANGUAGE	Tier 4 Restricted	6/30/2030
Grafil	Agnes	8/12/2025	8/18/2025	MA	1.0	1042882	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4 Restricted	6/30/2030
Grafil	Agnes	8/12/2025	8/18/2025	MA	1.0	1042882	190201	LEARNING DISABILITIES	Tier 4 Restricted	6/30/2030
Grafil	Agnes	8/12/2025	8/18/2025	MA	1.0	1042882	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Canindo	Narene	8/12/2025	8/18/2025	BA +20	1.0	1028720	180100	ELEMENTARY EDUCATION	Tier 4	06/30/2028
Ulferts	Michelle	8/12/2025	6/12/2025	MA+45/EdS	1.0	339746	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2026
Ulferts	Michelle	8/12/2025	6/12/2025	MA+45/EdS	1.0	339746	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2026
Ulferts	Michelle	8/12/2025	6/12/2025	MA+45/EdS	1.0	339746	190201	LEARNING DISABILITIES	Tier 4	6/30/2026
Ulferts	Michelle	8/12/2025	6/12/2025	MA+45/EdS	1.0	339746	199801	MILD TO MODERATE MENTALLY HDCP	Tier 4	6/30/2026
Pederson	Kayla	8/12/2025	7/21/2025	MA	1.0	1041077	940710	SCHOOL SOCIAL WORKER	Tier 3	6/30/2028
Carvelli	Jessica	8/18/2025	4/30/2025	MA +30	1.0	408810	50100	COMMUNICATIONS ARTS/LIT 9-12	Tier 4	6/30/2027
Carvelli	Jessica	8/18/2025	4/30/2025	MA +30	1.0	408810	50100	COMMUNICATIONS ARTS/LIT 5-8	Tier 4	6/30/2027
Carvelli	Jessica	8/18/2025	4/30/2025	MA +30	1.0	408810	190200	EMOTIONAL BEHAVIOR DISORDERS- K-12	Tier 4	6/30/2027
Carvelli	Jessica	8/18/2025	4/30/2025	MA +30	1.0	408810	190201	LEARNING DISABILITIES K-12	Tier 4	6/30/2027
Flynn	Mary	8/18/2025	5/9/2025	MA+45/Ed. Specialist	1.0	1039896	180100	Elementary Education	Tier 4	6/30/2030
Flynn	Mary	8/18/2025	5/9/2025	MA+45/Ed. Specialist	1.0	1039896	190498	BLIND OR VISUALLY IMPAIRED	Tier 4 - Restricted	6/30/2030
Hoodcheck	Maureen	8/18/2025	5/18/2025	MA+45/Ed. Specialist	1.0	411421	940600	SCHOOL PSYCHOLOGIST	Tier 4	6/30/2030
Stover	Abigail	8/18/2025	5/30/2025	MA	1.0	1044597	940600	SCHOOL PSYCHOLOGIST	Tier 2	6/30/2027
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4 Restricted	6/30/2030
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	190201	LEARNING DISABILITIES	Tier 4 Restricted	6/30/2030
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	190202	AUTISM SPECTRUM DISORDERS	Tier 4 Restricted	6/30/2030
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	199800	DEVELOPMENTAL DISABILITIES	Tier 4 Restricted	6/30/2030
Santiago	Eleonor	8/18/2025	8/18/2025	MA	1.0	1042886	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Opena	Rotsen Mae	8/18/2025	8/18/2025	MA	1.0	1041912	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Opena	Rotsen Mae	8/18/2025	8/18/2025	MA	1.0	1041912	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Ponce	Flordemae	8/18/2025	8/18/2025	MA +30	1.0	1042178	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Ponce	Flordemae	8/18/2025	8/18/2025	MA +30	1.0	1042178	199810	MATHEMATICS	Tier 4	6/30/2030
Montecillo	Dianne	8/18/2025	8/18/2025	MA+45/EdS	1.0	1043317	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2030
Montecillo	Dianne	8/18/2025	8/18/2025	MA+45/EdS	1.0	1043317	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Munoz	Ala	8/18/2025	8/18/2025	MA +30	1.0	1042034	300000	COMMUNICATIO S TECHNOLOGY CAREER	Tier 4	6/30/2030
Munoz	Ala	8/18/2025	8/18/2025	MA +30	1.0	1042034	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Munoz	Ala	8/18/2025	8/18/2025	MA +30	1.0	1042034	100100	TECHNOLOGY	Tier 4	6/30/2030
Quimque	Jackielou	8/18/2025	8/18/2025	BA +30	1.0	1042884	50100	COMMUNICATION ARTS/LITERATURE	Tier 4 Restricted	6/30/2030
Quimque	Jackielou	8/18/2025	8/18/2025	BA +30	1.0	1042884	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Lake	Cassey	8/18/2025	7/17/2025	MA	1.0	1032298	940710	SCHOOL SOCIAL WORKER	Tier 3	6/30/2027

Wright	Scott	8/21/2025	8/21/2025	MA	1.0	458779	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 4	6/30/2027
Carranceja	Prinzer	8/25/2025	8/25/2025	BA +20	1.0	1041908	180100	ELEMENTARY EDUCATION	Tier 4	6/30/2030
Carranceja	Prinzer	8/25/2025	8/25/2025	BA +20	1.0	1041908	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4	6/30/2030
Carranceja	Prinzer	8/25/2025	8/25/2025	BA +20	1.0	1041908	190202	AUSTISM SPECTRUM DISORDERS	Tier 4 Restricted	6/30/2030
Gorres	Pepito	9/8/2025	9/8/2025	BA +30	1.0	1043848	110000	MATHEMATICS	Tier 4	6/30/2030
Lukkat	Syphren	9/16/2025	9/16/2025	BA	1.0	1043585	50100	COMMUNICATION ARTS/LITERATURE	Tier 4	6/30/2030
Barke-Martin	Chara	9/22/2025	9/17/2025	MA	1.0	1011376	60206	ENGLISH AS A SECOND LANGUAGE	Tier 4	6/30/2029
Barke-Martin	Chara	9/22/2025	9/17/2025	MA	1.0	1011376	60208	FRENCH	Tier 4	6/30/2029
Marcelino	Giverlyn	9/24/2025	9/29/2025	BA+30	1.0	1042249	190200	EMOTIONAL BEHAVIOR DISORDERS	Tier 1	6/30/2026
Oliveros	Roilynne Love	9/30/2025	9/30/2025	MA +30	1.0	1044581	199810	ACADEMIC AND BEHAVIORAL STRATEGIST	Tier 4 Restricted	6/30/2030
Harding	Jennifer	10/29/2025	10/29/2025	MA +30	0.5	409095	150000	SOCIAL STUDIES 7-12	Tier 4	6/30/2029
Harding	Jennifer	10/29/2025	10/29/2025	MA +30	0.5	409095	150000	SOCIAL STUDIES 5-8	Tier 4	6/30/2029

**SWMetro Regular School Board and Work Session Meeting Dates and Locations 2026**

<b>Date</b>	<b>Meeting Type</b>	<b>Time</b>	<b>Location</b>
January 15-17, 2026	MSBA Leadership Conference	All Day	Minneapolis Convention Center
January 20, 2026	Organizational - Regular Meeting to Follow Immediately Afterwards	5:30pm	Dean Lakes Education Center
February 17, 2026	Regular	5:30pm	Dean Lakes Education Center
March 17, 2026	Regular	5:30pm	Dean Lakes Education Center
April 21, 2026	Regular	5:30pm	Dean Lakes Education Center
May 19, 2026	Regular	5:30pm	Dean Lakes Education Center
June 16, 2026	Regular	5:30pm	Dean Lakes Education Center
July 21, 2026	Regular	5:30pm	Dean Lakes Education Center
August 18, 2026	Regular	5:30pm	Dean Lakes Education Center
September 15, 2026	Regular	5:30pm	Dean Lakes Education Center
October 20, 2026	Regular	5:30pm	Dean Lakes Education Center
November 17, 2026	Regular	5:30pm	Dean Lakes Education Center
December 15, 2026	Regular	5:30pm	Dean Lakes Education Center
January 19, 2027	Organizational - Regular Meeting to Follow Immediately Afterwards	5:30pm	Dean Lakes Education Center

\* If the regular board meeting is canceled due to inclement weather or other unforeseeable circumstances, the meeting will be held the next day at the same time and location.

## **101 LEGAL STATUS OF THE SCHOOL DISTRICT**

### **I. PURPOSE**

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

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

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

### **III. RELATIONSHIP TO OTHER ENTITIES**

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

### **IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT**

- A. Funds
  - 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
  - 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
  - 3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.
- B. Raising Funds
  - 1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
  - 2. The school district may issue bonds in accordance with the provisions of Minnesota Statutes chapter 475, or other applicable law.
  - 3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

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

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statutes section 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

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

F. Actions and Suits

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

**Legal References:** Minn. Const. art. 13, § 1  
Minn. Stat. Ch. 123B (School District, Powers and Duties)  
Minn. Stat. Ch. 179A (Public Employment Labor Relations)  
Minn. Stat. § 465.035 (Conveyance or Lease of Land)  
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties of Political Subdivisions)  
*Minnesota Association of Public Schools v. Hanson*, 287 Minn. 415, 178 N.W.2d 846 (1970)  
*Independent School District No. 581 v. Mattheis*, 275 Minn. 383, 147 N.W.2d 374 (1966)

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

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

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

**Cross References:** MSBA/MASA Model Policy 201 (Legal Status of School Board)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)  
MSBA/MASA Model Policy 705 (Investments)  
MSBA/MASA Model Policy 706 (Acceptance of Gifts)  
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)  
MSBA Service Manual, Chapter 13, School Law Bulletin "F" (Contract and Bidding Procedures)

First Reading: 11/19/2024

Adopted: 12/17/2024

Reviewed: 12/16/2025

Revised:

## **101.1 NAME OF THE SCHOOL DISTRICT**

### **I. PURPOSE**

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

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

Pursuant to statute, the official name of the school district is SouthWest Metro Intermediate District No. 288. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

### **III. UNIFORM NAME**

- A. The name of the school district shall be SouthWest Metro Intermediate District #288. Other variations may be used in alignment with the district branding guide such as "SWMetro".
- B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.
- C. In official communications and on school district ballots, the school district shall be referred to as SouthWest Metro Intermediate District No. 288 but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

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

**Cross References:**

First Reading: 11/19/2024  
Adopted: 12/17/2024  
Reviewed: 12/16/2025  
Revised:

## **102 EQUAL EDUCATIONAL OPPORTUNITY**

### **I. PURPOSE**

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

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

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits the harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- F. Every school district employee shall be responsible for complying with this policy conscientiously.
- G. Any student, parent, or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.
- H. Refer to District Policy 103 Complaints – Students, Employees, Parents, Other Persons for complaint and grievance procedures. Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education  
Office for Civil Rights, Region V 500  
W. Madison Street – Suite 1475  
Chicago, IL 60661  
Tel: 312-730-1560

TDD: 312-730-1609

MN Department of Human Rights  
540 Fairview Ave N, Ste. 201  
St. Paul, MN 55104  
800.657.3704  
651.296.5663  
TDD 651.296.1283

**Legal References:** Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
MSBA/MASA Model Policy 413 (Harassment and Violence) MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination) MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)  
MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

First Reading: 11/19/2024  
Approved: 12/17/2024  
Reviewed: 12/16/2025  
Revised:

## **103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS**

### **I. PURPOSE**

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

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

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent, who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statutes chapter 13 (Government Data Practices Act) or other law.

### **III. GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION**

The following grievance procedure applies to claims of sex, disability, and racial discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 90 calendar days of the alleged violation.
- B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.

- C. The school board hereby designates the following as the school district Human Rights Officer(s) to receive reports, complaints, or grievances of unlawful discrimination. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the superintendent.

Julie Williams  
Executive Director of Human Resources  
4601 Dean Lakes Blvd  
Shakopee, MN 55379  
Phone: 952-567-8100  
Email: [jwilliams@swmetro288.org](mailto:jwilliams@swmetro288.org)

- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 2 business days and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

## **INVESTIGATION**

- A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.
- C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.

- D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful Discrimination.
- E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution, which may include alternative dispute resolution.
- F. The district shall comply with federal and state law pertaining to retention of records.

### **APPEAL**

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

### **SCHOOL DISTRICT ACTION**

- A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such action may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination. School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law\ and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

### **RETALIATION**

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

### **CONFLICT OF INTEREST**

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

## **DISSEMINATION OF POLICY**

The school district shall adopt and publish these procedures.

Title IX Coordinator  
Julie Williams  
Executive Director of Human Resources  
4601 Dean Lakes Blvd  
Shakopee, MN 55379  
Phone: 952-567-8100  
Email: [jwilliams@swmetro288.org](mailto:jwilliams@swmetro288.org)

504 Coordinator  
Melissa Knettel  
Executive Director of Teaching and Learning  
4601 Dean Lakes Blvd  
Shakopee, MN 55379  
Phone: 952-567-8100  
Email: [mknettel@swmetro288.org](mailto:mknettel@swmetro288.org)

## **RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court. Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education  
Office for Civil Rights, Region V  
500 W. Madison Street – Suite 1475  
Chicago, IL 60661  
Tel: 312-730-1560  
TDD: 312-730-1609

MN Department of Human Rights  
540 Fairview Ave N, Ste. 201  
St. Paul, MN 55104  
800.657.3704  
651.296.5663  
TDD 651.296.1283

For complaints of employment discrimination:

Equal Employment Opportunity Commission 3  
30 S. 2nd Avenue Suite 430  
Minneapolis, MN 55401  
800.669.4000  
612.335.4040  
TDD 612.335.4045

This document provides general information and is not to be a substitute for legal advice.

Changes in the law, including timelines for filing a complaint, may affect your rights.

**Resources:**

U.S. Department of Education  
Office for Civil Rights, Region V  
500 W. Madison Street – Suite 1475  
Chicago, IL 60661  
Tel: 312-730-1560  
TDD: 312-730-1609

Reading Room, U.S. Department of Education, Office for Civil Rights:  
<http://www2.ed.gov/about/offices/list/ocr/publications.html>

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

**Cross References:** MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 514 (Bullying Prohibition)  
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

First Reading: 11/19/2024  
Approved: 12/17/2024  
Revised: 12/16/2025  
Reviewed:

## **104 SCHOOL DISTRICT MISSION STATEMENT**

### **I. PURPOSE**

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

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

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

### **III. MISSION STATEMENT**

"SouthWest Metro Intermediate District provides a unique educational experience that serves as a meaningful foundation for each learner's lifelong journey."

### **IV. REVIEW**

The school board will review the school district's progress towards meeting goals developed to achieve the district's mission every year through the annual review process of the district's strategic plan. The beliefs that guide the mission statement are a part of the same annual review process. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

### **Cross References:**

First Reading: 11/19/2024  
Adopted: 12/17/2024  
Reviewed: 12/16/2025  
Revised:

## **402 DISABILITY NONDISCRIMINATION POLICY**

### **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 the Executive Director of Human Resources at 4601 Dean Lakes Blvd, Shakopee, MN 55318 or (952) 567-8100. This individual is the school district's appointed ADA coordinator.
- E. Refer to District Policy 103 Complaints – Students, Employees, Parents, Other Persons for complaint and grievance procedures.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education  
Office for Civil Rights, Region V 500  
W. Madison Street – Suite 1475  
Chicago, IL 60661  
Tel: 312-730-1560  
TDD: 312-730-1609

MN Department of Human Rights  
540 Fairview Ave N, Ste. 201  
St. Paul, MN 55104  
800.657.3704  
651.296.5663  
TDD 651.296.1283

#### ***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)

42 U.S.C. § 12101 (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 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)

First Reading: 2/18/2025

Adopted: 3/18/2025

Reviewed: 12/16/2025

Revised:

## **403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES**

### **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:**

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **404 EMPLOYMENT BACKGROUND CHECKS**

### **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.

- 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:**

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **405 VETERAN'S PREFERENCE**

### **I. PURPOSE**

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

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

- A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
  - 1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  - 3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
  - 4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.
- D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.
- G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

- 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)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **406 PUBLIC AND PRIVATE PERSONNEL DATA**

### **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 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 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 are not public and are not accessible to the subject.
- D. "Parking space leasing data" means the following government data on an applicant for, or lessee 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, applicants for employment, volunteers or independent contractors for the school district. Personnel data include 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 to improve school district operations.
- 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 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 Family Educational Rights and Privacy Act, 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, volunteers and independent contractors of the school district, is public:
1. name;
  2. employee identification number, which may not be the employee'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, subdivision. 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 applicants are considered by the school board to be finalists for public employment.
- 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 Minnesota 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 Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 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. 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 data will not be otherwise released unless authorized by law.
- 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 must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, 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 ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- 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 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 prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 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 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 does not have access to data that would identify the complainant or other witnesses if the 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 must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or 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, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over the 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, subdivision 2.
- M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school 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 providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.
- 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, chapter 13.

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

- P. 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 health 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 by law.
- 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 when the Commissioner of the 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, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing,

renewing, 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 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 Jeff Horton, Superintendent 952-567-8100 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.

#### **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)  
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 (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 Law Bulletin "I" (School Records – Privacy – Access to Data)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **407 EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES**

### **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. Stat. § 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 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 (Safety and Health Standards)  
Minn. Rules Ch. 5206 (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)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **408 SUBPOENA OF A SCHOOL DISTRICT EMPLOYEE**

### **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)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

**409 EMPLOYEE PUBLICATIONS, INSTRUCTIONAL MATERIALS, INVENTIONS, AND CREATIONS**

**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 10 years 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:**

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **410 FAMILY AND MEDICAL LEAVE POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

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

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### **III. DEFINITIONS**

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
1. a military medical treatment facility as an outpatient; or
  2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  2. to attend military events and related activities of a covered military member;
  3. to address issues related to childcare and school activities of a covered military member's child;
  4. to address financial and legal arrangements for a covered military member;
  5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
  6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  7. to attend post-deployment activities related to a covered military member;
  8. to address parental care needs of a covered military member's parent who is incapable of self-care; and
  9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
  - J. "Veteran" has the meaning given in 38 United States Code section 101.

#### **IV. LEAVE ENTITLEMENT**

- A. Twelve-week Leave under Federal Law
  1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
    - a. birth of the employee's child and to care for such child;
    - b. placement of an adopted or foster child with the employee;
    - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
    - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
    - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
  2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
  3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
  4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
  5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
    - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

- b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
- (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
  - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
  - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
  - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.
13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.  
  
The school district shall comply with written notice requirements as set forth in federal regulations.
14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

**C. Twenty-six-week Servicemember Family Military Leave**

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

**V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
  - 1. take leave for the entire period or periods of the planned medical treatment; or
  - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  - 2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
  - 3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
  - 4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

## **VI. OTHER**

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

**VII. DISSEMINATION OF POLICY**

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:**

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **412 EXPENSE REIMBURSEMENT**

### **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 or designee 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 or designee 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)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

**415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to fully comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

**III. DEFINITIONS**

A. "Abuse" means:

- 1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
- 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or seclusion, including the forced separation of the vulnerable adult persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.
- 3. Any sexual contact or penetration as defined in Minn. Stat. § 609.341 between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.

involuntary  
from other  
representative of  
deprivation procedures for  
conditions not authorized

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

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

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
- F. "Mandated reporter" means a professional or professional's delegate while engaged in education.
- G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.
- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health,

safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.

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

#### **IV. REPORTING PROCEDURES**

- A. A mandated report as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not public data as defined under Minnesota Statutes section 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

#### **V. INVESTIGATION**

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

**VI. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy should appear in school personnel handbooks as appropriate.
- B. The school district will develop a method of discussing this policy with employees as appropriate.
- C. This policy should be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. § 13.02 (Government Data Practices; Definitions)  
 Minn. Stat. Ch. 245A (Human Services Licensing)  
 Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
 Minn. Stat. §§ 609.221-609.224 (Assault)  
 Minn. Stat. § 609.234 (Crimes Against Vulnerable Adults ~~the Person~~; Definitions)  
 Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)  
 Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
 Minn. Stat. § 609.341 (Definitions)  
 Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
 Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
 Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
 MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
 MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

First Reading: 2/18/2025  
 Adopted: 3/18/2025  
 Reviewed: 12/16/2025  
 Revised:

**416 DRUG, ALCOHOL, AND CANNABIS TESTING**

**I. PURPOSE**

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

**II. GENERAL STATEMENT OF POLICY**

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also

prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.

- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
  
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
  - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
  - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
  - 3. as provided in the school district’s written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
  - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

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

#### A. General Statement of Policy

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

#### B. Definitions

- 1. “Actual Knowledge” means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee’s use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information

provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.

12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.
13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before

the MRO completes the verification process.

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

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on

duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

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

G. Prescription Drugs/Cannabinoid Products

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

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for alcohol and controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

## 2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the

test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.

- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or

- controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
  - c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
  - d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.
5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.
  6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.
  7. Refusal to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code, section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment D to this policy.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district

- notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

- (1) The donor expressly declines the opportunity to discuss the test results;
- (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
- (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
2. The school district will not discharge a driver who, for the first time,

receives a confirmed positive drug or alcohol test UNLESS:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
- b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
- c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

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

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f)	
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calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

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

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

### 3. Personal Information

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

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
  - i. Any on-duty alcohol use;
  - ii. Any pre-duty alcohol use;
  - iii. Any alcohol use following an accident; and
  - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer’s report of completion of follow-up testing.

N. Training

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

O. Consequences of Prohibited Conduct and Enforcement

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

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

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

- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

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

Q. Report to Clearinghouse

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

R. Annual Clearinghouse Query

- 1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or

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

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

#### **IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

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

##### **A. Definitions**

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20,

lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
  - a. can detect drugs, alcohol, cannabis, or their metabolites in

levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

- b. does not require the services of a testing laboratory under section 181.953, subdivision 1.
9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. "Random Selection Basis" means a mechanism for selection of employees that:
- a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
  - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.
- B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions
- 1. General Limitations

- a. The school district may not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

## 2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

## 3. Job Applicant Testing

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

- a. The school district must not request or require a job applicant

to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.

- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

5. Random Testing

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

6. Reasonable Suspicion Testing

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

- a. is under the influence of cannabis, drugs, or alcohol;
- b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

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

8. Routine Physical Examination Testing

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

required as part of the physical examination.

C. No Legal Duty to Test

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

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

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

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

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

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

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

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

E. Reliability and Fairness Safeguards

1. Pretest Notice

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

2. Notice of Test Results

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

3. Notice of and Right to Test Result Report

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

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment G to this policy).
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
  - b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.
- F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License
1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
  2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
  3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
  - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

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

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

H. Chain-of-Custody Procedures

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

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

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

**V. POSTING**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, Subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)

49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing  
Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

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

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **417 CHEMICAL USE AND ABUSE**

### **I. PURPOSE**

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

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

- A. Use or possession of controlled substances, toxic substance, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The school district shall establish a drug-free awareness program for its employees.

### **III. DEFINITIONS**

- A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.
- B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including

superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

#### **IV. STUDENTS**

##### **A. Districtwide School Discipline Policy**

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

##### **B. Programs and Activities**

1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.
2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

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

1. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.
2. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56.
3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

##### **D. Preassessment Team**

1. Every school that participates in a school district chemical abuse program shall establish a chemical abuse preassessment team designated by the superintendent or designee. The

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

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

**E. Data Practices**

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

2. **Destruction of Records**

- a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

**F. Consent**

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

**V. EMPLOYEES**

- A. The school district shall establish a drug-free awareness program to inform employees about:
1. The dangers of drug abuse in the workplace.
  2. The school district's policy of maintaining a drug-free workplace.
  3. Available drug counseling, rehabilitation, and employee assistance programs.

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

**Legal References:**

- Minn. Stat. § 13.32 (Educational Data)
- Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
- Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
- Minn. Stat. § 126C.44 (Safe Schools Levy)
- Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)
- Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
- Minn. Stat. § 152.01 (Definitions)
- Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
- Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
- Minn. Stat. § 152.23 (Limitations; Medical Cannabis)Minn. Stat. § 299A.33 (DARE Program)
- Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
- Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
- 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
- 20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)
- 20 U.S.C. § 5812 (National Education Goals)
- 20 U.S.C. § 7175 (Local Activities)
- 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
- 34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

**Cross References:**

- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)
- MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
- MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
- MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
- MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
- MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

First Reading: 2/18/2025  
 Adopted: 3/18/2025  
 Revised: 12/16/2025  
 Reviewed:

**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

**III. DEFINITIONS**

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing

nicotine and other chemicals which are inhaled by users through the mouth.

- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

#### **IV. EXCEPTIONS**

- A. A violation of this policy does not occur when an American Indian adult lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.
- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

#### **V. VAPING PREVENTION INSTRUCTION**

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

**VI. ENFORCEMENT**

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

**VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. § 121A.08 (Smudging Permitted)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS**

### **I. PURPOSE**

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

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

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, director or a district school officer, including the school business official, may not accept a gift from an interested person.

### **III. DEFINITIONS**

- A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.
- C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

### **IV. PROCEDURES**

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

### **V. VIOLATIONS**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

**Legal References:** Minn. Stat. § 10A.07 (Conflicts of Interest)  
Minn. Stat. § 10A.071 (Prohibition of Gifts)  
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)  
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

**Cross References:** MSBA/MASA Model Policy 209 (Code of Ethics)  
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## 422 POLICIES INCORPORATED BY REFERENCE

### PURPOSE

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

Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools

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

### ***Legal References:***

### ***Cross References:***

First Reading: 2/18/2025  
 Adopted: 3/18/2025  
 Reviewed: 12/16/2025  
 Revised:

## **423 EMPLOYEE-STUDENT RELATIONSHIPS**

### **I. PURPOSE**

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

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

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

### **III. REPORTING AND INVESTIGATION**

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

- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

#### **IV. SCHOOL DISTRICT ACTION**

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

#### **V. SCOPE OF LIABILITY**

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

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (Personnel Data)  
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)  
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)  
Minn. Stat. §§ 609.341-609.352 (Definitions)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)  
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)  
MSBA/MASA Model Policy 507 (Corporal Punishment)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **424 LICENSE STATUS**

### **I. PURPOSE**

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

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

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

### **III. PROCEDURE**

- A. The superintendent or designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent or designee prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent or designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.
- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

**Legal References:** Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination – Immediate Discharge)  
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)  
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn. App. 1985)  
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn. App. 1998)  
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

**Cross References:**

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **426 NEPOTISM IN EMPLOYMENT**

### **I. PURPOSE**

The purpose of this policy is to establish consistent employment guidelines and to prevent situations where an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the charter school.

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

The School District may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may *not* be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

### **III. DEFINITIONS**

#### **A. Close Family Member**

A close family member means the employee's parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of relationship.

#### **B. Direct or Indirect Supervision**

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring, promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

### **IV. APPLICATION TO BOARD MEMBERS**

Board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, board members shall abstain from the action when a close family member is involved.

### **V. EXCEPTIONS; SPECIAL CIRCUMSTANCES**

In exceptional circumstances, a direct or indirect supervision relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the Superintendent. Any direct or indirect supervision relationship approved by the Superintendent shall be reported to the School Board. All employment decisions affecting the subordinate employee, including, but not limited to,

selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the Superintendent. Exceptions involving the Superintendent and a close family member of the Superintendent shall be approved in writing by the School Board.

**VI. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATIONSHIP BETWEEN EMPLOYEES**

Any School District employee involved in a direct or indirect supervision relationship with a close family member that existed *prior to* the original approval date of this policy or that arises *after* the adoption of this policy shall promptly notify the Superintendent of such relationship. The Superintendent shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervision relationship approved by the Superintendent under Section V. shall be reported to the School Board. The Superintendent shall promptly notify the School Board of any direct or indirect supervision relationship which arises concerning a close family member of the Superintendent. All such direct or indirect supervision relationships involving the Superintendent shall be resolved by the School Board in accordance with this policy.

**VII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS**

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the charter school.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

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

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS**

### **I. PURPOSE**

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

### **II. DEFINITIONS**

#### **A. Special Education Staff; Special Education Teacher**

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

#### **B. Direct Services**

“Direct services” means special education services provided by a special education teacher or a related service professional when the services are related to instruction, including cooperative teaching.

#### **C. Indirect Services**

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

#### **D. Workload**

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

### **III. GENERAL STATEMENT OF POLICY**

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other

services required in the IEPs of eligible students.

#### **IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED**

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

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

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

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **470 Employee Use of Social Media**

### **I. PURPOSE**

SouthWest Metro No #288 recognizes the value of inquiry, investigation and innovation in using new technology tools and resources to enhance the learning experience and to share information. The District also recognizes its obligation to teach, model and ensure responsible and safe use of such technology tools.

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

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

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

The District has official accounts on select social media platforms (Facebook, Twitter, Instagram, YouTube, other) and additional technologies (Canvas, IC Messenger, TalkingPoints, other) it uses in fulfilling its responsibility for effectively communicating with its various audiences, including the general public. The superintendent or designee will identify District and building staff who are approved to post for the District on accounts that have been designated as their responsibility. These designated employees are the only employees who may post for the District or schools on such accounts without additional approval from the Superintendent or designee.

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

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

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

When employees choose to join or engage with District students, families, fellow employees or members of the general public in a social media context that exists outside those approved by the District, they must maintain their professionalism as District employees and are

responsible for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

### **III. DEFINITIONS**

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

### **IV. Requirements**

All employees are expected to support a positive school climate and serve as role models for students and the community. Because those on social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules when referring to the District, its schools, students, programs, activities, employees, volunteers and communities on any social media networks:

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

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

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

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

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

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

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

Employees may not post images of students on any public social media network if the parent has opted out of image use of their child, except for images of students taken in the public arena, such as at sporting events or fine arts public performances. School building office staff maintain a list of students who have opted out of image use and should be consulted prior to any use of student images.

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

- B. The District recognizes that student groups or members of the public may create social media accounts representing teams or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they always do so as an employee of the District. Employees have responsibility for maintaining appropriate employee-student and employee-public relationships at all times and have responsibility for addressing inappropriate student behavior or activity witnessed on these networks. This includes acting to protect the safety of minors online.
  - 1. When an official student group or team creates a social media site or team website for itself, the coach or advisor must request and secure the login, password and recovery information for that online group. This will prevent, for example, dozens of out of date Twitter accounts for a sports team, as each year's team captain has graduated and the social media account remains up but not active.
- C. Employees who participate in social media networks may decide to include information about their work with the District as part of their personal profile, as it would relate to a typical social conversation. This may include:
  - 1. Work information included in a personal profile, to include District name, job title, and job duties.
  - 2. Status updates regarding an employee's own job promotion.
  - 3. Personal participation in District-sponsored events, including volunteer activities.
  - 4. Words of praise for a District accomplishment.
- D. The District monitors social media and will respond to content when necessary. An employee who is responsible for a social media posting that fails to comply with the requirements set forth in this policy may be subject to discipline, up to and including termination. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information or information that violates the privacy rights or other rights of a third party.
- E. Anything posted on an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible will be subject to all District policies, rules, regulations, and guidelines. The District is free to view and monitor an employee's publicly viewable website or blog at any time without an employee's consent or previous approval or knowledge. Where applicable, employees may be asked to disclose to the District the existence of and to provide the District with access to an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible as part of an employment selection, promotion or disciplinary process.

**Legal References:** Minnesota Administrative Rule 8700.7500 Code of Ethics for Minnesota Teachers Children's Internet Protection Act

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 524: (Internet Acceptable Use and Safety Policy)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Reviewed: 12/16/2025  
Revised:

## **507.5 SCHOOL RESOURCE OFFICERS**

### **I. PURPOSE**

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

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

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

### **III. DEFINITIONS**

- A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

### **IV. CONTRACTUAL DUTIES**

- A. A school resource officer's contractual duties with the school district shall include:
  - 1. fostering a positive school climate through relationship building and open communication;
  - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
  - 3. serving as a liaison from law enforcement to school officials;
  - 4. providing advice on safety drills;
  - 5. identifying vulnerabilities in school facilities and safety protocols;
  - 6. educating and advising students and staff on law enforcement topics; and,
  - 7. enforcement of criminal laws.
- B. The school district may contract with a school resource officer's employer for

the officer to perform additional duties to those described in paragraph IV.A.

- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

## **V. TRAINING**

- A. Except as provided for in paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.
- E. For each school resource officer employed by an agency, the chief law

enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

**Legal References:** Minn. Stat. § 120A.05, subs. 9, 11, and 13 (Definitions)  
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)  
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

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

**Resources:** MN House of Representatives: School Resource Officers (accessed 10/02/25)  
MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)  
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)  
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)  
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)  
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Revised: 12/16/2025  
Reviewed:

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

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

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

#### **B. Retention**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

#### **C. Program Design**

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and

- b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
  
- 4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student’s readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
  
- 5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
 Minn. Stat. § 120B.15 (Gifted and Talented Students Program)  
 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)  
 Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

**Cross References:** MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 620 (Credit for Learning)

First Reading: 2/18/2025  
 Adopted: 3/18/2025  
 Revised: 12/16/2025  
 Reviewed:

**519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES**

**I. PURPOSE**

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

**II. GENERAL STATEMENT OF POLICY**

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the administrator's office. Upon receiving a request, it shall be the responsibility of the administrator to determine whether the request will be granted. Prior to granting a request, the administrator shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

**III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT**

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes, Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes, Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school

district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property **before** the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. **For the** interviews **are** conducted by the local welfare agency, the notification **shall** be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than twenty-four (24) hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the administrator and without proper warrant.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical

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

First Reading: 2/18/2025  
Adopted: 3/18/2025  
Revised: 12/16/2025  
Reviewed:

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

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

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### **III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  2. student performance on the Minnesota Comprehensive Assessments;
  3. high school graduation rates; and
  4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

#### **IV. LONG-TERM STRATEGIC PLAN**

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
  2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to comprehensive achievement and civic readiness;
  3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;
  4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
  5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
  6. education effectiveness practices that
    - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school district plan; and
  - 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
  - C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

First Reading: 3/18/2025  
Adopted: 4/15/2025  
Revised: 12/16/2025  
Reviewed:

## **606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

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

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

### **III. RESPONSIBILITY OF SELECTION**

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
1. support the goals and objectives of the education programs;
  2. consider the needs, age, and maturity of students;
  3. foster respect and appreciation for cultural diversity and varied opinion;
  4. fit within the constraints of the school district budget;
  5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;
  6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
  7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

### **IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional

materials review and selection process.

- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

**V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent may present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials.
- D. All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the students.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)  
Minn. Stat. § 120B.235 (American Heritage Education)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)  
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)  
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)  
20 U.S.C. 1232h(a) (Protection of Pupil Rights)  
*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

First Reading: 3/18/2025  
Adopted: 4/15/2025  
Revised: 12/16/2025  
Reviewed:

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

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

- A. School District Goals
  - 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee in alignment with its strategic plan.
  - 2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. The District Advisory Committee shall be advised by the District-Wide Continuous Improvement Team.
  - 3. The district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site/program goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota

Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, administrator evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations, the District Advisory Committee shall work with the District-Wide Continuous Improvement Team to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By December 31 of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:

- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The District Advisory Committee shall make recommendations to the District-Wide Continuous Improvement team and/or school board on school district-wide standards, assessments, and program evaluation.
  - c. Continuous Improvement Teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
  5. The District Advisory Committee shall meet the following timeline each year:
    - Aug: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
    - Sept: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
    - Oct-Jan: Review evaluation results and prepare recommendations.
    - Jan-Mar: Present recommendations to the school board for its input and approval.

F. Reporting

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

Commissioner.

2. The school or program performance report for a school or program site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
 Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
 Minn. Stat. § 120B.36 (School Accountability)  
 Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
 Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
 Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
 Minn. Stat. § 123B.147 (Principals)  
 Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 619 (Staff Development for Standards)  
 MSBA/MASA Model Policy 620 (Credit for Learning)

First Reading: 3/18/2025  
 Adopted: 4/15/2025  
 Revised: 12/16/2025  
 Reviewed:

## **621 LITERACY AND THE READ ACT**

### **I. PURPOSE**

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

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

The school district recognizes the centrality of reading in a student's educational experience.

### **III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is

used for educational decision making.

- G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by MDE.
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:

1. the student's reading proficiency as measured by a screener approved by MDE;
  2. reading-related services currently being provided to the student and the student's progress; and
  3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

## **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
  2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
  4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
  5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.
- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
  2. the number of students universally screened for that reporting year;
  3. the number of students demonstrating characteristics of dyslexia for that year; and
  4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
  - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;
3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
7. a statement of whether the school district has adopted an MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
  - a. students in kindergarten through grade 3;
  - b. students who demonstrate characteristics of dyslexia; and
  - c. students in grades 4 to 12 who are identified as not reading at grade level.
9. the number of teachers and other staff that have completed training approved by the department;
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
13. beginning on December 31, 2025, for a district with a dual language immersion program:
  - a. the program's partner language;
  - b. grade levels included in the program;
  - c. the language used to screen students' foundational reading skills;
  - d. the percentage of grade 3 students taking the Minnesota

Comprehensive Assessments; and

- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

### **VIII. STAFF TRAINING**

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
  - 1. reading intervention teachers working with students in kindergarten through grade 12;
  - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
  - 4. curriculum directors;
  - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
  - 6. employees who select literacy instructional materials for a district; and
  - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
  - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
  - 2. teachers who provide instruction to students in a state-approved alternative program; and
  - 3. teachers who provide instruction to students in dual language

immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
  - 1. a certified trained facilitator; or
  - 2. a training program that MDE has determined meets the professional development requirements under the Read Act.

#### **IX. STAFF DEVELOPMENT**

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
  - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

**X. LITERACY INCENTIVE AID USES**

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

**Legal References:** Minn. Stat. § 120B.119 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None

First Reading: 3/18/2025  
Adopted: 4/15/2025  
Revised: 8/19/2025  
Revised: 12/16/2025  
Reviewed:

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student School Bus Safety Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
  - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
  - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
    1. pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
    2. bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
2. Instruction
  - a. The school district may provide active transportation safety training through distance learning.
  - b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

**III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation director. Serious misconduct may be reported to local law enforcement.
  1. School Bus and Bus Stop Rules. The school district school bus safety rules

may be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Arrive to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Building administrators will follow the Student and Family Handbook when administering consequences.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(2) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(3) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(4) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

**IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

**V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraph VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
  7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by

the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

- F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

### **B. Evaluation**

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

## **VII. OPERATING RULES AND PROCEDURES**

### **A. General Operating Rules**

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

### **B. Type III Vehicles**

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
  - b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
  - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
  - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
    - (1) safe operation of a type III vehicle;
    - (2) understanding student behavior, including issues relating to students with disabilities;
    - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
    - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
    - (5) handling emergency situations;
    - (6) proper use of seat belts and child safety restraints;
    - (7) performance of pretrip vehicle inspections;
    - (8) safe loading and unloading of students, including, but not limited to:
      - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
      - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
      - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
      - (d) placing the type III vehicle in "park" during loading and unloading;
      - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

- (9) compliance with Paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
  - d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
  - e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivision 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
  - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision.
  - g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
  - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
  - i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
  - j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, Subd. 2 (See Paragraph II.B., above).
  - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
  3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement
1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
    - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
    - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
    - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
    - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
    - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivision 2a(h) - 2a(j).
    - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
    - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
  2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
  3. A school bus operated under this section must bear a current certificate of inspection.
  4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of a disability. The information shall state:
  - 1. the student's name and address;
  - 2. the nature of the student's disabilities;
  - 3. emergency health care information; and
  - 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

**IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

**X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and

telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

### ***Legal References:***

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)  
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)  
Minn. Stat. § 171.321 (Qualifications of School Bus Driver and Type III Vehicle Drivers)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)  
Minn. Stat. § 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)  
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. § 383.5 (Transportation Definitions)  
49 C.F.R. § 383.51 (Disqualification of Drivers)  
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

***Cross References:***

MSBA/MASA Model Policy 416 (Drug, Alcohol, and Cannabis Testing)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 707 (Transportation of Public Students)  
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

First Reading: 4/15/2025  
Adopted: 5/20/2025  
Revised: 8/19/2025  
Revised: 12/16/2025

## **712 VIDEO RECORDING OTHER THAN ON BUSES**

### **I. PURPOSE**

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video recording systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

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

#### **A. Placement**

1. School district buildings and grounds may be equipped with video cameras.
2. Video recording may occur in any school district building or on any school district property.
3. Video recording will normally not be used in bathrooms or locker rooms, although these areas may be monitored by individuals of the same sex as the occupants of the bathrooms or locker rooms.

#### **B. Use of Video Recordings**

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.

#### **C. Security and Maintenance**

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

#### ***Legal References:***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 138.17 (Government Records; Administration)  
 Minn. Stat. § 609.746 (Interference with Privacy)  
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

***Cross References:***

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)

**Resources:**

U.S. Department of Education: FAQs on Photos and Videos under FERPA (Accessed 10/12/25)

First Reading: 4/15/2025  
Adopted: 5/20/2025  
Revised: 12/16/2025  
Reviewed:

