

School Board Meeting
Monday, March 17, 2025 6:30 PM Central

Aitkin Public Schools - Media Center
306 Second Street NW
Aitkin, MN 56431

Jen Burgos: Present
Roland Hill: Present
Cindi Hills: Present
Rev. Dawn Houser: Present
Brian Leitinger: Present
Holly Mindrum: Present
Kassie Peterson: Absent

Present: 6, Absent: 1.

1. Call meeting to order by the chairperson
2. Pledge of Allegiance
3. Roll Call
4. *Comments from visitors
 - 4.A.
 - Comments from visitors must be in relation to Aitkin Public Schools and/or to agenda items.
 - We recommend that you sign up at the comment table if you wish to speak. You will be called up in order as listed on the sign-up sheet. When you come forward to comment, please be seated at the comment table facing the Board Members. State your name prior to your comment. Comments will be limited to 5 minutes.
 - The Board will not engage in any discussion or debate during this comment session. The Board will take the information and find answers as appropriate.
 - As part of Board protocol, it is unacceptable for any speaker to slander or engage in character assassination at a public board meeting.
5. Approval of agenda - revise or remove as needed
6. Scheduled presentations: (Max. 10 Minutes)
 - 6.A. Student Council Reports
SP Goal 10
 - 6.B. Robotics Team
 - 6.C. American Indian Education Committee
7. Old Business:
 - 7.A. Approve the following policies 2nd reading:
 - 7.A.1. Policy 516 - Student Medication & Telehealth
 - 7.A.2. Policy 621 - Literacy and the Read Act
 - 7.A.3. Policy 906 - Community Notification of Predatory Offenders
8. New business:
 - 8.A. Approve consent agenda items as follows:
 - 8.A.1. Approve the following School Board Meeting Minutes:

- 8.A.1.a. Feb 10, 2025 - Regular Meeting
- 8.A.1.b. Feb. 24, 2025 - Board Work Session
- 8.A.2. Approve financials for the month of February 2025:
 - Office receipts in the amount of \$1,512,051.07
 - Report of expenditures, including \$647,479.21 for bills and \$1,093,321.64 for payroll and district contribution to PERA, TRA, OASDI/Medicare and 403(b).
 - Donations in the amount of \$33,392.17
 - Wire transfers in the amount of \$1,600,000.00
 - Approve non-cash donations:
 - Riverwood - Lockers
 - Riverwood - Stand-up desks
- 8.A.3. Approve Hirings:
 - 8.A.3.a. Steve Lehmann - Rippleside Day Custodian
- 8.A.4. Consider and approve the Extra-curricular Assignments
 - 8.A.4.a. Jason Cline - Golf (girls) Head coach
 - 8.A.4.b. Curt Earhart - Golf (girls) Assistant Coach
- 8.A.5. Approve Resignations
 - 8.A.5.a. Angela Hanlon- Elementary Teacher
 - 8.A.5.b. Kristi Weston- Rippleside Custodian
 - 8.A.5.c. Shanen Weimer - Elementary Teacher
 - 8.A.5.d. Lara Parkin - Community Education Director
- 8.A.6. Language Instruction Educational Program & Language Access Plan
- 8.A.7. Student Teaching Agreement with Southwest Minnesota State University and ISD #1
- 8.B. Discussion Items:
 - 8.B.1. Legislative Citizen Commission on MN resources - Grant Resolution
 - 8.B.2. Fund Balance Policy 714
 - 8.B.3. Discuss and approve the 2025-26 School Calendar
 - 8.B.4. Superintendent Evaluation
 - 8.B.5. Superintendent Contract 25-26, 26-27, 27-28
 - 8.B.6. Budget Reduction Discussion
 - 8.B.7. Approve the Resolution relating to the Termination and Non-renewal of the following probationary teacher due to the Tier 4 with Out of Field Placement
 - 8.B.7.a. Carreen Cain, Early Childhood Special Education
- 9. Administrative reports:
 - 9.A. Board Members Reports:
 - 9.B. Committee Reports:
 - 9.B.1. Policy Committee Meeting, March 12, 2025 - 1st Reading
 - 9.B.1.a. Policy 413 - Harassment and Violence
 - 9.B.1.b. Policy 425 - Staff Development
 - 9.B.1.c. Policy 512 - School Sponsored Student Publications and Activities
 - 9.C. Principal's Report:
 - Mr. Dokken, Rippleside Elementary School

Ms. DeMars, Aitkin High School

SP Goal 10

9.D. Community Education - Lara Parkin

SP Goal 10

9.E. Superintendent's report:

9.E.1. Enrollment Update

9.E.2. Legislative Updates

9.E.3. Long Term Facility Planning Update

9.E.4. Other:

9.F. Upcoming meetings:

March 26, 2025 - Personnel Committee Meeting - 3:45 PM District Office
Conference Room

April 1, 2025 - School Board Work Session - 6:00 PM AHS Media Center

April 8, 2025 - Safety Committee Meeting - 3:45 PM AHS Media Center

April 21, 2025 - School Board Meeting - 6:30 PM AHS Media Center

10. Other:

11. Adjourn

Adopted: _____

MSBA/MASA Model Policy 516

Orig. 1995

Revised: _____

Rev. 2025

516 STUDENT MEDICATION AND TELEHEALTH

[NOTE: The necessary provisions for complying with Minnesota Statutes, sections 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students aged 18 and over or other nonprescription medications. Please note that section 121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

[NOTE: The June 2024 Model Policy 516 revisions include insertion of headings and rearrangement of paragraphs so that similar content is grouped together. School boards can choose whether to make these revisions.]

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;
 - b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
 - c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization,

according to Minnesota Statutes, 121A.21; or

- d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

[NOTE: Paragraph III.A.2 had appeared in a different spot in previous versions of this model policy. In June 2024, the paragraph is located here and is updated to reflect 2024 legislative changes.]

3. Exclusions

[Note: The provisions of III.A.3 are optional. The school board may choose to include or exclude any of the provisions specified. These exclusions appeared in previous versions of this model policy.]

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. purchased without a prescription;
- b. used by a pupil who is 18 years old or older;
- c. used in connection with services for which a minor may give effective consent;
- d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- e. used off the school grounds;
- f. used in connection with athletics or extracurricular activities;
- g. used in connection with activities that occur before or after the regular school day;
- h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;
- i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:

~~(1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;~~

~~(2) the inhaler is properly labeled for that student; and~~

~~(3) the parent has not requested school personnel to administer the medication to the student.~~

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from

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the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- j. epinephrine auto-injectors, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that

(1) the pupil may possess the epinephrine or

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(2) the pupil is unable to possess the epinephrine and requires immediate access to epinephrine auto-injectors that the parent provides properly labeled to the school for the pupil as needed.

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- k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.
- l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Adminstrating Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.
3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new

pharmacy instructions shall be required immediately as well.

6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

[NOTE: This paragraph is moved to Paragraph III.A.3 above, where it is updated to reflect 2024 legislative changes.]

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

[NOTE: Starting in June 2024, the exceptions appear under Article III.A.3 above.]

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

[NOTE: School districts should consult with licensed medical and nursing personnel to address whether nonprescription medications will be allowed at elementary schools and whether and under what conditions school personnel will participate in storing or administering nonprescription medications.]

D. Possession and Use of Epinephrine Auto-Injectors

At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

1. possess epinephrine auto-injectors; or

2. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

[NOTE: Minnesota law states that "the school board of the school district must define instructional day for the purposes of Minnesota Statutes, 121A.2205." A sample definition appears above. School districts can create a definition that fits their circumstances.]

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Effective July 1, 2024, registered nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

[NOTE: The paragraph above was signed into law in May 2024. It is new model policy language.]

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications

remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

[NOTE: The Minnesota legislature enacted Article IV in the spring 2024.]

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

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

Adopted: _____

MSBA/MASA Model Policy 621

Orig. 2023

Revised: _____

[Rev. 2025](#)

621 LITERACY AND THE READ ACT

[NOTE: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

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[\[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.\]](#)

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 "spoken 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.
- 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 evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school 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, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information 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. 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, 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 oral language.
- 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. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia 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.

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D. 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.

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E. The school district must include in its 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 paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for 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 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.

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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. Starting July 1, 2023, 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.

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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 reading intervention 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;
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

Deleted: of MDE

- c. students in grades 4 to 12 who are identified as not reading at grade level; and
 - 9. the number of teachers and other staff that have completed training approved by the department.
- B. 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 beginning June 15, 2024.

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VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
 - 1. 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. special education teachers;
 - 4. curriculum directors;
 - 5. instructional support staff who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. 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.

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IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). 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 incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Deleted: 18

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

Deleted: 18

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 906
Orig. 1997
Rev. 2025

Deleted: 2

906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS

[NOTE: School board adoption of a policy regarding a predatory offender notification is discretionary. Minnesota Statutes, section 244.052 imposes duties on law enforcement agencies but does not impose mandatory notification duties on school districts except as set forth in Paragraph IV.B.6., below.]

I. PURPOSE

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

[D. Minnesota Statutes, section 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the level of risk posed by the predatory offender.](#)

[NOTE: Paragraph D had appeared in the Definitions article below.]

III. DEFINITIONS

[NOTE: MSBA rearranged the definitions to place them in alphabetical order. The definitions themselves were not altered.]

- A. "Criminal history conviction data" is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA).
- B. "Law enforcement agency" means the law enforcement agency having primary

jurisdiction over the location where the offender expects to reside upon release.

- C. "Notification or Disclosure by Law Enforcement Agency"
 - 1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
 - 2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
 - 3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.
- D. "Offender Fact Sheet" is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender's residence.
 - 1. A local law enforcement agency will generally provide Offender Fact Sheets for Level II predatory offenders directly to the school district.
 - 2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.
- E. "Risk Level Assessment" is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification.
- F. "Risk Levels"
 - 1. "Level I" – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
 - 2. "Level II" – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
 - 3. "Level III" – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

IV. PROCEDURES

A. Level II Notification

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district's care while they are on or near the school district's premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender's residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.
5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

[NOTE: The Minnesota Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However, it is the department's opinion that a school district may release any information contained in the notification to anyone, including staff, students, parents, and guardians, if it determines that the release of data will help secure the school or protect students.]

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and

location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.

3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 244.052 (Predatory Offenders; Notice)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 U.S.C. 20901 *et seq.* (Jacob Wetterling, Megan Nicole Kanka, and Pam Lychner Sex Offender Registration and Notification Program)
Dept. of Admin. Advisory Op. No. 98-004

Cross References: 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 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

School Board Meeting
Monday, February 10, 2025 5:00 PM Central

Aitkin High School Media Center, 306 Second
Street NW, Aitkin Minnesota 56431
Alternative Location
200 West 1st Street
Duluth, MN 55802

Jen Burgos: Present
Roland Hill: Present
Cindi Hills: Present
Rev. Dawn Houser: Present
Brian Leitinger: Present
Holly Mindrum: Present
Kassie Peterson: Absent

Present: 6, Absent: 1.

Kassie Peterson: Present

Present: 7.

1. Call meeting to order by the chairperson

The meeting was called to order by Chairperson Hills at 5:02 p.m.

2. Pledge of Allegiance

The Pledge of Allegiance was recited

3. Roll Call

Roll was called by Hills

4. *Comments from visitors

4.A.

- Comments from visitors must be in relation to Aitkin Public Schools and/or to agenda items.
- We recommend that you sign up at the comment table if you wish to speak. You will be called up in order as listed on the sign-up sheet. When you come forward to comment, please be seated at the comment table facing the Board Members. State your name prior to your comment. Comments will be limited to 5 minutes.
- The Board will not engage in any discussion or debate during this comment session. The Board will take the information and find answers as appropriate.
- As part of Board protocol, it is unacceptable for any speaker to slander or engage in character assassination at a public board meeting.

5. Approval of agenda - revise or remove as needed

Motion to approve the agenda as presented. This motion, made by Rev. Dawn Houser and seconded by Holly Mindrum, Passed.

6. Scheduled presentations: (Max. 10 Minutes)

6.A. Student Council Reports

SP Goal 10

No members present.

6.B. Caleb Zasmeta - Senior Project

Motion to approve fundraiser for senior project furniture. This motion, made by Holly Mindrum and seconded by Jen Burgos, Passed.

7. Old Business:

7.A. Approve the following policies 2nd reading:

Motion to approve the 2nd reading of policies as presented. This motion, made by Holly Mindrum and seconded by Rev. Dawn Houser, Passed.

7.A.1. Policy 205 - Open Meeting/Closed Meeting

7.A.2. Policy 206 - Public Participation/Complaints about Persons/Data Privacy Considerations at School Board Meetings

7.A.3. Policy 208 - Development, Adoptions and Implementation os Policies

7.A.4. Policy 209 - Code of Ethics

7.A.5. Policy 210 - Conflict of Interest

7.A.6. Policy 211 - Criminal or Civil Action Against School District, School Board Member, Employee or Student

8. New business:

8.A. Approve consent agenda items as follows:

Motion to approve the consent agenda as presented. This motion, made by Rev. Dawn Houser and seconded by Kassie Peterson, Passed.

8.A.1. Approve the following School Board Meeting Minutes:

8.A.1.a. Approve the following School Board Minutes: January 13, 2025

8.A.1.b. Approve the following school board minutes: Feb 3, 2025

8.A.2. Approve financials for the month of January 2025:

- Office receipts in the amount of \$1,584,734.48
- Report of expenditures, including \$579,594.51 for bills and \$992,114.48 for payroll and district contribution to PERA, TRA, OASDI/Medicare and 403(b).
- Donations in the amount of \$17, 987.53, Wire transfers in the amount of \$1,300,000.00

- Employee reimbursements.

8.A.3. Approve Hirings:

8.A.3.a. Grace Christenson - Rippleside Paraprofessional

8.A.3.b. Lauren Manston - SLP Position

8.A.3.c. Jacob Pegel - Cook High School

8.A.3.d. Karlee Marshall - HS Paraprofessional

8.A.3.e. Allison Sutherland- Rippleside Nurse

8.A.3.f. Sara Warren - LT Teacher substitute for Parker Nudell

8.A.4. Consider and approve the following Extra-curricular Assignments:

8.A.4.a. Jeremy Janzen, Head Baseball Coach

8.A.4.b. Landon Janzen -Baseball C-Squad Coach

8.A.4.c. Nathan Ehnstrom, Assistant Baseball Coach

8.A.4.d. Tom Sandbeck - Baseball Jr. High Coach

8.A.4.e. Garrett Lee, Jr High Baseball Coach

8.A.4.f. Jen Waldorf, Head Tennis (Boys) Coach

8.A.4.g. Julie Asmus - Tennis (boys) Assistant Coach

8.A.4.h. Jennifer Giza- Tennis (boys) Jr High Coach

8.A.4.i. Adam Carlson, Head Track (Boys) Coach

8.A.4.j. Jason Long, Jr. High Track (Boys) Coach

8.A.4.k. Ava Carlson, Head Track (Girls) Coach

8.A.4.l. Jeri Forbord, Jr. High Track (Girls) Coach

8.A.4.m. Jim Leiviska, Head Softball Coach

8.A.4.n. Ben Schwarz, Assistant Softball Coach

8.A.4.o. Lena Broeckel, Jr. High Softball Coach

8.A.4.p. Loren Vonasek- Musical Set Design 2024-2025

8.A.5. Approve Resignations

8.A.5.a. Rob Mason - Varsity Boys Basketball Coach

8.A.5.b. Irma Boerhave - Spanish Teacher, May 30, 2025

8.A.6. Approve Volunteer Coaches:

8.A.6.a. Dave Ditty - Baseball

8.A.6.b. Jeff Ehnstrom - Baseball

8.A.6.c. Scott Melz - Baseball Jr High

8.A.6.d. Chris Sicard - Baseball Jr. High

8.A.6.e. Steff Sanford - Baseball

8.A.6.f. Tom Sanford- Baseball

8.A.6.g. Randy Stauter - Baseball

8.A.6.h. Timm Buchholtz - Softball

8.A.6.i. Mark Harmon - Softball Volunteer

8.A.6.j. Emily Kyllonen - Softball

8.A.6.k. Brandon Edwards - Softball

8.A.7. Approve Youth Service Grants:

Grad Blast - \$1000

Senior Yearbooks - \$975

Senior Skip Day - \$1000

8.A.8. Approve February, 2025 Lane Changes:

8.A.8.a. Adam Carlson - MA to MA30

8.A.8.b. Ava Carlson - MA30 to MA60

8.A.8.c. Heather Goudge - BA30 to BA45

8.A.8.d. Briana Tetrick - BA30 to BA60

8.A.9. Approve Steve Snyder, Building & Grounds Supervisor, contract 2024-25 and 2025-26

8.B. Discussion Items:

8.B.1. Committee Assignments

Motion to approve the committee assignments. This motion, made by Holly Mindrum and seconded by Kassie Peterson, Passed.

8.B.2. Adopt a resolution directing the superintendent to make recommendations for adjustments in curriculum, programs and staff for the following school year, if needed.

Motion to adopt a resolution directing the superintendent to make recommendations for adjustments in curriculum, programs and staff for the following school year, if needed. This motion, made by Jen Burgos and seconded by Holly Mindrum, Passed.

8.B.3. Approve the Resolution Relating to the Termination and Nonrenewal of the following Probationary Teachers: Due to teachers being on a Out of Field Placement license or a Tier 1 license

Approve the resolution relating to the termination and nonrenewal of the teachers on an out of field placement license and Tier 1 license. This motion, made by Holly Mindrum and seconded by Jen Burgos, Passed.

8.B.3.a. Tier I Non-Renewals:

8.B.3.a.1. Jason Oestreich, Ind Tech Teacher

8.B.3.a.2. Karen Stifter, Early Childhood Family Educator

8.B.3.a.3. Parker Nudell, Business Education Teacher

8.B.3.a.4. Chelsie Meyer, Special Education Teacher

8.B.3.b. Tier 4 with Out of Field Placement

8.B.3.b.1. Craig Larson, Special Education Teacher

8.B.3.b.2. Daniel Krueger, Special Education Teacher

8.B.3.b.3. Michaela Monson, FACS Teacher

8.B.3.b.4. Holli Orpin, Early Childhood Education

8.B.3.b.5. Jared McCoy, Special Education Teacher

8.B.4. Approve Policy 522 Title IX Sex Nondiscrimination Policy per MSBA Policy Newsletter. Using Version from 2020.

Motion to approve policy 522. This motion, made by Rev. Dawn Houser and seconded by Holly Mindrum, Passed.

9. Administrative reports:

9.A. Board Members Reports:

9.B. Committee Reports:

9.B.1. Safety Committee Meeting, February 4, 2025

9.B.2. Finance & Facilities Committee Meeting, February 5, 2025

9.C. Principal's Report:

Mr. Dokken, Rippleside Elementary School

Ms. DeMars, Aitkin High School

SP Goal 10

9.D. Community Education - Lara Parkin

SP Goal 10

9.E. Superintendent's report:

9.E.1. Enrollment Update

9.E.2. Other:

9.F. Upcoming meetings:

February 24, 2025 - School Board Work Session - 6:00 PM - AHS Media Center

February 26, 2025 - Personnel Committee Meeting- 3:45 PM - District Office

March 12, 2025 - Policy Committee Meeting - 3:45 PM - District Office

March 17, 2025 - School Board Meeting - 6:30 PM - AHS Media Center

10. Other:

11. Close meeting under MN Statute 13D.03, Labor Negotiation Strategy and MN Statute 13D.05, Subd. 3(a), Superintendent Evaluations

Motion to close the meeting under M.S. 13D.03 Labor Negotiation Strategy and M.S. 13D.05, Subd. 3(a), Superintendent Evaluations. This motion, made by Holly Mindrum and seconded by Rev. Dawn Houser, Passed.

12. Open Meeting

Motion to open the meeting. This motion, made by Roland Hill and seconded by Brian Leitinger, Passed.

13. Adjourn

Motion to adjourn. This motion, made by Holly Mindrum and seconded by Roland Hill, Passed.

Recorded by Heather Hipp

Jen Burgos, Clerk

Dated: 3/17/2025

Board Work Session
Monday, February 24, 2025 6:00 PM Central

Aitkin Public Schools - Media Center
306 Second Street NW
Aitkin, MN 56431

Jen Burgos: Present
Roland Hill: Present
Cindi Hills: Present
Rev. Dawn Houser: Present
Brian Leitinger: Absent
Holly Mindrum: Present
Kassie Peterson: Absent

Present: 5, Absent: 2.

Brian Leitinger: Present

Present: 6, Absent: 1.

Kassie Peterson: Present

Present: 7.

1. Call meeting to order by the chairperson

2. Pledge of Allegiance

3. Roll Call

4. Approval of agenda - revise or remove as needed

Motion to approve the agenda as presented. This motion, made by Holly Mindrum and seconded by Rev. Dawn Houser, Passed.

5. Discussion Items:

5.A. Continue work on Long Range Facilities plan

Jeff Schiltz updated the board on the facilities plan progress.

5.B. Discuss and determine which facilities option/s are brought to the community

6. Adjourn

Motion to adjourn. This motion, made by Roland Hill and seconded by Holly Mindrum, Passed.

Recorded by Heather Hipp

Jen Burgos, Clerk

Dated: 03/17/2025

ISD #0001 Aitkin Public Schools
 Payment Register - February 2025

Pmt No	Check No	Pay Type	Code	Vendor	Print	Pay/Void		Amount
						Void	Date	
70823		Wire	01294	PAYROLL ACCOUNT - ISD #1	No	No	02/12/2025	554,174.75
70824		Wire	7148	CREDIT CARD PAYMENTS	No	No	02/13/2025	9,331.61
70923		Wire	7486	BLUE CROSS BLUE SHIELD MINNESO	No	No	02/21/2025	116,416.07
70926		Wire	01294	PAYROLL ACCOUNT - ISD #1	No	No	02/25/2025	539,146.89
70990		Wire	7492	HEALTH PARTNERS	No	No	02/07/2025	5,792.75
70767	100174	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	Yes	02/19/2025	(2,662.02)
70818	100246	Check	2934	MINNESOTA MUSIC EDUCATORS ASSC	Yes	No	02/03/2025	630.00
70819	100247	Check	6541	HYATT REGENCY MINNEAPOLIS	Yes	No	02/04/2025	1,541.32
70820	100248	Check	7679	NORTH CENTRAL INTERNATIONAL LLC	Yes	No	02/04/2025	141,011.84
70822	100249	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/12/2025	1,005.00
70825	100250	Check	7529	AMAZON CAPITAL SERVICES	Yes	No	02/14/2025	4,488.25
70872	100251	Check	6237	ADVENTURE ZONE	Yes	No	02/20/2025	594.00
70834	100252	Check	01399	AITKIN FLOWERS & GIFTS	Yes	No	02/20/2025	176.87
70858	100253	Check	3774	AITKIN LANES	Yes	No	02/20/2025	5,802.60
70852	100254	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/20/2025	2,662.02
70853	100255	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/20/2025	1,938.00
70854	100256	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/20/2025	4,194.25
70828	100257	Check	01131	AITKIN TIRE SHOP INC	Yes	No	02/20/2025	25.00
70833	100258	Check	01265	ARROWHEAD REGIONAL COMPUTING	Yes	No	02/20/2025	450.00
70920	100259	Check	8027	ARROWHEAD ROBOTICS COALITION	Yes	No	02/20/2025	250.00
70865	100260	Check	5287	ASAP TOWING	Yes	No	02/20/2025	95.00
70863	100261	Check	4251	AT&T MOBILITY	Yes	No	02/20/2025	89.76
70876	100262	Check	6442	ATTAINMENT COMPANY	Yes	No	02/20/2025	542.85
70835	100263	Check	01436	AUTO VALUE	Yes	No	02/20/2025	318.90
70900	100264	Check	7700	AUTOSMITH SERVICE GROUP LLC	Yes	No	02/20/2025	949.38
70907	100265	Check	7894	BEARTOOTH HARDWARE INC	Yes	No	02/20/2025	1,451.58
70885	100266	Check	7327	BEAUDRY OIL & PROPANE	Yes	No	02/20/2025	2,749.26
70873	100267	Check	6252	BEST OIL COMPANY	Yes	No	02/20/2025	6,156.34
70917	100268	Check	8024	BRINK, WILLIAM	Yes	No	02/20/2025	278.00
70922	100269	Check	8029	CAMBRIDGE-ISANTI SCHOOLS	Yes	No	02/20/2025	250.00
70880	100270	Check	6800	CINTAS CORPORATION	Yes	No	02/20/2025	68.71
70844	100271	Check	2290	CLIMATE MAKERS	Yes	No	02/20/2025	906.88
70896	100272	Check	7636	CTC	Yes	No	02/20/2025	4,406.41
70874	100273	Check	6269	FLINN SCIENTIFIC INC	Yes	No	02/20/2025	328.39
70891	100274	Check	7554	FOLLETT CONTENT SOLUTIONS LLC	Yes	No	02/20/2025	475.67
70869	100275	Check	5708	FOLLETT SCHOOL SOLUTIONS LLC	Yes	No	02/20/2025	294.82
70889	100276	Check	7536	FOWLDS, MARK	Yes	No	02/20/2025	198.00
70918	100277	Check	8025	FRANK, BRIAN	Yes	No	02/20/2025	318.00

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Pmt No	Check No	Pay Type	Code	Vendor	Print	Pay/Void		Amount
						Void	Date	
70839	100278	Check	1480	FRESHWATER EDUCATION DISTRICT	Yes	No	02/20/2025	7,195.89
70827	100279	Check	01106	GARRISON DISPOSAL COMPANY	Yes	No	02/20/2025	3,178.94
70915	100280	Check	8009	GEORGES AUTO BODY	Yes	No	02/20/2025	16,824.38
70862	100281	Check	4115	GOPHER STATE ONE CALL	Yes	No	02/20/2025	50.00
70881	100282	Check	6827	GOPHERMODS LLC	Yes	No	02/20/2025	1,756.00
70842	100283	Check	1798	GRAD BLAST	Yes	No	02/20/2025	225.00
70912	100284	Check	7964	HENRYS FOODS INC	Yes	No	02/20/2025	1,223.43
70892	100285	Check	7556	HIDDE, KEVIN	Yes	No	02/20/2025	420.00
70830	100286	Check	01217	HILLYARD INC / HUTCHINSON	Yes	No	02/20/2025	612.84
70829	100287	Check	01184	HYTTINENS HARDWARE HANK	Yes	No	02/20/2025	68.33
70908	100288	Check	7901	ICS CONSULTING LLC - 138006	Yes	No	02/20/2025	2,700.00
70870	100289	Check	5921	INDEPENDENT EMERGENCY SERVICE	Yes	No	02/20/2025	21.54
70849	100290	Check	2708	J W PEPPER & SON INC	Yes	No	02/20/2025	269.99
70919	100291	Check	8026	JOHNSON, PHILLIP	Yes	No	02/20/2025	180.00
70899	100292	Check	7687	JONES, ROBERT	Yes	No	02/20/2025	350.00
70826	100293	Check	01071	JOSTENS	Yes	No	02/20/2025	12.90
70875	100294	Check	6350	KAPSNER, ROBERT	Yes	No	02/20/2025	461.80
70882	100295	Check	6871	KARLSBURGER FOODS INC	Yes	No	02/20/2025	915.49
70895	100296	Check	7620	KEMPS LLC	Yes	No	02/20/2025	4,761.95
70879	100297	Check	6719	LAKES GAS COMPANY	Yes	No	02/20/2025	823.07
70904	100298	Check	7858	LCS COACHES INC	Yes	No	02/20/2025	10,741.52
70911	100299	Check	7953	MATEYKA, ALEX	Yes	No	02/20/2025	1,137.91
70851	100300	Check	3158	MIDWEST BUS PARTS INC	Yes	No	02/20/2025	342.44
70878	100301	Check	6653	MIDWEST LOCK & DOOR INC	Yes	No	02/20/2025	2,003.99
70867	100302	Check	5638	MIDWEST MACHINERY COMPANY	Yes	No	02/20/2025	697.55
70831	100303	Check	01226	MILLE LACS ENERGY COOPERATIVE	Yes	No	02/20/2025	646.74
70838	100304	Check	02610	MILLER, SCOTT	Yes	No	02/20/2025	1,008.00
70861	100305	Check	4114	MINNESOTA BUSINESS PROFESSIONA	Yes	No	02/20/2025	1,085.00
70855	100306	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/20/2025	6,507.95
70856	100307	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/20/2025	335.34
70857	100308	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/20/2025	3,472.86
70846	100309	Check	2549	MINNESOTA FFA ASSOCIATION	Yes	No	02/20/2025	75.00
70832	100310	Check	01240	MINNESOTA SCHOOL BOARDS ASSOC	Yes	No	02/20/2025	460.00
70914	100311	Check	8000	NEW DOMINION SCHOOL	Yes	No	02/20/2025	4,046.68
70916	100312	Check	8014	NINJA ANYWHERE LLC	Yes	No	02/20/2025	1,410.00
70898	100313	Check	7679	NORTH CENTRAL INTERNATIONAL LLC	Yes	No	02/20/2025	2,268.51
70866	100314	Check	5587	NORTHERN PINES MENTAL HEALTH CI	Yes	No	02/20/2025	2,777.78
70860	100315	Check	4059	O REILLY AUTO PARTS	Yes	No	02/20/2025	16.93

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Pmt No	Check No	Pay Type	Code	Vendor	Print	Pay/Void		Amount
						Void	Date	
70837	100316	Check	02236	OFFICE SHOP INC	Yes	No	02/20/2025	174.79
70894	100317	Check	7596	OJA, JOSHUA	Yes	No	02/20/2025	180.00
70847	100318	Check	2599	OXYGEN SERVICE COMPANY	Yes	No	02/20/2025	376.73
70840	100319	Check	1510	PAN-O-GOLD BAKING CO	Yes	No	02/20/2025	598.92
70850	100320	Check	3033	PAPER STORM	Yes	No	02/20/2025	145.80
70887	100321	Check	7353	PARAGON VISUAL LLC	Yes	No	02/20/2025	980.16
70859	100322	Check	3816	PAULBECKS COUNTY MARKET	Yes	No	02/20/2025	259.85
70897	100323	Check	7657	PELTIER, GREGORY	Yes	No	02/20/2025	170.00
70841	100324	Check	1747	PEPSI-COLA	Yes	No	02/20/2025	2,001.21
70890	100325	Check	7539	PERFORMANCE FOODSERVICE	Yes	No	02/20/2025	32,566.53
70913	100326	Check	7987	PERRINE, JESSICA	Yes	No	02/20/2025	396.00
70902	100327	Check	7773	PESI INC	Yes	No	02/20/2025	99.45
70848	100328	Check	2635	REICHERT ENTERPRISES INC	Yes	No	02/20/2025	1,008.92
70877	100329	Check	6583	RIDDELL ALL AMERICAN SPORTS	Yes	No	02/20/2025	2,704.55
70845	100330	Check	2542	RITTER SEWER & EXCAVATING INC	Yes	No	02/20/2025	4,750.00
70906	100331	Check	7879	RUDRUD, BROOKLYNN	Yes	No	02/20/2025	170.00
70909	100332	Check	7934	RUNYAN, JIM	Yes	No	02/20/2025	170.00
70836	100333	Check	01729	SAFETY-KLEEN SYSTEMS INC	Yes	No	02/20/2025	386.40
70893	100334	Check	7563	SCHOLASTIC INC	Yes	No	02/20/2025	185.89
70886	100335	Check	7339	SNAP-ON BUSINESS SOLUTIONS	Yes	No	02/20/2025	400.00
70888	100336	Check	7372	STEWART SOUND SYSTEMS LLC	Yes	No	02/20/2025	227.50
70921	100337	Check	8028	SWANSON, TAYNA	Yes	No	02/20/2025	33.13
70864	100338	Check	4447	TIDHOLM PRODUCTIONS	Yes	No	02/20/2025	4,734.73
70884	100339	Check	7199	TRANSFER EXPRESS INC	Yes	No	02/20/2025	329.32
70843	100340	Check	1972	UNCLAIMED FREIGHT NORTH	Yes	No	02/20/2025	23.34
70903	100341	Check	7836	UNIVERSITY OF MINNESOTA - TWIN CI	Yes	No	02/20/2025	1,595.00
70883	100342	Check	6880	UPPER LAKES FOODS INC	Yes	No	02/20/2025	227.75
70871	100343	Check	6086	VAADELAND, HAAKON	Yes	No	02/20/2025	753.60
70901	100344	Check	7754	VENTRIS LEARNING LLC	Yes	No	02/20/2025	90.00
70868	100345	Check	5690	WISNIESKI, DAVID	Yes	No	02/20/2025	420.00
70910	100346	Check	7939	WRIGHT SPECIALTY PREMIUM TRUST	Yes	No	02/20/2025	373.00
70905	100347	Check	7876	YELLOW MEDICINE EAST SCHOOLS	Yes	No	02/20/2025	220.00
70925	100348	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/25/2025	532.00
70924	100349	Check	3540	HENKE, JASON	Yes	No	02/25/2025	450.00
70928	100350	Check	01011	AITKIN INDEPENDENT AGE	Yes	No	02/28/2025	385.00
70946	100351	Check	3562	AITKIN QUARTERBACKS CLUB	Yes	No	02/28/2025	125.00
70966	100352	Check	6782	ALL STAR TROPHY & AWARDS INC	Yes	No	02/28/2025	112.00
70972	100353	Check	7529	AMAZON CAPITAL SERVICES	Yes	No	02/28/2025	2,404.73

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Pmt No	Check No	Pay Type	Code	Vendor	Print	Pay/Void		Amount
						Void	Date	
70934	100354	Check	01436	AUTO VALUE	Yes	No	02/28/2025	28.99
70980	100355	Check	7894	BEARTOOTH HARDWARE INC	Yes	No	02/28/2025	92.79
70970	100356	Check	7327	BEAUDRY OIL & PROPANE	Yes	No	02/28/2025	1,086.35
70964	100357	Check	6252	BEST OIL COMPANY	Yes	No	02/28/2025	6,662.03
70944	100358	Check	3199	BSN SPORTS LLC	Yes	No	02/28/2025	7,865.92
70968	100359	Check	6971	CHANHASSEN DINNER THEATRE	Yes	No	02/28/2025	336.64
70941	100360	Check	2290	CLIMATE MAKERS	Yes	No	02/28/2025	7,441.78
70971	100361	Check	7377	DOLLAR GENERAL REGIONS 410526	Yes	No	02/28/2025	28.50
70974	100362	Check	7554	FOLLETT CONTENT SOLUTIONS LLC	Yes	No	02/28/2025	81.47
70938	100363	Check	1480	FRESHWATER EDUCATION DISTRICT	Yes	No	02/28/2025	5,065.41
70940	100364	Check	1798	GRAD BLAST	Yes	No	02/28/2025	1,000.00
70930	100365	Check	01217	HILLYARD INC / HUTCHINSON	Yes	No	02/28/2025	64.08
70935	100366	Check	01715	HOMETOWN BUILDING SUPPLY	Yes	No	02/28/2025	218.79
70929	100367	Check	01184	HYTTINENS HARDWARE HANK	Yes	No	02/28/2025	66.28
70955	100368	Check	4352	INFINITY ONLINE	Yes	No	02/28/2025	20,675.00
70967	100369	Check	6871	KARLSBURGER FOODS INC	Yes	No	02/28/2025	235.47
70975	100370	Check	7620	KEMPS LLC	Yes	No	02/28/2025	600.40
70945	100371	Check	3297	KENNEDY & GRAVEN CHARTERED	Yes	No	02/28/2025	125.00
70942	100372	Check	2831	LARSON, DARREN	Yes	No	02/28/2025	221.20
70956	100373	Check	4370	LOFSTROM, JOEL	Yes	No	02/28/2025	175.00
70943	100374	Check	3158	MIDWEST BUS PARTS INC	Yes	No	02/28/2025	308.24
70957	100375	Check	4822	MILLE LACS ENERGY COOPERATIVE	Yes	No	02/28/2025	704.00
70937	100376	Check	02610	MILLER, SCOTT	Yes	No	02/28/2025	250.00
70948	100377	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/28/2025	591.13
70949	100378	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/28/2025	1,063.25
70950	100379	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/28/2025	567.22
70951	100380	Check	3655	MINNESOTA ENERGY RESOURCES	Yes	No	02/28/2025	140.81
70953	100381	Check	3818	MINNESOTA STATE HIGH SCHOOL LEA	Yes	No	02/28/2025	35.00
70976	100382	Check	7679	NORTH CENTRAL INTERNATIONAL LLC	Yes	No	02/28/2025	23,498.82
70936	100383	Check	02550	NORTHEAST SERVICE COOPERATIVE	Yes	No	02/28/2025	2,075.00
70954	100384	Check	4059	O REILLY AUTO PARTS	Yes	No	02/28/2025	34.37
70939	100385	Check	1510	PAN-O-GOLD BAKING CO	Yes	No	02/28/2025	624.70
70952	100386	Check	3816	PAULBECKS COUNTY MARKET	Yes	No	02/28/2025	567.63
70973	100387	Check	7539	PERFORMANCE FOODSERVICE	Yes	No	02/28/2025	10,033.95
70981	100388	Check	7987	PERRINE, JESSICA	Yes	No	02/28/2025	445.50
70947	100389	Check	3588	PITNEY BOWES BANK INC PURCHASE	Yes	No	02/28/2025	1,009.75
70931	100390	Check	01292	PITNEY BOWES GLOBAL FINANCIAL S	Yes	No	02/28/2025	475.38
70958	100391	Check	5156	PITNEY BOWES INC	Yes	No	02/28/2025	398.37

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Pmt No	Check No	Pay Type	Code	Vendor	Print	Pay/Void		Amount
						Void	Date	
70961	100392	Check	6054	POEGEL, MARVIN	Yes	No	02/28/2025	170.00
70932	100393	Check	01303	PUBLIC UTILITIES COMMISSION	Yes	No	02/28/2025	20,783.02
70978	100394	Check	7828	QUALITY BUS & TRUCK PARTS	Yes	No	02/28/2025	847.00
70977	100395	Check	7825	RAMBOW INC	Yes	No	02/28/2025	4,147.79
70969	100396	Check	6997	REGION 7AA	Yes	No	02/28/2025	2,490.00
70933	100397	Check	01310	RILEY AUTO SUPPLY	Yes	No	02/28/2025	31.99
70927	100398	Check	01006	RIVERWOOD HEALTHCARE CENTER	Yes	No	02/28/2025	600.00
70979	100399	Check	7879	RUDRUD, BROOKLYNN	Yes	No	02/28/2025	221.20
70963	100400	Check	6197	SAMMYS PIZZA	Yes	No	02/28/2025	259.43
70959	100401	Check	5602	SANTANDER LEASING LLC	Yes	No	02/28/2025	65,266.00
70965	100402	Check	6513	ST CLOUD STATE UNIVERSITY	Yes	No	02/28/2025	516.00
70982	100403	Check	8011	STANFIELD, LONDON	Yes	No	02/28/2025	175.00
70960	100404	Check	6021	TWINS BALLPARK LLC	Yes	No	02/28/2025	1,410.00
70962	100405	Check	6086	VAADELAND, HAAKON	Yes	No	02/28/2025	170.00
70983	100406	Check	6801	EHLERS AND ASSOCIATES	Yes	No	02/28/2025	125.00

Bank Total: \$1,740,800.85

Report Total: \$1,740,800.85

Calendar	Type/ Option	Pay/Ded Code	ACA Unit Units	Conversion Override	Unit Rate	Amount	Account Code	Earn Sch	ACA Month	Pay Type	Check Description	Batch No	Created By	Reimb No
Id: 1938 Cline , Jason														
02/15/2025	S202515-0	P EBENONW2	0.00		185.50	\$185.50	01-300-292-058-000-366	1	01/31/2025	00	1/15.29 miles			10192
Units Subtotal:			0.00			\$185.50								
Units:			0.00			\$185.50								
Id: 10403 Darsnek , James														
02/15/2025	S202515-0	P EBENONW2	0.00		90.00	\$90.00	03-005-760-000-720-305	1	01/31/2025	00	11/30/24 DOT physica			10192
Units Subtotal:			0.00			\$90.00								
Units:			0.00			\$90.00								
Id: 1967 DeMars , Lisa														
02/15/2025	S202515-0	P EBENONW2	0.00		176.26	\$176.26	01-300-640-000-316-366	1	01/31/2025	00	1/29-31 miles			10192
02/15/2025	S202515-0	P EBENONW2	0.00		31.11	\$31.11	01-300-640-000-316-366	1	01/31/2025	00	1/29.31 meals			10192
Units Subtotal:			0.00			\$207.37								
Units:			0.00			\$207.37								
Id: 1001 Fowlids , Ryan														
02/15/2025	S202515-0	P EBENONW2	0.00		11.73	\$11.73	03-005-760-000-720-420	1	01/31/2025	00	2/1 Bus wipers repla			10192
Units Subtotal:			0.00			\$11.73								
Units:			0.00			\$11.73								
Id: 1280 Kullhem , Brandon														
02/15/2025	S202515-0	P EBENONW2	0.00		130.00	\$130.00	03-005-760-000-720-305	1	01/31/2025	00	2/3 DOT Physical			10192
Units Subtotal:			0.00			\$130.00								
Units:			0.00			\$130.00								
Id: 10066 Liljenquist , Karen														
02/15/2025	S202515-0	P EBETAXABLE	0.00		15.00	\$15.00	03-005-760-000-720-366	1	01/31/2025	00	12/20 lunch			10192
Units Subtotal:			0.00			\$15.00								
Units:			0.00			\$15.00								
Id: 138 McGuire , Daniel														
02/28/2025	S202516-0	P EBETAXABLE	0.00		9.53	\$9.53	03-005-760-000-720-366	1	02/15/2025	00	1/31 2Harbors Breakf			10192
02/28/2025	S202516-0	P EBETAXABLE	0.00		7.43	\$7.43	03-005-760-000-720-366	1	02/15/2025	00	2/4 staples breakfas			10192
Units Subtotal:			0.00			\$16.96								
Units:			0.00			\$16.96								

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Calendar	Type/ Option	Pay/Ded Code	ACA Unit Units	Conversion Override	Unit	Rate	Amount	Account Code	Earn Sch	ACA Month	Pay Type	Check Description	Batch No	Created By	Reimb No
Id: 799 Miller , Scott															
02/15/2025	S202515-0	P EBENONW2	0.00			72.97	\$72.97	01-300-270-000-000-433	1	01/31/2025	00	1/20/25 FAMILY\$			10192
Units Subtotal:			0.00					EBENONW2 Total:							\$72.97
Units:			0.00					Emp Pay:							\$72.97
Id: 10017 Monson , Michaela															
02/15/2025	S202515-0	P EBENONW2	0.00			40.32	\$40.32	01-300-331-000-628-366	1	01/31/2025	00	1/9 miles			10192
Units Subtotal:			0.00					EBENONW2 Total:							\$40.32
Units:			0.00					Emp Pay:							\$40.32
Id: 10184 Nix , Mathew															
02/28/2025	S202516-0	P EBETAXABLE	0.00			7.07	\$7.07	03-005-760-000-720-366	1	02/15/2025	00	2/1 cloquet breakfas			10192
Units Subtotal:			0.00					EBETAXABLE Total:							\$7.07
Units:			0.00					Emp Pay:							\$7.07
Id: 1512 Nordick , Chancy															
02/15/2025	S202515-0	P EBETAXABLE	0.00			17.00	\$17.00	03-005-760-000-720-366	1	01/31/2025	00	1/14 dinner			10192
Units Subtotal:			0.00					EBETAXABLE Total:							\$17.00
Units:			0.00					Emp Pay:							\$17.00
Id: 1553 Nordick , Justine															
02/28/2025	S202516-0	P EBENONW2	0.00			30.50	\$30.50	01-100-203-164-000-430	1	02/15/2025	00	2/17 \$General ocean			10192
02/28/2025	S202516-0	P EBENONW2	0.00			12.28	\$12.28	01-100-203-164-000-430	1	02/15/2025	00	2/17 ALDI ocean pro			10192
Units Subtotal:			0.00					EBENONW2 Total:							\$42.78
Units:			0.00					Emp Pay:							\$42.78
Id: 10192 Nowlan , Julie															
02/28/2025	S202516-0	P EBENONW2	0.00			166.60	\$166.60	01-005-110-000-000-366	1	02/15/2025	00	2/13.14 ARCC 1095s			10192
Units Subtotal:			0.00					EBENONW2 Total:							\$166.60
Units:			0.00					Emp Pay:							\$166.60
Id: 1052 Ostrowski , Gina															
02/15/2025	S202515-0	P EBETAXABLE	0.00			125.00	\$125.00	01-100-203-000-000-185	1	01/31/2025	00	PEDL Bemidji Mentor			10192
Units Subtotal:			0.00					EBETAXABLE Total:							\$125.00
Units:			0.00					Emp Pay:							\$125.00
Id: 769 Panchyshyn , David															
02/15/2025	S202515-0	P EBENONW2	0.00			70.00	\$70.00	03-005-760-000-720-402	1	01/31/2025	00	1/22 fuel DetroitLK			10192
Units Subtotal:			0.00					EBENONW2 Total:							\$70.00

ISD #001 Aitkin
Timecard Archive Detail

Calendar	Type/ Option	Pay/Ded Code	ACA Unit Units	Conversion Override	Unit	Rate	Amount	Account Code	Earn Sch	ACA Month	Pay Type	Check Description	Batch No	Created By	Reimb No
Id: 769 Panchyshyn , David															
02/15/2025	S202515-0	P	EBETAXABLE	0.00		12.50	\$12.50	03-005-760-000-720-366	1	01/31/2025	00	1/22/25			10192
02/15/2025	S202515-0	P	EBETAXABLE	0.00		19.25	\$19.25	03-005-760-000-720-366	1	01/31/2025	00	1/10 supper meals			10192
			Units Subtotal:	0.00			EBETAXABLE Total:	\$31.75							
			Units:	0.00			Emp Pay:	\$101.75							
Id: 1934 Roos , Jason															
02/28/2025	S202516-0	P	EBENONW2	0.00		12.00	\$12.00	01-300-255-028-000-433	1	02/15/2025	00	2/4 \$General bins			10192
			Units Subtotal:	0.00			EBENONW2 Total:	\$12.00							
			Units:	0.00			Emp Pay:	\$12.00							
Id: 1078 Samuelson , Aaron															
02/28/2025	S202516-0	P	EBETAXABLE	0.00		11.16	\$11.16	03-005-760-000-720-366	1	02/15/2025	00	2/3 Pine River Dinne			10192
			Units Subtotal:	0.00			EBETAXABLE Total:	\$11.16							
			Units:	0.00			Emp Pay:	\$11.16							
Id: 428 Sanbeck , Sheryl															
02/28/2025	S202516-0	P	EBENONW2	0.00		123.62	\$123.62	01-300-050-000-000-170	1	02/15/2025	00	1/15 miles CRDC trai			10192
			Units Subtotal:	0.00			EBENONW2 Total:	\$123.62							
			Units:	0.00			Emp Pay:	\$123.62							
Id: 1377 Steffens , Amanda															
02/15/2025	S202515-0	P	EBENONW2	0.00		67.28	\$67.28	11-005-298-926-301-401	1	01/31/2025	00	1/28Costco Candy			10192
02/28/2025	S202516-0	P	EBENONW2	0.00		171.91	\$171.91	11-005-298-926-301-401	1	02/15/2025	00	2/8 Rosallinis dance			10192
02/28/2025	S202516-0	P	EBENONW2	0.00		16.83	\$16.83	11-005-298-926-301-401	1	02/15/2025	00	2/8 Family\$ Dance			10192
			Units Subtotal:	0.00			EBENONW2 Total:	\$256.02							
			Units:	0.00			Emp Pay:	\$256.02							
Id: 366 Stifter , Daniel															
02/15/2025	S202515-0	P	EBENONW2	0.00		150.50	\$150.50	01-005-020-000-000-366	1	01/31/2025	02	1/23 miles			10192
02/15/2025	S202515-0	P	EBENONW2	0.00		179.90	\$179.90	01-005-020-000-000-366	1	01/31/2025	02	1/15-17 miles			10192
			Units Subtotal:	0.00			EBENONW2 Total:	\$330.40							
			Units:	0.00			Emp Pay:	\$330.40							
Employee Count	20	Totals:		0.00			\$1,963.25								

**INDEPENDENT SCHOOL DISTRICT #1
DONATIONS - FEBRUARY 2025**

DATE	FROM	FOR	AMOUNT
02/12/25	40 Club Inc.	Vending Machine Books	\$ 180.00
02/28/25	Aitkin Quarterbacks Club	Baseball Caps	\$ 1,647.79
02/28/25	Aitkin Quarterbacks Club	Baseball Caps	\$ 2,500.00
02/28/25	Aitkin Quarterbacks Club	Baseball Supplies	\$ 1,770.03
02/28/25	Aitkin Quarterbacks Club	Bus to Ashland	\$ 1,727.85
02/28/25	Aitkin Quarterbacks Club	Bus to Aurora	\$ 1,260.19
02/28/25	Aitkin Quarterbacks Club	Bus to Granite Falls	\$ 1,119.52
02/28/25	Aitkin Quarterbacks Club	Bus to Jackson	\$ 2,776.24
02/28/25	Aitkin Quarterbacks Club	Football Helmets	\$ 4,095.89
02/28/25	Aitkin Quarterbacks Club	Football Helmets	\$ 1,700.00
02/28/25	Aitkin Quarterbacks Club	PTR Athletic Repair - Baseball Field	\$ (2,779.68)
02/12/25	Aitkin Quarterbacks Club	Rehabilitation Room Fundraiser	\$ 500.00
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 471.29
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 31.41
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 387.91
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 1,017.00
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 6.95
02/28/25	Aitkin Quarterbacks Club	Robotics Program	\$ 85.44
02/12/25	Graphic Packaging International	Robotics Program	\$ 1,000.00
02/24/25	Hill, Roland & Kay	Rehabilitation Room Fundraiser	\$ 50.00
02/24/25	Hoffman, Gail	Rehabilitation Room Fundraiser	\$ 25.00
02/12/25	Hometown Building Supplies	Rehabilitation Room Fundraiser	\$ 3,000.00
02/28/25	Hospitality Minnesota	Food for Cooking Labs	\$ 500.00
02/26/25	Kellen, Dawn	Rehabilitation Room Fundraiser	\$ 250.00
02/12/25	Larson, Keith	Rehabilitation Room Fundraiser	\$ 200.00
02/12/25	Larson, Renee	Rehabilitation Room Fundraiser	\$ 25.00
02/24/25	Lofgren, Ruth	Rehabilitation Room Fundraiser	\$ 100.00
02/12/25	MSHSL Foundation	AED's	\$ 3,877.01
02/12/25	MSHSL Foundation	Sports Fee Scholarships	\$ 1,543.00
02/12/25	Nowlan, Julie	Rehabilitation Room Fundraiser	\$ 20.00
02/24/25	Paulbeck's County Market	Prom	\$ 200.00
02/12/25	Paulbeck's County Market	PTR Athletic Repair - Baseball Field	\$ 2,779.68
02/28/25	Rippleside PTO	Family Fun Night Food	\$ 724.65
02/24/25	Schrupp, Mary	Dawson Strong Scholarship	\$ 400.00
02/24/25	VanPortfliet, Dennis & Melissa	Dawson Strong Scholarship	\$ 200.00
		TOTAL DONATIONS	\$ 33,392.17

**INDEPENDENT SCHOOL DISTRICT #1
WIRE TRANSFERS - FEBRUARY 2025**

DATE	WIRED FROM	WIRED TO	AMOUNT
02/05/25	MN Trust Operating	Security State Bank	\$ 200,000.00
02/11/25	MN Trust Operating	Security State Bank	\$ 700,000.00
02/24/25	MN Trust Operating	Security State Bank	\$ 700,000.00
		TOTAL TRANSFERS	\$ 1,600,000.00

These transfers represent funds moved from the accounts as indicated.

Transfers are regularly made from the Minnesota School District Liquid Asset Fund (MSDLAF) or the Minnesota Trust Operating Account to the district's primary account at Security State Bank. Funds are transferred, most commonly in the days prior to the 15th and 30th/31st, as needed to cover accounts payable check runs and payroll. A check is cut from the primary account to the payroll account for each payroll that is processed.

Transfers are occasionally made from Security State Bank to the Minnesota School District Liquid Asset Fund (MSDLAF). These transfers are usually made as required to meet collateral limits.

From: **Kristi Weston** <kweston@isd1.org>

Date: Mon, Mar 3, 2025 at 1:57 PM

Subject: School Board

To: Dan Stifter <dstifter@isd1.org>

I have put in my notice at Rippleside. I will be retiring from here on march 7th, 2024. Thank You!

Sent from my iPad

Dear Dan Stifter and the ISD #1 School board, ,

Please accept this letter as formal notification that I am resigning from my positions of Community Education Director, School Age Care Coordinator, and Early Childhood Coordinator at Aitkin Public Schools, effective May 15th or before if replacement is found.

This was not an easy decision, and I have greatly valued my time at the Aitkin Schools. I have appreciated the opportunities I have been given and the support I have received during my 7 years here. I have learned a great deal and am grateful for the experiences I've had.

I am committed to ensuring a smooth transition during my remaining time here. I am happy to assist with training my replacement and completing any outstanding projects. Please let me know how I can best support the school during this transition.

Thank you again for the opportunity to work at ISD #1.

Sincerely,

Lara Parkin



**Language Instruction Educational Program (LIEP) Plan and
Language Access Plan (LAP)**

Aitkin Public Schools

SY 2025-2027

Overview of the Guide

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the English language (EL) program is to develop students' communicative and academic language skills in English and in the home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the EL program must be research-based and include instruction by ESL-licensed teachers.

LIEP plans must be aligned to **Minnesota Statutes 2022, section 124D.61(2)**, which requires a district enrolling one or more English learners to have “a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners.”

District and charter school LIEP plans must also meet federal legal requirements. The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. **The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C)**, requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (**Castaneda v. Pickard 1981**) clarified that EL programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

Acronyms and Definitions

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

ELD: English language development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated ELinstruction

LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the “ELprogram”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

RAEL: Recently-Arrived English Learner (often referred to as “Newcomers”)

SLIFE: Student(s) with limited or interrupted formal education

W-APT: WIDA ACCESS proficiency test. Assessment used in Kindergarten through first semester first grade to determine EL program eligibility.

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

Our District’s Language Instruction Educational Program Plan

EL Identification Procedures

In our district, all families go to the designated school secretary to complete the enrollment packet with staff support. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota’s standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student’s MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands; and
 - d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student’s cumulative folder. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures.

2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).
3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the:
 - a. WIDA ACCESS Placement Test (W-APT, Kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 do not qualify for EL services, or
 - b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services. Students who enroll after the initial 30 days of school, follow the same guidelines for taking the appropriate screener but within 10 days of enrollment.

4. When available by file or in MARSS, the EL coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.

Attention! EL identification should never cause a delay in a student's enrollment into classes. A temporary schedule can be developed while the school is determining eligibility.

Other needs? Steps to determine eligibility for additional services (e.g.: Special Education, Reading interventions, gifted/talented) should not be delayed because of English learner status.

Interpreters: Clearly state how the parents report their preferred language(s) and how they can request an interpreter.

SLIFE Identification Criteria

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) is an English learner with an interrupted formal education who meets three of the following five requirements:

1. comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
2. enters school in the United States after grade 6;
3. has at least two years less schooling than the English learner's peers;
4. functions at least two years below expected grade level in reading and math; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. Fastbridge grade level reading assessments are used to show reading grade level correlation, while Fastbridge grade level math assessments are used to show grade level correlation in math. Assessments are provided in the student's home language whenever possible. A home language assessment (for example, [Native Language Literacy Assessment-NLLA](#)) is also be administered to determine home language proficiency. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Immigrant Identification Criteria

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) review questions below to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21;
2. was not born in any State or any U.S. territory;
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

An annotation of immigrant status is entered into the student information system and reported to MDE by June 1 each year.

Note: eligible students are not required to be eligible for English learner status, though the vast majority of

eligible students also qualify for English learner status.

Migratory Children and Families

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, a district migrant liaison will be identified by the superintendent.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Migrant Education Program

Minnesota offers a [summer migrant education program](#). During the school year, districts have certain obligations:

1. Each district should assign a migrant liaison.
2. Work with food service to give migratory children access to free meals.
3. Confirm homeless eligibility.
4. Access and enter information in MSIX to support inter-/intrastate coordination.

The [MMERC lending](#) library sends free learning materials for use in classrooms with migratory students.

Dual Identification

The EL Coordinator and the Special Education Coordinator together review special needs and referrals for EL identified students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming.

EL Placement Procedures

1. Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:
 - a. WIDA Screener scores are used to inform initial placement.
 - b. The professional judgement of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.
2. When a student's EL program instructional services have been determined, the EL staff member responsible mails a notification letter to the family within the required timeframe explain on the WIDA website (MN EL Identification and Placement Guidance Document). The letter notifies parents of their child's eligibility to receive EL support.
3. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and
 - c. the date the student first received EL services in the district.

Placement in an LIEP

Place students into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the Northwest Evaluation Association (NWEA) tests are not appropriate for EL programming decisions.

Keep documentation, in the student's cumulative folder, of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Parental Notification

Ensure the parent letter meets all state requirements under. Districts receiving Title I must also meet all federal requirements. A sample compliance letter can be found on [TransACT.com](https://www.transact.com). Make sure that letters are mailed in a language accessible to the family and that if a print letter is not accessible, that it be relayed to parents in an accessible format (e.g., oral interpretation).

Description of the EL Program

The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to

support students' success based on each student's English learning needs;

- All staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards](#), and [Minnesota state content standards](#).

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the [WIDA language proficiency standards](#). Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Staff collaborate to implement the LIEP as shown below:

- **Administrators:** All building principals prioritize and clarify that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for EL teachers, bilingual liaisons/EAs and classroom teachers to work together.
- **Mainstream Teachers:** All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports at quarterly data meetings.
- **EL Teachers:** All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.
- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Models

The following program models are the main modes of instruction our district's EL program may implement:

A) Co-Teaching: EL instruction for intermediate and advanced students (English language proficiency) is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

B) Sheltered instruction: Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Home language supports are encouraged and utilized in instruction.

C) Push-in instruction is used to provide service to intermediate and advanced students in situations where co teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).

D) Pull-out instruction is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.

Amount and Scope of Instruction

Level 1/2: Entering/Beginning. Students receive 60 minutes each day of English language instruction that meets English language development standards. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 3/4+: Developing/Expanding. Students receive 30 minutes each day of high-intensity English language training through co-teaching. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Elementary: Daily Instruction Model (based on WIDA ELP levels)

Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	With ELA class	With ELA class	With ELA class	Mainstream all classes
ELD Push-in	60 minutes daily	30 minutes daily	30 minutes daily	Not applicable
ELD Pull-out	30 minutes	During intervention time 2 days per week	During intervention time 1 day per week for lowest ACCESS domain	As needed for lowest ACCESS domain
Classroom supports	SIOP Strategies	SIOP Strategies	SIOP Strategies	SIOP Strategies

Secondary: Daily Instruction Model (based on WIDA ELP levels)

Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	With ELA class	With Social Studies class	With Science and Math classes	Mainstream all classes
Sheltered ELD	2 periods	1 period	Not applicable	Not applicable
English Language Development Classes	1 period of ELD 1 daily	1 period of ELD 2 daily	Not applicable	Not applicable
Classroom supports	SIOP Strategies	SIOP Strategies	SIOP Strategies	SIOP Strategies

Programming for Recently Arrived English Learners/Newcomers

Detailed information about how our district identifies and serves students who are new-to-country, please see Appendix A.

Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as EL for at least five years may be considered LTEL. Since students in this category often have oral proficiency in English, our focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resource opportunities, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

Assessment and Ongoing Identification Procedures

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and W-APT and Screener) will complete all online training and

quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from EL program supports.

Transitioning students from one year to the next

The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's EL eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for EL services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the EL program. However, students may remain in the EL program only if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program.

Program Evaluation and Adjustment

Students are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving EL instruction. Additionally, the EL teacher monitors progress in all four language domains. In using this data, classroom and EL teachers make an informed decision on how to best serve the students. Data which is collected from each student is confidential.

EL Program Exit Procedures

Students will qualify for the EL Program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the EL staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used,
- Description of how scores informed placement, and
- Where to access written policies and procedures/information.

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.

Family and Community Communication Procedures

Our district values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:

- The plan is available on our district's web page.
- Enrollment staff notify EL Coordinator of family so contact can be made.
- Classroom teachers explain and hand the LIEP plan to families at parent/teacher conferences. Interpreters are available as requested.

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of EL programming and its supports

To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites.

Communication Procedures

The plan must be available upon request.

Parent/teacher conferences: Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences as requested. EL teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Beyond parent teacher conferences, staff work with schools to host two-way communication events and activity nights. The follow activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- EL staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the EL program.
- Parents also receive information about their rights.
- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced-price lunch (FRPL) forms, legal support resources, etc.

Liaison and home language outreach for school activities and events: It is a federal requirement to provide families access to information. (See Department of Justice Fact Sheet 2015). Schools should provide interpreters for all school events. When it is determined a family needs interpretation services, the EL coordinator is called in to assist with the registration process. [Google Translate](#) can be used with families if an interpreter for a particular language is not available. Letters home should be translated into the languages necessary for our multilingual students and their families.

Appendix A: Programming for Recently Arrived English Learners (RAEL)/Newcomers

Definition of RAEL (from MDE) and Newcomers

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics). “Newcomer” is more broadly defined as students who are new-to-district and new-to-country.

Orientation for New Multilingual Students and Families

Initial enrollment: All families who are new to the district should go to the school to register. Secretaries will have a list of interpreters to call when needed. Families will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.

Supporting Initial Acclimation to School: EL teachers will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a peer who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting parent, walking, etc.) for the first week of school from the main office. The EL teacher will make sure that the student has met the social worker/counselor and received school supplies as needed. The EL teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students’ home language if available (Everyday Math, anchor texts, independent reading texts).

Arrival Materials: All newcomers should receive a picture chart that identifies their teachers/administration and provides important information about the school (phone numbers, attendance policy, etc.). Secondary newcomers should receive a paper copy of their schedules. All newcomers should receive a supply list, busing information, health immunizations and free clinics, parent portal (computer and app). Parents will receive help during formal intake meetings

Academic program

Elementary EL-specific Progress Report: Newcomers in elementary will receive an EL-specific progress report each quarter. This progress report is created for parents and students in their primary language(s).

Newcomer Plan: Newcomers will receive a “Newcomer Plan” that includes their schedule and identified language supports throughout the day. The Newcomer Plan is developed by the EL teacher in collaboration with the classroom teacher. The Newcomer Plan is shared with all the students’ teachers, support staff including bilingual EA’s and liaisons, and the principal.

Placement and Scheduling: Schools will include EL teacher input for student placement. The EL teacher will work with the principal's secretary to create the student's schedule. Ideally the student will be placed in a classroom with a student from the same language background or with another student receiving EL instruction.

Counseling/social work support: After the EL teacher introduces the newcomer student to the school social worker/counselor, the social worker/counselor will follow up with the student and/or family in order to

determine additional needs (e.g.: trauma support, basic necessities, community orientation, etc.).

Additional academic services (Special Education, Tier 2/3 support, Speech, etc.): Newcomer students who have been identified for additional services need to receive those services. SpEd/Speech: EL identified students need to also receive Special Education/Speech services in accordance with their IEPs. IEP documents that need to be translated should be a top priority when a student arrives so that services can be provided. (Short documents can be translated in house; however, longer IEP documents should be translated outside of school hours and paid for from district funds that may be reimbursed by the state. The EL coordinator can help with this process.)

Multi-Tiered System of Support

Tier 2 Support: Newcomer students should receive tier 2 services if a literacy/numeracy need is identified.

Tier 3 Support: Newcomer students should receive tier 3 services if a literacy/numeracy need is identified and the EL teacher recommends appropriate supports for language.

Secondary: Secondary aged students who are newcomers will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, "aging out" requirements (school until 22 or 23), Adult Basic Education (ABE) opportunities, Alternative Learning Center (ALC) options, potential Internships, PSEO, and post-secondary preparation, etc. Students will also have the option to take the Accuplacer or another post-secondary placement test.

Additional Instructional Supports: Targeted Services (After School and Summer programming): As other multilingual learners, newcomers may be referred to targeted services after school program options. (Receiving EL services are an automatic qualifier for targeted services.) EL teacher input should be included in the decision making process.

Physical area in the school for working with peers: Schools should try to identify a "safe space" where new multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Language fatigue and culture shock will tire students. (Students may also go through a "silent period" for a number of months when they do not produce oral and/or written language.)

Teachers should also be aware that after the "honeymoon" period (in which students are excited about their new home and school) is over, students will often need even more understanding. Even though the newcomer student has been in school for a number of months, they will still need emotional and academic support.

Visual support in schools: When possible, schools should have translated signs around the building that provide a welcoming environment for all students and families, including especially new multilingual learners. Classroom teachers should make every effort to have bilingual labels posted in the classrooms and have pictures/books that represent children and families from that students' home cultures.

Example Newcomer Support Plan

Student Name:	Class/Subject	Modifications	Support Staff or Student
8:00-9:00			
9:00-10:00			
10:00-11:00			
11:00-12:00			
Lunch			
Recess			
1:00-2:00			
2:00-3:00			
Dismissal			

Aitkin Public Schools Language Access Plan

Communication with families in a language they can understand provides a foundation for students' academic success and creates a welcoming school community. Aitkin Public Schools is committed to communicating with all families we serve to provide any and all school-related information and foster partnerships. This Language Access Plan is intended to mitigate language barriers so that families can make informed decisions in their children's education.

Language Access Rights

If you are a parent or guardian of a student in public schools and your dominant language is not English, you have the following rights established by federal law:

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

 [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

Language Identification Procedures

Aitkin Public Schools will determine parent/guardian language needs through the following procedures:

1. **Enrollment Survey:** Upon registration, parents/guardians will identify their preferred language and method of communication. Enrollment staff are trained in procedures for accessing qualified interpreters to help parents complete enrollment paperwork if needed.
 - a. [MDE Front desk procedure](#)
 - b. [Google Translate](#) should be used for immediate translation needs.
 - c. Language line (to access interpreters): 651-785-4064 or email mde.engagement@state.mn.us.
 - d. [MDE Language Center](#) (for translated documents)
2. **Student Information System:** The preferred language and method of communication of parents/guardians will be visible to all staff in Infinite Campus.
3. **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

Tools and Resources to Provide Language Access

See the [Appendix A](#) for a list of language access resources.

School staff will use the following resources aimed at removing language barriers for families in our school community:

Resource	Description/Procedures	When to Use
TransAct ParentNotices	<p>TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen</p> <p>All Minnesota districts and charter schools can utilize the TransACT website with free access. Individuals within the district can activate their free account at: https://minnesota-doe.parentnotices.com</p>	<ul style="list-style-type: none"> ● Required ESSA parent notifications
Professional Document Translation	<p>Translated copies of district documents are available by request to the ML Coordinator.</p> <p>To request document translation, contact the ML coordinator listed on MDEs contact view webpage.</p> <p>What should be translated?</p>	<ul style="list-style-type: none"> ● Formal documents requiring signature from parents ● Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, etc.
Professional Interpreter Working with Language Interpreters: Information for Teachers	<p>The Multilingual Learner Program Coordinator maintains a list of qualified interpreters that can be contracted to provide language assistance.</p> <p><i>Staff can request translation services by contacting the MLP Coordinator two weeks in advance of the date the interpreter is needed. *Fees for service are paid by the school/district.</i></p>	<ul style="list-style-type: none"> ● District-wide initiatives or meetings ● Parent/teacher conferences ● MTSS/Child Study/IEP Meetings
Multilingual Staff <p>*Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.</p>	<p>Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator*.</p>	<ul style="list-style-type: none"> ● Family engagement events ● Phone calls home

Dissemination

This plan will be published on the Aitkin Public Schools website. The plan will be communicated with staff and families as needed by the MLP coordinator and roles listed below:

- **Enrollment secretaries** are responsible for providing all families with a copy of this Language Access Plan as part of the enrollment process.
- **School principals** will link the Language Access Plan in school-wide communications including newsletters and announcements.
- All staff are responsible for sending communications in families' preferred language, according to the preferred language list maintained by **school secretaries**.
- **Classroom teachers** are responsible for sending communications in families' preferred language, according to the preferred language list maintained by **school secretaries**.
- **English Language Development staff** will share language access information at all informational meetings held for families of multilingual students.

The MLP coordinator reviews the plan with staff annually in August during staff meetings.

Continuous Improvement

This policy will be reviewed annually by the MLP Coordinator to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

The MLP Coordinator listed on [MDEs contact view for ISD1](#) is available to answer questions regarding language access.

For questions regarding language needs of specific students or families, contact your school's principal.

Appendix A: Language Access Resources

Professional Document Translation Resources (Minnesota)

- [MDE Translated Documents](#)
- [Minnesota Translations](#)
- [JR Language Translation Services, Inc](#)
- [The Bridge World Language Center](#)
- [Global Translation and Interpreter, LLC](#)
- [University Language Center](#)
- [Parent Resource Center](#)

Professional Interpreter Resources (Minnesota)

- [Minnesota Department of Health Interpreter Search](#)
- [Interpreters in Minnesota](#)

Disclaimer: The contents of this resource were developed under a grant from the U.S. Department of Education. The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. The contents of this resource may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The content of this publication does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of, or be an endorsement of any views expressed or materials provided by, any Federal agency.



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STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES

MEMORANDUM OF AGREEMENT

BETWEEN

Southwest Minnesota State University

AND

AITKIN PUBLIC SCHOOLS

This Agreement is entered into between the State of Minnesota, acting through its **Board of Trustees of the Minnesota State Colleges and Universities**, on behalf of **Southwest Minnesota State University** (hereinafter “University”), and **Aitkin Public Schools**, 306 2nd Street NW, Aitkin, MN 56431 (hereinafter “District”).

This Agreement and any amendments and supplements thereto, shall be interpreted pursuant to the laws of the State of Minnesota.

WITNESSETH THAT:

WHEREAS, the University has established a baccalaureate teacher education program for qualified students preparing for and/or engaged in teaching careers; and

WHEREAS, the Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the University; and

WHEREAS, the District has suitable facilities for the instructional needs of the teacher education programs(s) of the University; and

WHEREAS, it is in the general interest of the District to assist in educating persons to be qualified or better qualified education personnel; and

WHEREAS, the University and the District are desirous of cooperating to furnish a classroom learning experience for teacher education students enrolled at the University consistent with Minn. Stat. §122A.69;

NOW, THEREFORE, it is mutually agreed by and between the University and the District:

1. UNIVERSITY RESPONSIBILITIES

- a. The University, which is accredited by the Higher Learning Commission, is responsible for offering a baccalaureate teacher education program that is approved by the Minnesota Board of Teaching.
- b. The University will be responsible for the general educational experience of student teachers assigned to District sites for classroom experience, unless otherwise agreed to in writing by the parties.

- c. The University is responsible for establishing prerequisite criteria for placement of student teachers at District which shall include the requirement that all student teachers have completed not less than two years of an approved teacher education program; and has overall responsibility for planning, directing and evaluating the students' classroom learning experiences.
- d. The University will provide the District with objectives for the classroom experience program, and educational goals for each student teacher, as appropriate. Implementation of those objectives will be accomplished jointly by the University and the District.
- e. The University will provide the District with requests for student teaching placements within a reasonable time in advance of any teaching period, together with relevant information with respect to the applicable credentials of each proposed student teacher and supervising teacher.
- f. The University will inform its faculty and students of the District's policies and regulations that relate to the program at the District including, but not limited to, the confidentiality of information related to its pupils.
- g. The University will inform its students who are participating in the program that they are encouraged to carry their own health insurance and are responsible for carrying their own professional liability insurance.
- h. The University agrees to notify its students that District requires each student to undergo a criminal/maltreatment background study pursuant to Minn. Stat. §§ 123B.03 and 299C.60, *et seq.* as a prerequisite to participation in the program. Participating students will be directed to District's policies and procedures to authorize and pay for the background studies. The University is not responsible for any cost associated with obtaining the background studies.
- i. The University shall pay an honorarium or stipend to the District for the placement of its student teachers. The amount of the honorarium or stipend will be commensurate with the number of weeks of student teaching and shall not exceed \$120.00 per student teacher. Payment shall be made to the District in the manner required.

2. DISTRICT RESPONSIBILITIES

- a. The District shall assume full responsibility for the instruction of its pupils. It is understood that individual pupil instruction is not controlled, supervised, or paid for by the University.
- b. The District agrees to provide student teaching opportunities for student teachers assigned to District sites. To this end, the District will provide the equipment, facilities, supplies and services for student teachers assigned to the District necessary to meet the objectives of the University's program.
- c. District agrees to provide a licensed, full-time, continuing contract District teacher(s) who will supervise student teachers and such employees may establish and implement reasonable expectations of conduct applicable to their participation. The District shall provide supervising teachers that meet requirements outlined in Minnesota Rule 8705.1010 Subp. 3. A. (4).
- d. District has ultimate control over its sites and may immediately terminate participation in the program of any of the students enrolled in the program where required by an emergency involving health and safety; and in all other (non-emergency) instances, District shall consult with the University before taking any action to terminate the participation of a student.
- e. The District will provide the University with a copy of its policies and regulations which relate to the student teaching program.

- f. The District will provide an orientation to student teachers concerning its policies and procedures applicable to the program. The District shall allow a reasonable amount of District staff time for joint conferences with University faculty, for planning with University faculty, and for such other assistance as shall be mutually agreeable.
- g. When available, physical space such as offices, conference rooms, and classrooms of the District may be used by the University faculty and students who are participating in the clinical experience program.
- h. The District recognizes that it is the policy of the University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The District agrees to adhere to this policy in implementing this Agreement.
- i. District agrees that it will not replace any of its employees nor fill any vacancies normally filled by an employee with a student teacher assigned under this Agreement. A student teacher shall not act as a substitute teacher.
- j. AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

The District agrees that in fulfilling the duties of this Agreement, the District is responsible for complying with the American with Disabilities Act, 42 U.S.C. Chapter 12101 et seq., and any regulations promulgated to the Act. The University is not responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services and other areas covered by the ADA.

3. MUTUAL RESPONSIBILITIES

- a. The University and District shall each identify a person or persons responsible for liaison during the course of this Agreement. The identity and contact information of these individuals shall be provided to the other party prior to each term during which University students are assigned to District sites under this Agreement. The persons responsible for the liaison will jointly plan for such matters as:
 - i. Selection, assignment and orientation of student teachers;
 - ii. Periodic review and preparation of objectives for the student teaching experience program; and
 - iii. Evaluation of student teacher performance.
 - iv. Communication to familiarize District personnel with the student teaching experience program's philosophy, goals and curriculum;
 - v. Communication to familiarize the College/University faculty with the District's philosophy, policy and program expectations;
 - vi. Communication to keep both parties and the parties' personnel who are assigned to the student teaching experience program informed of changes in philosophy, policies and any new programs which are contemplated;
 - vii. Communication about jointly planning and sponsoring in-service or continuing education programs (if appropriate);
 - viii. Communication to identify areas of mutual need or concern;
 - ix. Communication to seek solutions to any problems which may arise in the student teaching experience programs; and
 - x. Communication to facilitate evaluation procedures which may be required for approval or accreditation purposes or which might improve the College/University's teacher education program curriculum.

It is understood and agreed by the parties that the District has final authority to determine the number of student teachers it will accept as program participants for each term and the District sites to which student teachers are assigned.

- b. The University has authority to withdraw, suspend or terminate a student teacher from the program for academic deficiencies, behavioral violations or other sufficient reason subject to applicable procedures afforded to the student teacher. The District may unilaterally suspend a student's participation in the program at the District for behavioral or other conduct that, in its good faith judgement, constitutes a threat to the health or safety of District personnel or pupils. The District liaison will consult with the University liaison before suspending a student teacher's participation, except where consultation is not reasonably possible under the circumstances.
- c. Student teachers are participants in an educational program, and for the purposes of this Agreement, shall not be considered employees of either the University or the District except as provided in Minn. Stat. § 122A.69. Student teachers shall not be entitled or eligible to participate in any benefits or privileges given or extended to employees of the District or University except as provided in Minn. Stat. § 122A.69.

4. INSURANCE. Each party, at its sole expense and at all times during the term of this Agreement, shall secure and maintain the following insurances (or comparable coverage under a program of self-insurance) covering itself and its employees who perform any work, duties or obligations in connection with this Agreement.

a. Commercial General Liability Insurance

The University will maintain Commercial General Liability insurance in conformance with the Tort Claims limits set forth in Minn. Stat. 3.736, subd. 4, with limits not less than \$500,000 per person and \$1,500,000 per occurrence for bodily injury and property damage.

The District will maintain Commercial General Liability insurance in conformance with the Tort Claims limits set forth in Minn. Stat. Chapter 466, with limits not less than \$500,000 per claimant and \$1,500,000 per occurrence for bodily injury and property damage.

b. Professional Liability Insurance

The District will maintain Professional Liability insurance covering itself and its employees, agents or assigns with limits not less than \$500,000 per claimant and \$1,500,000 per occurrence.

If insurance covered by claims-made policies is discontinued, then extended reporting period coverage must be obtained and evidence of such coverage shall be provided to the other party.

c. Additional Conditions:

Each party shall provide to the other party upon request certificates of insurance or self-insurance evidencing the required coverage.

If District receives a cancellation notice from an insurance carrier affording coverage herein, District agrees to notify the University within five (5) business days with a copy of the cancellation notice, unless District's policy(ies) contain a provision that coverage afforded under the policy(ies) will not be cancelled without at least thirty (30) days advance written notice to the University.

Each party, at its sole expense, shall provide and maintain workers' compensation insurance as such party may be required to obtain by law. The University is self-insured for Workers' Compensation purposes, and any such insurance extends only to employees of the University, not to students.

5. EMERGENCY MEDICAL CARE & INFECTIOUS DISEASE EXPOSURE

- a. Any emergency medical care available at the District will be available to University faculty and students. University faculty and students will be responsible for payment of charges attributable to their individual emergency medical care at either the District or the University.

- b. Any University faculty member or student who is injured or becomes ill while at the District shall immediately report the injury or illness to the District and receive treatment (if available) at the District or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the University faculty member or student who receives the treatment and not the responsibility of the District or the University.

6. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The University's liability shall be governed by the Minnesota Tort Claims Act, Minnesota Statutes § 3.736, and other applicable laws.

7. TERM OF AGREEMENT

This Agreement is effective on the later of August 1, 2024, or when fully executed, and shall remain in effect until July 31, 2029. This Agreement may be terminated by either party at any time upon one year written notice to the other party. Termination by the District shall not become effective with respect to students then participating in the student teaching program.

8. FINANCIAL CONSIDERATION

- a. Except as expressly provided in this Agreement, the University and the District shall each bear their own costs associated with this Agreement and no payment is required by either the University or the District to the other party.
- b. The District is not required to reimburse the University faculty or students for any services rendered to the District or its students pursuant to this Agreement.

9. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

10. ASSIGNMENT

Neither the University nor the District shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

11. STATE AUDIT

The books, records, documents and accounting procedures and practices of the District relevant to this Agreement shall be subject to examination by the University and the Legislative Auditor.

12. DATA PRIVACY

The requirements of Minnesota Statutes § 13.05, subd. 11 apply to this contract. The District and University must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the University in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the District in accordance with this contract. The civil remedies of Minnesota Statutes §13.08 apply to the release of the data referred to in this clause by either the District or the University.

In the event the District receives a request to release the data referred to in this clause, the District must immediately notify the University. The University will give the District instructions concerning the release of the data to the requesting party before the data is released.

The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and 34 C.F.R. 99, apply to the use and disclosure of education records that are created or maintained under this agreement. The District may require student teachers to sign an authorization to permit the District and University to exchange information about the student teacher's participation and performance in the program.

13. **GOVERNING LAW**

This Agreement will be governed by and construed pursuant to the laws of the state of Minnesota.

14. **ENTIRE AGREEMENT**

This Agreement constitutes and expresses the entire agreement and understanding between the parties relative to the program. This Agreement supersedes all other prior agreements between the parties.

The rest of this page intentionally left blank. Signature page to follow.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. DISTRICT: Aitkin Public Schools

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

By (authorized signature and printed name)
Title
Date

2. VERIFIED AS TO ENCUMBRANCE:

Employee certifies that funds have been encumbered as required by Minnesota Statutes §16A.15.

By (authorized signature and printed name) Brian Gelster
Title Buyer 2
Date

3. MINNESOTA STATE COLLEGES AND UNIVERSITIES

Southwest Minnesota State University:

By (authorized signature and printed name) George Bass
Title Director of Business Services
Date

4. AS TO FORM AND EXECUTION:

By (authorized signature and printed name) Brian Gelster
Title Buyer 2
Date

Legislative Citizen Commission on MN resources - Grant Resolution

WHEREAS, Aitkin Public Schools ISD 1 seeks \$250,000 in grant funding for an Outdoor Learning Center and supporting trails.

NOW, THEREFORE, BE IT RESOLVED, That Aitkin Public Schools ISD 1 supports the above referenced project and authorizes the submittal of a proposal for funding of this project on behalf of Aitkin Public Schools ISD 1 to the Legislative-Citizen Commission on Minnesota Resources (LCCMR) in response to the 2026 Environmental and Natural Resources Trust Fund (ENRTF) Request for Proposal; and

BE IT FURTHER RESOLVED, That, if funding is awarded, Aitkin Public Schools ISD 1 agrees to accept the award and may enter into an agreement with the state of Minnesota for the above referenced project. Aitkin Public Schools ISD 1 will comply with all applicable laws, environmental requirements, and regulations and any additional conditions stated in the grant agreement and the approved LCCMR work plan; and

BE IT FURTHER RESOLVED, That Aitkin Public Schools ISD 1 understands that grants from the ENRTF are generally paid out on a reimbursement basis. Aitkin Public Schools ISD 1 has the financial capability to pay for project expenses prior to seeking reimbursement; and

BE IT FURTHER RESOLVED, That Aitkin Public Schools ISD 1 certifies none of the current principals of Aitkin Public Schools ISD 1 have been convicted of a felony financial crime in the last ten years. For this purpose, a principal is defined as a public official, a board member, or staff that would have the authority to access or determine the use of ENRTF funds, if awarded; and

BE IT FURTHER RESOLVED, That the Superintendent of ISD 1 is hereby authorized to execute such agreements and work plans as necessary and is authorized to implement the project on behalf of Aitkin Public Schools ISD 1: and

BE IT FURTHER RESOLVED, That Aitkin Public Schools ISD 1 has the financial capability to meet the match requirements and ensure adequate construction, operation, and maintenance of the project once completed. The anticipated total project budget is \$312,500 with the required 25% match.

Daniel Stifter, Superintendent ISD1

Cindi Hills, ISD1 Board Chair

Date

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unrestricted general fund balance of 25 percent of the annual budget.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Business Manager and Superintendent. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: None

Reviewed: 7/10/24

Board Approval: 8/19/24



Aitkin Policy Committee Meeting Summary

March 12, 2025 @ 3:45 PM. District Office Conference Room

Policy Committee Members Present:

Dan Stifter	X	Holly Mindrum		Dawn Houser		Andy Dokken	
Lisa DeMars		Julie Asmus		Heather Hipp	X	Jim Henrickson	
Cindi Hills		Aaron Samuelson		Jason Cline		Michelle Alcox-Larson	

Others Present:

January 2025 Summary Available

Agenda Items:

REVIEW:

REVIEW TECHNICAL UPDATES FROM FEB 2025 MSBA NEWSLETTER:

Policy 516 **Student Medication & Telehealth** - Correcting formatting

Policy 621 **Literacy and the Read Act** - Correcting formatting

Policy 906 **Community Notification of Predatory Offenders** – Rearranges Arts. II and III

REVIEW SUBSTANTIVE UPDATES FROM FEB 2025 MSBA NEWSLETTER:

Policy 413 **Harassment and Violence** – Updates definition of “disability” to reflect amended MN law.

Policy 425 **Staff Development** – Clarifies whether the board or school administration appoints staff development committee members.

Policy 512 **School-Sponsored Student Publications and Activities** – Removes language potentially at odds with MN Statutes 121a.80 (Student Journalism; Student Expression)

Policy 704 **Development and Maintenance** – Updates GASB guidance on asset capitalization.

Other:

Next Policy Meeting: May 14, 2025 @ 3:45 PM

Adjourn at: 3:55 PM

Adopted: _____

MSBA/MASA Model Policy 413

Orig. 1995

Revised: _____

Rev. 2025

413 HARASSMENT AND VIOLENCE

[NOTE: State law (Minnesota Statutes, section 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, chapter 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.

- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.

[NOTE: In 2023, the Minnesota legislature amended the definition of "sexual orientation" in the Minnesota Human Rights Act as reflected in subpart 6 below.]

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

D. Protected Classifications

1. "Disability" means, with respect to an individual who
 - a. has a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; ~~.....~~
 - c. is regarded as having such an impairment; or
 - d. has an impairment that is episodic or in remission and would materially limit a major life activity when active. ~~.....~~
2. "Familial status" means the condition of one or more minors having legal status or custody with:
 - a. the minor's parent or parents or the minor's legal guardian or guardians; or
 - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for

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physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

[NOTE: The 2024 Minnesota legislature revised the definition of "familial status."]

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. "Sexual orientation" means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

[NOTE: The 2023 Minnesota legislature redefined 'sexual orientation' in the Minnesota Human Rights Act.]

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an

intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or

violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District

The school board hereby designates _____ as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹

- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

school district officials or by a third party designated by the school district.

- 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 any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, 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. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and

proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. 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 Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
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 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 425

Orig. 2001

Rev. 2025

Revised: _____

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. Committee members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

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B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school administration. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

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2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.*

* This time period may be changed to accommodate individual school district needs.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

[NOTE: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2)

* This time period may be changed to accommodate individual school district needs.

principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

* This time period may be changed to accommodate individual school district needs.

1. additional stipends as incentives to mentors of color or who are American Indian;
2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.

[NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]

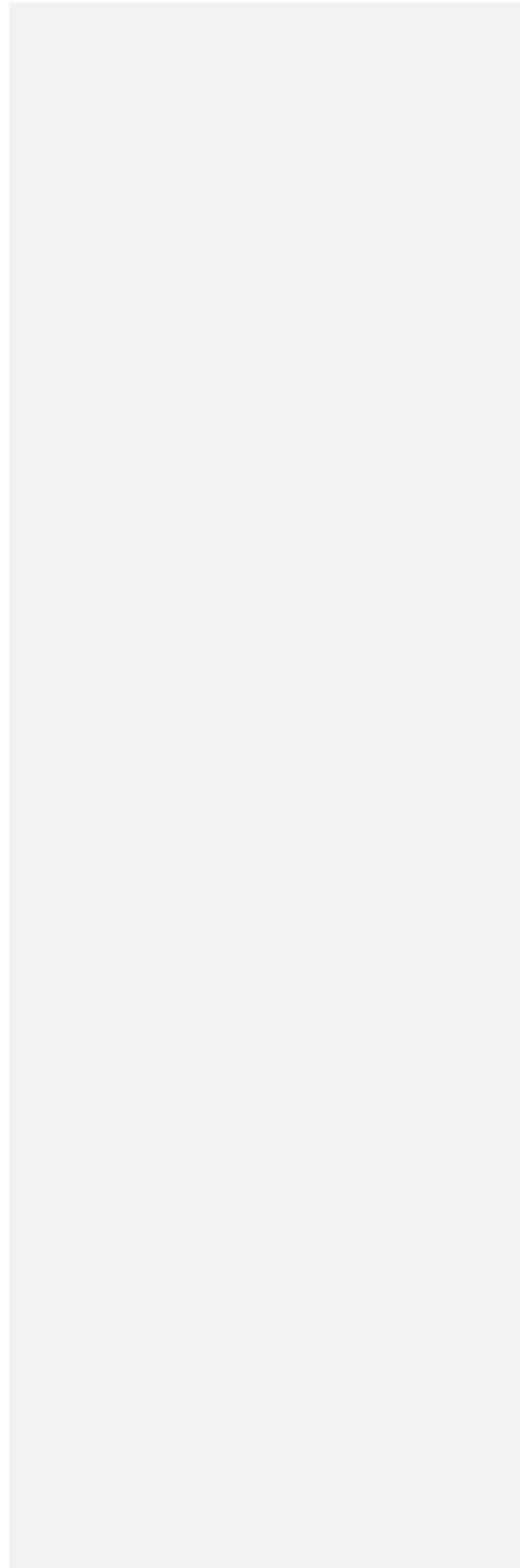
VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.



Adopted: _____

MSBA/MASA Model Policy 512

Orig. 1995

Revised: _____

Rev. 2024

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored media and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. Students who believe their right to free expression has been unreasonably restricted in school-sponsored media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing school-sponsored media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.

B. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

Deleted: [NOTE: A school district generally will wish to reserve a forum it sponsors for its intended purpose in light of the special characteristics of the school environment. By doing so, the school district will have more authority/editorial control over student expression in such a forum. Sponsorship alone may not be enough, however. If the exercise of control is challenged, courts will examine factors such as whether the school district's purpose in creating the forum was educational, whether school officials supervised the publication or activity and exercised editorial control over the contents, whether the materials were produced as part of the curriculum, and whether students received grades and academic credit for the publication or activity. If a forum is reserved, regulation of student expression as in Section IV.B. of this policy will be permissible. If a forum is not reserved, but rather is opened for public communication by tradition or designation, then only the limited regulation of speech as described in Section IV.A. of this policy will be permissible.]

Deleted: A.→ The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities

- C. "Minor" means any person under the age of eighteen (18).
- D. "Obscene to minors" means:
 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- F. "School-sponsored media" means material that is:
 1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
 2. distributed or generally made available to students in the school; and
 3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.
- G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.
- H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

- A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the

Deleted: [NOTE: The 2024 Minnesota legislature enacted the new definitions above and the new language in Article IV. below.]¶

United States Constitution.

B Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. ~~advocates sexual, racial, or religious harassment or violence or prejudice; or~~
10. is distributed or displayed in violation of time, place, and manner regulations.

Deleted: expresses or

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;
2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced,

vulgar or profane, or unsuitable for immature audiences.

E. Time, Place, and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. **POSTING**

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Deleted: [NOTE: This model policy is crafted to fulfill the obligation stated above.] ¶

Grade	Sep-23	Sep-24	Oct-23	Oct-24	Nov-23	Nov-24	Dec-23	Dec-24	Jan-24	Jan-25	Feb-24	Feb-25	Mar-24	Mar-25	Apr-24	Apr-25	May-24	May-25	Total
Kindergarten	56	56	55	59	54	59	54	61	58	61	56	59	57		57		57		57.27
Grade 1	77	53	77	53	77	53	77	52	77	52	74	52	74		74		73		66.33
Grade 2	51	81	51	80	51	80	51	80	52	80	53	80	53		53		53		63.27
Grade 3	66	57	66	56	66	56	67	56	67	57	67	58	67		67		67		62.67
Grade 4	57	64	57	66	57	66	56	66	56	67	56	67	56		56		56		60.20
Grade 5	61	53	61	54	60	54	60	55	61	54	61	54	62		62		62		58.27
Grade 6	86	63	87	62	87	62	87	64	87	62	89	62	89		89		88		77.60
Grade 7	77	91	78	90	78	90	78	88	75	89	73	89	74		74		74		81.20
Grade 8	86	72	87	71	84	70	84	71	81	71	80	71	80		80		80		77.87
Grade 9	81	81	82	80	82	81	80	79	82	80	81	79	82		82		81		80.87
Grade 10	103	85	102	84	102	85	103	80	103	81	100	81	98		98		98		93.53
Grade 11	93	96	94	94	91	94	90	92	86	90	87	89	90		90		89		91.00
Grade 12	79	90	79	88	79	87	79	88	77	88	77	86	77		77		77		81.87
Total	973	942	976	937	968	937	966	932	962	932	954	927	959	0	959	0	955	0	955.50
Alt School	Sep-23	Sep-24	Oct-23	Oct-24	Nov-23	Nov-24	Dec-23	Dec-24	Jan-24	Jan-25	Feb-24	Feb-25	Mar-24	Mar-25	Apr-24	Apr-25	May-24	May-25	Total
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Grade 9	2	0	2	0	2	0	2	0	1	0	1	0	1		1		0		
Grade 10	3	3	3	4	3	4	3	3	3	5	3	5	3		3		2		
Grade 11	1	6	1	8	2	8	3	11	3	9	3	11	2		5		2		
Grade 12	6	10	5	11	5	10	4	9	4	9	4	10	6		6		3		
Grade 12+	0	0	0	0	0	0	0	0	0		0		0		0		3		
Total	12	19	11	23	12	22	12	23	11	23	11	26	12	0	15	0	10	0	
Grand Total	985	961	987	960	980	959	978	955	973	955	965	953	971	0	974	0	965	0	955.50

Home School	105	2024-2025	As of Feb 28, 2025
	99	2023-2024	
	80	2022-2023	
	47	2021-2022	
	67	2020-2021	
	37	2019-2020	

Residents Elsewhere	HS	RES
	62	21

AITKIN PUBLIC SCHOOLS

STRATEGIC PLAN

2024-2029



CORE VALUES

- Excellence - empower students to be their best self
- Responsive - able to adapt to the changing educational environments
- Safety - provide for a safe school environment
- Respect - appreciate the uniqueness of each individual in our thoughts, actions, and relationships
- Integrity - doing what is right - even when it is not easy

BELIEF STATEMENTS

- We believe in academic excellence for all.
- We believe compassionate and curious minds are developed when students are engaged socially, emotionally, academically, and physically.
- We believe building caring relationships with students and families are the foundation for successful schools and communities.
- We believe in individualized and innovative educational experiences.

MISSION

To inspire and prepare our students with the tools and skills to succeed in an everchanging world.

VISION

Strong relationships. Innovative education. We are ISD #1.

STRATEGIC PLAN FOCUS AREAS

**Student
Growth and
Achievement**

**Staff
Development
and Support**

**Safe
Learning
Environment**

**Family and
Community
Outreach**

**Finance and
Facilities**

FOCUS AREAS	GOALS	OBJECTIVES
Student Growth and Achievement	<p>Goal 1: Continue with standards-based curriculum that will help all students achieve the goals of the World’s Best Workforce (WBWF) at ISD #1.</p>	<p>Objective 1.1: We will annually assess to determine if we are meeting the goals of the WBWF:</p> <ul style="list-style-type: none"> • All children are ready for school. • All third-graders can read at grade level. • All racial and economic achievement gaps between students are closed. • All students are ready for career and college. • All students graduate from high school. <p>Objective 1.2: Continue to utilize Multi-Tiered Systems of Support (MTSS) programming districtwide to address the growth and achievement of our students.</p> <p>Objective 1.3: Annually create career pathways that target emerging workforces.</p>
	<p>Goal 2: We will achieve the goals of the Minnesota Reading to Ensure Academic Development (READ) Act for all students in the school district.</p>	<p>Objective 2.1: We will annually evaluate the success of meeting the goals of the READ Act.</p> <ul style="list-style-type: none"> • Every child reading at or above grade level every year, beginning in kindergarten. • Support multilingual learner and students receiving special education services in achieving their individualized reading goals.
	<p>Goal 3: Provide resources and curriculum that will improve learning opportunities to meet the individual needs of all students.</p>	<p>Objective 3.1: Annually increase our focus to raise student expectations on performance based on WBWF data.</p> <p>Objective 3.2: Continue to provide opportunities to foster an environment that promotes respect for all people.</p>
Staff Development and Support	<p>Goal 4: Meet the yearly growth goals of WBWF and use data to drive staff development.</p>	<p>Objective 4.1: Continue to provide ongoing support for professional development.</p> <p>Objective 4.2: Continue to review student data on a regular basis to drive instructional practices.</p>
	<p>Goal 5: Build and maintain a professional culture that will promote growth of both staff and students.</p>	<p>Objective 5.1: Continue to provide opportunities for staff development in the use of technology tools to enhance teaching and learning.</p> <p>Objective 5.2: Continue to provide opportunities for staff development for Minnesota state standards implementation to enhance teaching and learning.</p> <p>Objective 5.3: Continue to provide Positive Behavior Interventions and Supports (PBIS) opportunities for students and staff to have positive interactions.</p>
Safe Learning Environment	<p>Goal 6: Grow a culture of safe learning and respect for all people.</p>	<p>Objective 6.1: Continue to review programs that provide a safe environment for all grade levels.</p>
	<p>Goal 7: Implement tools and systems for behavior and mental health interventions.</p>	<p>Objective 7.1: There will be a schoolwide effort to utilize our PBIS and our MTSS programs to address the needs of our students.</p> <p>Objective 7.2: Continue to work with local agencies and strengthen our supports for ISD #1 students.</p>

Please note: All Goals and Objectives have timelines and action plans developed by administration. The work is scheduled out over 2024 - 2029.

FOCUS AREAS	GOALS	OBJECTIVES
Family and Community Outreach	Goal 8: Increase community and business partnerships.	Objective 8.1: Identify community relationships that can support the district’s ability to accomplish our goals.
	Goal 9: Implement and communicate the Strategic and Facilities Plan that support the district priorities and identify the needs of our district.	Objective 9.1: Develop a Strategic Action Plan and align it with the Facilities Plan. Objective 9.2: Share the Strategic Action Plan with the community.
	Goal 10: Promote the positives of ISD #1 on a regular basis.	Objective 10.1: Utilize a variety of communication tools to share our goals and success stories within our community. Objective 10.2: Develop a brand and marketing strategies.
Finance and Facilities	Goal 11: Address safety and facility needs and upgrades.	Objective 11.1: Work with recently created Facilities Plan to identify and address facility needs. Objective 11.2: Annually evaluate and update security and the safety plan.
	Goal 12: Promote financial stability.	Objective 12.1: Allocate resources responsibly to align with prioritized learning needs.
	Goal 13: Create a plan for the future of Aitkin Public School Facilities.	Objective 13.1: Meet with various stakeholders within the Aitkin community to move the discussion of building on the land purchased for building the future of ISD #1.

Please note: All Goals and Objectives have timelines and action plans developed by administration. The work is scheduled out over 2024 - 2029.



AITKIN