

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended: Carried. This motion, made by Sarah Lehrke and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.6. Acceptance of Gifts

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Student Representative

C.3. Superintendent

C.4. Board

D. DISCUSSION ITEMS

D.1. First Reading of Policies

MN School Board Association's Requirements and Recommendations

Required

524 - Internet, Technology, and Cell Phone Acceptable Use

Legal Requirements

204 - Board Minutes

414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse

415 - Mandated Reporting of Maltreatment of Vulnerable Adults

416 - Drug and Alcohol Testing

420 - Communicable Diseases and Infections

503 - Student Attendance

528 - Student, Parental, Family, Marital Nondiscrimination

530 - Immunization Requirements

608 - Instructional Services - Special Education

611 - Home Schooling

614 - School District Testing Plan & Procedure

619 - Staff Development for Standards

701 - Establishment and Adoption of School District Budget

702 - Accounting

703 - Annual Audit

705 - Investments
706 - Acceptance of Gifts
801 - Equal Access to School Facilities
805 - Waste Reduction and Recycling
907 - Rewards

E. OPERATIONAL ITEMS

E.1. Board organizational meeting

Approved. This motion, made by Connor Smith and seconded by Sara Eischens, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.2. Consideration of school and department handbooks

Approved. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.3. Consideration of Raider Field House Use Guidelines

Approved. This motion, made by Connor Smith and seconded by Sarah Lehrke, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.4. Consideration of Superintendent Evaluation and Goals

Approved. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

F. NEXT BOARD MEETING

G. ADJOURNMENT

Approved. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P50126	58295		Wire	1	09609	XCEL ENERGY		No	No	No	07/30/2024	21,729.37
GEN1	P50126	58296		Wire	1	2728	BREMER BANK, NA28		No	Yes	No	07/30/2024	117.00
GEN1	P50126	58297		Wire	1	5002	WASTE MANAGEMENT OF WI-MN		No	No	No	07/30/2024	88.66
GEN1	P50126	58298		Wire	1	7133	METRONET		No	No	No	07/30/2024	69.95
GEN1	P50126	58334		Wire	1	2468	MASTERCARD - HARRIS BANK		No	No	No	07/30/2024	1,600.07
GEN1	P50126	58335		Wire	1	4091	MASTERCARD - HARRIS BANK		No	No	No	07/30/2024	5,808.24
GEN1	P50231	58337		Wire	1	04034	PERA		No	No	No	08/05/2024	4,237.55
GEN1	P50231	58338		Wire	1	04035	TEACHERS RETIREMENT ASSOC		No	No	No	08/05/2024	39,178.70
GEN1	P50231	58339		Wire	1	05255	DEPARTMENT OF THE TREASURY		No	No	No	08/05/2024	47,892.54
GEN1	P50231	58340		Wire	1	06027	COMMISSIONER OF REVENUE		No	No	No	08/05/2024	7,343.62
GEN1	P50231	58341		Wire	1	3785	EDUCATORS FINANCIAL SERVICES		No	No	No	08/05/2024	9,113.27
GEN1	P50231	58342		Wire	1	6821	WEX Health Inc.		No	No	No	08/05/2024	330.00
GEN1	P50126	58325	43650	Check	1	6805	ADOBE INC.		Yes	No	No	07/30/2024	2,460.00
GEN1	P50126	58328	43651	Check	1	6973	BIFFS, INC.		Yes	No	No	07/30/2024	732.00
GEN1	P50126	58323	43652	Check	1	6728	BLUJUM OF MINNESOTA, LLC	LLC - C Corp	Yes	No	No	07/30/2024	10,162.50
GEN1	P50126	58299	43653	Check	1	00048	CARQUEST AUTO PARTS		Yes	No	No	07/30/2024	106.78
GEN1	P50126	58303	43654	Check	1	01606	CENTERPOINT ENERGY		Yes	No	No	07/30/2024	5,720.79
GEN1	P50126	58310	43655	Check	1	3213	CENTURYLINK		Yes	No	No	07/30/2024	136.21
GEN1	P50126	58307	43656	Check	1	2382	CITY OF COLOGNE		Yes	No	No	07/30/2024	51.46
GEN1	P50126	58314	43657	Check	1	4732	DAKIN APPLIED		Yes	No	No	07/30/2024	1,641.20
GEN1	P50126	58308	43658	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	07/30/2024	24,571.84
GEN1	P50126	58313	43659	Check	1	4717	ECM PUBLISHERS, INC.		Yes	No	No	07/30/2024	52.50
GEN1	P50126	58317	43660	Check	1	5971	EDUCATION TRAINING AND RESEARCH		Yes	No	No	07/30/2024	4,453.73
GEN1	P50126	58326	43661	Check	1	6940	EXPLORE LEARNING RELEX		Yes	No	No	07/30/2024	2,965.50
GEN1	P50126	58331	43662	Check	1	7253	FASTSIGNS		Yes	No	No	07/30/2024	621.13
GEN1	P50126	58311	43663	Check	1	3535	FOUR POINT O SCHOOL SERVICES		Yes	No	No	07/30/2024	31,400.57
GEN1	P50126	58309	43664	Check	1	2947	FRANCK, NIKOLAS	Ind/Sole Proprietor	Yes	No	No	07/30/2024	50.00
GEN1	P50126	58322	43665	Check	1	6620	IDEAL ENERGIES SOLAR LEASING 2021	LLC - Partnership	Yes	No	No	07/30/2024	450.75
GEN1	P50126	58305	43666	Check	1	1442	IMPERIAL DADE		Yes	No	No	07/30/2024	11,982.00
GEN1	P50126	58312	43667	Check	1	4643	IXL LEARNING		Yes	No	No	07/30/2024	1,000.00
GEN1	P50126	58320	43668	Check	1	6497	KAMI - NOTABLE INC.		Yes	No	No	07/30/2024	3,500.00
GEN1	P50126	58318	43669	Check	1	6100	MACKENTHUN, SUE		Yes	No	No	07/30/2024	37.15
GEN1	P50126	58321	43670	Check	1	6545	MARCO TECHNOLOGIES LLC	LLC - Partnership	Yes	No	No	07/30/2024	7,691.98
GEN1	P50126	58301	43671	Check	1	00572	MENARDS INC		Yes	No	No	07/30/2024	176.70
GEN1	P50126	58332	43672	Check	1	7255	MUNDIS, FELICIA		Yes	No	No	07/30/2024	45.80
GEN1	P50126	58324	43673	Check	1	6768	NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	07/30/2024	1,250.00
GEN1	P50126	58330	43674	Check	1	7239	ONE LAST CAST		Yes	No	No	07/30/2024	145.00
GEN1	P50126	58306	43675	Check	1	1652	PIONEER		Yes	No	No	07/30/2024	453.65
GEN1	P50126	58300	43676	Check	1	00122	REGION V COMPUTER SERVICES		Yes	No	No	07/30/2024	4,193.25
GEN1	P50126	58333	43677	Check	1	7256	SCHOOLS FOR EQUITY IN EDUCATION		Yes	No	No	07/30/2024	2,250.00
GEN1	P50126	58316	43678	Check	1	5936	SHURLEY INSTRUCTIONAL MATERIALS, I		Yes	No	No	07/30/2024	1,429.48
GEN1	P50126	58319	43679	Check	1	6107	SMITH, CHERIE		Yes	No	No	07/30/2024	50.20
GEN1	P50126	58302	43680	Check	1	00673	SOUTH CENTRAL SERVICE COOP		Yes	No	No	07/30/2024	1,074.40
GEN1	P50126	58315	43681	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	07/30/2024	15,791.75
GEN1	P50126	58329	43682	Check	1	7207	THE BASS FEDERATION		Yes	No	No	07/30/2024	25.00
GEN1	P50126	58304	43683	Check	1	09082	ZANER-BLOSER EDUC. PUBLISHERS		Yes	No	No	07/30/2024	657.25
GEN1	P50126	58327	43684	Check	1	6962	ZELLMANN, TERRY		Yes	No	No	07/30/2024	50.00
GEN1	P50126	58336	43685	Check	1	7181	SCHAD-TRACY SIGNS		Yes	No	No	07/31/2024	30,090.23

Bank Total: \$304,979.77

Report Total: \$304,979.77

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended.: This motion, made by Sarah Lehrke and seconded by Shelby Erickson, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.6. Acceptance of Gifts:

Move to approve gifts. This motion, made by Connor Smith and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Student Representative

C.3. Superintendent

C.4. Board

D. DISCUSSION ITEMS

D.1. School Board 2024-25 Meeting Outline

D.2. Superintendent and School Board Goal Development and Superintendent Evaluation

E. OPERATIONAL ITEMS

E.1. Consideration of annual Long-Term Facilities Maintenance Plan (LTFM)

Approve. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.2. 2024-25 Board Organizational Meeting

Approved with discussed changes. This motion, made by Sarah Lehrke and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.3. NOTICE OF ELECTION FOR SCHOOL BOARD MEMBERS

Approved. This motion, made by Connor Smith and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

F. NEXT BOARD MEETING August 12, 2024 at 6pm. Ribbon Cutting Ceremony with the city counsel at 4pm in the Raider Field House.

G. ADJOURNMENT

Pass. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void Date		
GEN1	P41226	58135	43520	Check	1	2247	AUTO-OWNERS INSURANCE		Yes	Yes	No	06/18/2024	792.58
GEN1	P41226	58136	43521	Check	1	6769	TRAVELERS		Yes	No	No	06/18/2024	1,140.00
Bank Total:												\$1,932.58	
Report Total:												\$1,932.58	

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
GEN1	P41226	58137		Wire	1	00061	CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	06/27/2024	2,306.73
GEN1	P41226	58138		Wire	1	01606	CENTERPOINT ENERGY		Yes	Yes	Yes	06/27/2024	0.00
GEN1	P41226	58139		Wire	1	09609	XCEL ENERGY		No	No	No	06/27/2024	16,548.23
GEN1	P41226	58140		Wire	1	2728	BREMER BANK, NA28		No	Yes	No	06/27/2024	89.50
GEN1	P41226	58141		Wire	1	7133	METRONET		No	No	No	06/27/2024	69.95
GEN1	P41226	58196		Wire	1	01606	CENTERPOINT ENERGY		No	No	No	06/27/2024	661.74
GEN1	P41226	58198		Wire	1	2468	R2 MASTERCARD - HARRIS BANK		No	No	No	06/27/2024	4,577.74
GEN1	P41226	58199		Wire	1	4091	MASTERCARD - HARRIS BANK		No	No	No	06/27/2024	8,893.51
GEN1	p50131	58215		Wire	1	04034	PERA		No	No	No	07/05/2024	3,809.04
GEN1	p50131	58216		Wire	1	04035	TEACHERS RETIREMENT ASSOC		No	No	No	07/05/2024	39,018.81
GEN1	p50131	58217		Wire	1	05255	DEPARTMENT OF THE TREASURY		No	No	No	07/05/2024	58,387.21
GEN1	p50131	58218		Wire	1	06027	COMMISSIONER OF REVENUE		No	No	No	07/05/2024	9,451.48
GEN1	p50131	58219		Wire	1	3785	EDUCATORS FINANCIAL SERVICES		No	No	No	07/05/2024	9,258.97
GEN1	p50131	58220		Wire	1	6821	WEX Health Inc.		No	No	No	07/05/2024	197,475.50
GEN1	P50126	58221		Wire	1	00061	CITY OF NORWOOD YOUNG AMERICA		No	No	No	07/12/2024	2,242.74
GEN1	P50126	58222		Wire	1	00893	EHLERS & ASSOCIATES, INC.		No	No	No	07/12/2024	41,359.38
GEN1	P50126	58223		Wire	1	09609	XCEL ENERGY		No	No	No	07/12/2024	6,171.04
GEN1	P50126	58224		Wire	1	2082	US BANK		No	No	No	07/12/2024	760,997.25
GEN1	P50126	58225		Wire	1	5002	WASTE MANAGEMENT OF WI-MN		No	No	No	07/12/2024	3,297.87
GEN1	P50126	58226		Wire	1	6605	ELEYO	S Corporation	No	No	No	07/12/2024	2,386.76
GEN1	P50126	58227		Wire	1	6821	WEX Health Inc.		No	No	No	07/12/2024	268.00
GEN1	p50132	58268		Wire	1	04034	PERA		No	No	No	07/19/2024	4,073.93
GEN1	p50132	58269		Wire	1	04035	TEACHERS RETIREMENT ASSOC		No	No	No	07/19/2024	41,641.20
GEN1	p50132	58270		Wire	1	05255	DEPARTMENT OF THE TREASURY		No	No	No	07/19/2024	84,852.41
GEN1	p50132	58271		Wire	1	06027	COMMISSIONER OF REVENUE		No	No	No	07/19/2024	14,398.69
GEN1	p50132	58272		Wire	1	1439	DELTA DENTAL PLAN OF MN		No	No	No	07/19/2024	6,679.98
GEN1	p50132	58273		Wire	1	2260	AFLAC		No	No	No	07/19/2024	100.29
GEN1	p50132	58274		Wire	1	3785	EDUCATORS FINANCIAL SERVICES		No	No	No	07/19/2024	9,175.77
GEN1	p50132	58275		Wire	1	5699	MN PUBLIC EMPLOYEES INSURANCE PF		No	No	No	07/19/2024	73,096.96
GEN1	p50132	58276		Wire	1	6821	WEX Health Inc.		No	No	No	07/19/2024	2,017.84
GEN1	P41226	58175	43522	Check	1	6584	BEAVER, ROLLIN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58173	43523	Check	1	6461	BEHRENS, CHUCK		Yes	No	No	06/27/2024	65.00
GEN1	P41226	58159	43524	Check	1	4492	BOELKE, ANN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58191	43525	Check	1	7245	BRUERS, JENNIFER		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58163	43526	Check	1	4946	BSN SPORTS LLC		Yes	No	No	06/27/2024	3,918.20
GEN1	P41226	58180	43527	Check	1	6767	BUSKA, KELLY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58192	43528	Check	1	7246	CARLSON, CHRISTOPHER		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58154	43529	Check	1	3213	CENTURYLINK		Yes	No	No	06/27/2024	135.85
GEN1	P41226	58179	43530	Check	1	6740	CROW RIVER ATHLETICS		Yes	No	No	06/27/2024	2,575.00
GEN1	P41226	58193	43531	Check	1	7247	CUTEAN, EMILY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58152	43532	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/27/2024	46,726.25
GEN1	P41226	58144	43533	Check	1	00605	FRANKLIN PRINTING		Yes	Yes	No	06/27/2024	515.08
GEN1	P41226	58174	43534	Check	1	6468	GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	06/27/2024	140.00
GEN1	P41226	58186	43535	Check	1	7240	GOETTL, JESSICA		Yes	No	No	06/27/2024	98.00
GEN1	P41226	58182	43536	Check	1	6796	GREATERN MN COMMUNICATIONS		Yes	No	No	06/27/2024	80.54
GEN1	P41226	58178	43537	Check	1	6734	GRUNDHOFER, MARK	Ind/Sole Proprietor	Yes	No	No	06/27/2024	100.00
GEN1	P41226	58149	43538	Check	1	1608	HARMS, MANDY		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58171	43539	Check	1	6394	HASKINS, AMY		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58177	43540	Check	1	6722	HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	06/27/2024	4,253.04
GEN1	P41226	58151	43541	Check	1	2439	HENDRYCKS, PHIL		Yes	No	No	06/27/2024	30.76
GEN1	P41226	58188	43542	Check	1	7242	HERDRICH, STEPHANIE		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58142	43543	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	06/27/2024	207.98
GEN1	P41226	58153	43544	Check	1	2970	HUOTARI, JANET		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58176	43545	Check	1	6620	IDEAL ENERGIES SOLAR LEASING 2021 LLC - Partnership		Yes	No	No	06/27/2024	435.59
GEN1	P41226	58158	43546	Check	1	4469	INFINITE CAMPUS, INC.		Yes	No	No	06/27/2024	150.00
GEN1	P41226	58172	43547	Check	1	6395	ISCHE, JENNIFER		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58170	43548	Check	1	5918	IVERSON, ERIC		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58169	43549	Check	1	5917	KELLY, JOSEPH		Yes	No	No	06/27/2024	360.00
GEN1	P41226	58165	43550	Check	1	5207	KEMP, CASSANDRA		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58189	43551	Check	1	7243	KERBER, RHEA		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58190	43552	Check	1	7244	KOEPP, NATALIE		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58164	43553	Check	1	5047	KUNKEL, PAMELA		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58160	43554	Check	1	4559	LAGERGREN, CHRIS	Ind/Sole Proprietor	Yes	No	No	06/27/2024	150.00
GEN1	P41226	58143	43555	Check	1	00505	LANO EQUIPMENT		Yes	No	No	06/27/2024	235.26
GEN1	P41226	58167	43556	Check	1	5312	LIFELINE		Yes	No	No	06/27/2024	2,551.81
GEN1	P41226	58155	43557	Check	1	3703	MILLER, DIANE		Yes	No	No	06/27/2024	3,000.00
GEN1	P41226	58150	43558	Check	1	1982	MN CLAY USA		Yes	No	No	06/27/2024	101.14
GEN1	P41226	58162	43559	Check	1	4854	MPS		Yes	No	No	06/27/2024	18,850.34
GEN1	P41226	58157	43560	Check	1	4279	NAHAN, SHELLY		Yes	No	No	06/27/2024	1,350.00
GEN1	P41226	58185	43561	Check	1	7239	ONE LAST CAST		Yes	No	No	06/27/2024	1,310.00
GEN1	P41226	58195	43562	Check	1	7249	PERLBACHS, EMILY		Yes	No	No	06/27/2024	60.03
GEN1	P41226	58148	43563	Check	1	1578	PIECHOWSKI, DENNIS	Ind/Sole Proprietor	Yes	No	No	06/27/2024	100.00

Norwood-Young America School Payment Reg by Bank and Check

											Pay/Void		
Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Amount
GEN1	P41226	58156	43564	Check	1	3734	PYSICK, BETSY		Yes	No	No	06/27/2024	557.47
GEN1	P41226	58147	43565	Check	1	05638	RIDDELL ALL AMERICAN SPORTS CORP.		Yes	No	No	06/27/2024	9,199.50
GEN1	P41226	58146	43566	Check	1	05604	RIDGEVIEW MEDICAL CENTER		Yes	No	No	06/27/2024	5,774.40
GEN1	P41226	58194	43567	Check	1	7248	ROSTEN, BETH ANN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58184	43568	Check	1	7213	SATT		Yes	No	No	06/27/2024	200.00
GEN1	P41226	58145	43569	Check	1	01070	SCHOOL NURSE SUPPLY INC		Yes	No	No	06/27/2024	2,198.58
GEN1	P41226	58166	43570	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	06/27/2024	9,105.84
GEN1	P41226	58187	43571	Check	1	7241	STATE OF MN - DEPT OF PUBLIC SAFET		Yes	No	No	06/27/2024	25.00
GEN1	P41226	58183	43572	Check	1	7207	THE BASS FEDERATION		Yes	No	No	06/27/2024	25.00
GEN1	P41226	58181	43573	Check	1	6783	UNITED STATES TREASURY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58161	43574	Check	1	4583	WROGE, DAVID		Yes	No	No	06/27/2024	100.00
GEN1	P41226	58168	43575	Check	1	5343	WUETRICH, AL		Yes	No	No	06/27/2024	100.00
GEN1	P41226	58197	43576	Check	1	01606	CENTERPOINT ENERGY		Yes	No	No	06/27/2024	2,163.70
GEN1	P50126	58207	43577	Check	1	5942	APPTEGY	C Corporation	Yes	No	No	07/01/2024	9,100.00
GEN1	P50126	58203	43578	Check	1	3227	DISTRIBUTED WEBSITE CORP.	C Corporation	Yes	No	No	07/01/2024	553.35
GEN1	P50126	58208	43579	Check	1	5964	ENVIRONMENTAL TESTING & INSPECTIO		Yes	No	No	07/01/2024	3,055.00
GEN1	P50126	58206	43580	Check	1	4889	FRONTLINE TECHNOLOGIES GROUP LL	LLC - Partnership	Yes	No	No	07/01/2024	13,587.86
GEN1	P50126	58210	43581	Check	1	6624	1099A HARTONG, WILLEM SEBASTIAN	Ind/Sole Proprietor	Yes	No	No	07/01/2024	700.00
GEN1	P50126	58205	43582	Check	1	4469	INFINITE CAMPUS, INC.		Yes	No	No	07/01/2024	23,597.80
GEN1	P50126	58212	43583	Check	1	6817	MASSP		Yes	No	No	07/01/2024	885.00
GEN1	P50126	58211	43584	Check	1	6806	MN ASSOC OF HONOR SOCIETIES		Yes	No	No	07/01/2024	85.00
GEN1	P50126	58204	43585	Check	1	3910	MN ASSOC. OF AG EDUCATORS		Yes	No	No	07/01/2024	770.00
GEN1	P50126	58201	43586	Check	1	09326	MN ELEM. SCHOOL PRIN. ASSOC.		Yes	No	No	07/01/2024	962.00
GEN1	P50126	58200	43587	Check	1	00276	MN SCHOOL BOARD ASSOCIATION		Yes	No	No	07/01/2024	7,940.00
GEN1	P50126	58214	43588	Check	1	7208	SMARTPASS INC.		Yes	No	No	07/01/2024	4,693.38
GEN1	P50126	58209	43589	Check	1	6035	SPED FORMS	C Corporation	Yes	No	No	07/01/2024	5,644.00
GEN1	P50126	58202	43590	Check	1	2690	THIEL, CHUCK		Yes	No	No	07/01/2024	650.00
GEN1	P50126	58213	43591	Check	1	7009	WACTOWN PROPERTIES		Yes	No	No	07/01/2024	3,882.88
GEN1	P50126	58251	43592	Check	1	6438	AMERICAN MAILING MACHINES		Yes	No	No	07/12/2024	180.64
GEN1	P50126	58248	43593	Check	1	6412	AVIBEN		Yes	No	No	07/12/2024	138.40
GEN1	P50126	58236	43594	Check	1	2382	CITY OF COLOGNE		Yes	No	No	07/12/2024	51.46
GEN1	P50126	58237	43595	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	07/12/2024	23,309.74
GEN1	P50126	58243	43596	Check	1	4694	EDMENTUM		Yes	No	No	07/12/2024	5,362.50
GEN1	P50126	58257	43597	Check	1	6744	FOLLETT CONTENT SOLUTIONS LLC	LLC - Partnership	Yes	No	No	07/12/2024	33.47
GEN1	P50126	58250	43598	Check	1	6437	FP MAILING SOLUTIONS		Yes	No	No	07/12/2024	165.00
GEN1	P50126	58244	43599	Check	1	4889	FRONTLINE TECHNOLOGIES GROUP LL	LLC - Partnership	Yes	No	No	07/12/2024	2,788.48
GEN1	P50126	58232	43600	Check	1	1263	GLENCOE COUNTRY CLUB INC		Yes	No	No	07/12/2024	1,500.00
GEN1	P50126	58228	43601	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	07/12/2024	4.29
GEN1	P50126	58255	43602	Check	1	6610	ILLUMINATE EDUCATION, INC.		Yes	No	No	07/12/2024	11,000.00
GEN1	P50126	58262	43603	Check	1	7251	ISD 883 ROCKFORD SCHOOLS		Yes	No	No	07/12/2024	200.00
GEN1	P50126	58263	43604	Check	1	7252	KOTECKI, CHARISSE		Yes	No	No	07/12/2024	80.00
GEN1	P50126	58230	43605	Check	1	00505	LANO EQUIPMENT		Yes	No	No	07/12/2024	431.83
GEN1	P50126	58258	43606	Check	1	6933	MAKERBOT INDUSTRIES LLC		Yes	No	No	07/12/2024	78.00
GEN1	P50126	58252	43607	Check	1	6545	MARCO TECHNOLOGIES LLC	LLC - Partnership	Yes	No	No	07/12/2024	2,471.18
GEN1	P50126	58239	43608	Check	1	3185	MARCO TECHNOLOGIES, LLC	LLC - Partnership	Yes	No	No	07/12/2024	390.00
GEN1	P50126	58242	43609	Check	1	4316	MCDOWELL AGENCY, INC.		Yes	No	No	07/12/2024	70.40
GEN1	P50126	58246	43610	Check	1	5935	MYSTERY SCIENCE		Yes	No	No	07/12/2024	425.00
GEN1	P50126	58241	43611	Check	1	3506	NEUBARTH, RICH		Yes	No	No	07/12/2024	21.62
GEN1	P50126	58260	43612	Check	1	7234	NIEMCZYK, KARINA		Yes	No	No	07/12/2024	32.00
GEN1	P50126	58261	43613	Check	1	7250	PMA SECURITIES LLC		Yes	No	No	07/12/2024	1,000.00
GEN1	P50126	58259	43614	Check	1	7187	REDWOODSRISING	Ind/Sole Proprietor	Yes	No	No	07/12/2024	2,850.00
GEN1	P50126	58234	43615	Check	1	1936	RENAISSANCE LEARNING, INC.		Yes	No	No	07/12/2024	8,736.00
GEN1	P50126	58231	43616	Check	1	05638	RIDDELL ALL AMERICAN SPORTS CORP.		Yes	No	No	07/12/2024	1,393.21
GEN1	P50126	58238	43617	Check	1	3176	RIDGES AT SAND CREEK		Yes	No	No	07/12/2024	240.00
GEN1	P50126	58249	43618	Check	1	6432	SCHOLASTIC		Yes	No	No	07/12/2024	127.05
GEN1	P50126	58233	43619	Check	1	1677	SCHOOL MATE		Yes	No	No	07/12/2024	348.00
GEN1	P50126	58229	43620	Check	1	00374	SMITH OIL CO.		Yes	No	No	07/12/2024	242.92
GEN1	P50126	58245	43621	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	07/12/2024	54,066.92
GEN1	P50126	58256	43622	Check	1	6636	TCI		Yes	No	No	07/12/2024	35,375.55
GEN1	P50126	58253	43623	Check	1	6581	TEACHING STRATEGIES		Yes	No	No	07/12/2024	572.50
GEN1	P50126	58240	43624	Check	1	3272	1099A THIEL, CHARLES A.		Yes	No	No	07/12/2024	470.00
GEN1	P50126	58247	43625	Check	1	6252	T-MOBILE		Yes	No	No	07/12/2024	760.00
GEN1	P50126	58235	43626	Check	1	2082	US BANK		Yes	No	No	07/12/2024	1,900.00
GEN1	P50126	58254	43627	Check	1	6590	WILSON LANGUAGE TRAINING CORP		Yes	No	No	07/12/2024	1,995.00
GEN1	p50132	58267	43628	Check	1	6398	AUL HEALTH BENEFIT TRUST-MIDAMAER		Yes	No	No	07/19/2024	12,690.12
GEN1	p50132	58265	43629	Check	1	01140	MADISON NAT'L LIFE INS CO INC.		Yes	No	No	07/19/2024	1,303.53
GEN1	p50132	58266	43630	Check	1	3796	NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	07/19/2024	382.00
GEN1	p50132	58264	43631	Check	1	00808	NCBERS Group Life Ins.		Yes	No	No	07/19/2024	16.00
GEN1	P50126	58277	43632	Check	1	1540	AIM ELECTRONICS, INC		Yes	No	No	07/18/2024	2,376.00
GEN1	P50126	58289	43633	Check	1	6989	ARNUQUIST CARPETS PLUS		Yes	No	No	07/18/2024	16,763.56
GEN1	P50126	58280	43634	Check	1	6617	BITUMINOUS ROADWAYS, INC.	C Corporation	Yes	No	No	07/18/2024	161,530.21
GEN1	P50126	58279	43635	Check	1	4946	BSN SPORTS LLC		Yes	No	No	07/18/2024	1,538.26

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
GEN1	P50126	58288	43636	Check	1	6987	CHAPPELL CENTRAL		Yes	No	No	07/18/2024	21,994.59
GEN1	P50126	58283	43637	Check	1	6928	DAVIS MECHANICAL SYSTEMS, INC.		Yes	No	No	07/18/2024	40,869.76
GEN1	P50126	58282	43638	Check	1	6855	1 EDUCATION ON BUDGET	Ind/Sole Proprietor	Yes	No	No	07/18/2024	6,000.00
GEN1	P50126	58290	43639	Check	1	7049	GAG SHEET METAL, INC.		Yes	No	No	07/18/2024	13,476.08
GEN1	P50126	58292	43640	Check	1	7169	HALLMARK GLASS INC.		Yes	No	No	07/18/2024	37,854.37
GEN1	P50126	58294	43641	Check	1	7254	JACKSON & ASSOCIATES, LLC		Yes	No	No	07/18/2024	412,680.00
GEN1	P50126	58281	43642	Check	1	6809	LAKETOWN ELECTRIC CORPORATION		Yes	No	No	07/18/2024	111,772.49
GEN1	P50126	58286	43643	Check	1	6965	MCDOWALL COMPANY		Yes	No	No	07/18/2024	55,850.50
GEN1	P50126	58285	43644	Check	1	6943	NORTHLAND CONCRETE & MASONRY		Yes	No	No	07/18/2024	33,693.65
GEN1	P50126	58287	43645	Check	1	6966	PIETSCH CONSTRUCTION		Yes	No	No	07/18/2024	52,525.50
GEN1	P50126	58278	43646	Check	1	4284	ROCHON CORPORATION		Yes	No	No	07/18/2024	101,952.45
GEN1	P50126	58293	43647	Check	1	7181	SCHAD-TRACY SIGNS		Yes	No	No	07/18/2024	4,052.34
GEN1	P50126	58291	43648	Check	1	7050	TERRAZZO DESIGNS, LLC		Yes	No	No	07/18/2024	35,097.50
GEN1	P50126	58284	43649	Check	1	6942	WELLS CONCRETE		Yes	No	No	07/18/2024	12,239.80

Bank Total: \$2,893,574.02

Report Total: \$2,893,574.02

Regular Board Meeting

Monday, June 24, 2024 6:00 PM

Central High School, 531 Morse Street, Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:	Speaker (s): Board Chair
A.1. Call to order	Speaker (s): Board Chair
A.2. Roll Call	Speaker (s): Board Chair
A.3. Pledge of Allegiance	Speaker (s): Board Chair
A.4. Approval of Agenda Action(s): Move to approve the agenda as presented/amended:. This motion, made by Sarah Lehrke and seconded by Sara Eischens, Carried. Voting Detail: Sara Eischens: Yea Shelby Erickson: Yea Josh Kroells: Yea Sarah Lehrke: Yea Emily Perlbachs: Yea Connor Smith: Yea Kyle Strickfaden: Yea Voting Summary: Yea: 7, Nay: 0	Speaker (s): Board Chair
A.5. Consent Agenda Action(s): Move to approve Consent agenda as presented. This motion, made by Josh Kroells and seconded by Sarah Lehrke, Carried. Voting Detail: Sara Eischens: Yea Shelby Erickson: Yea Josh Kroells: Yea Sarah Lehrke: Yea Emily Perlbachs: Yea Connor Smith: Yea Kyle Strickfaden: Yea Voting Summary: Yea: 7, Nay: 0	Speaker (s): Board Chair
A.6. Acceptance of Gifts Action(s): Move to approve gifts. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.	Speaker (s): Board Chair

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

B. **PUBLIC FORUM** **Speaker (s):** Board Chair

C. **INFORMATIONAL ITEMS: MONTHLY REPORTS** **Speaker (s):** Board Chair

C.1. Student Council **Speaker (s):** Board Chair

C.2. Student Representative **Speaker (s):** Board Chair

C.3. Superintendent **Speaker (s):** Board Chair

C.4. Board **Speaker (s):** Board Chair

D. **DISCUSSION ITEMS** **Speaker (s):** Board Chair

D.1. Community Education and Elementary Goal Results

D.2. Q-Comp Year End Review

D.3. 2024 Parent Survey Results

E. **OPERATIONAL ITEMS** **Speaker (s):** Board Chair

E.1. Consideration of FY2025 Preliminary Budget

Action(s):

Approve. This motion, made by Sara Eischens and seconded by Kyle Strickfaden, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.2. Consideration of 24-26 Director of Student Services Contract

Action(s):

Pass. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.3. Consideration of 2024-26 Confidential Employee Contract

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.4. Consideration of the 2024-26 MSEA Contract

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.5. Consideration of 2024-26 Principal Contract

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.6. Consideration of ISD 288 LTFM and Safe Schools
Levy

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Shelby Erickson, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.7. Consideration of Superintendent MOU

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Sara Eischens, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.8. Consideration of resolution CERTIFYING THE POPULATION ESTIMATE FOR THE 2024 PAYABLE 2025 LEVY OF INDEPENDENT SCHOOL DISTRICT ISD #108.

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

F. NEXT BOARD MEETING

Speaker (s): Board
Chair

G. ADJOURNMENT

Action (s):

Pass. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

Speaker (s): Board
Chair

Board Secretary

5/20/24 Board Meeting
Monday, May 20, 2024 6:00 PM Central

High School Media Center
531 Morse Street
Norwood Young America, MN 55368

Sara Eischens: Present
Shelby Erickson: Present
Josh Kroells: Present
Sarah Lehrke: Present
Emily Perlbachs: Present
Connor Smith: Present
Kyle Strickfaden: Present
Present: 7.

R Larson
T Schochenmaier
A Fracnk
A Groschen
J Cink
E Latzig
A Kolstad
B Braun

Sarah Lehrke: Absent
Present: 6, Absent: 1.

R Larson
T Schochenmaier
A Fracnk
A Groschen
J Cink
E Latzig
A Kolstad
B Braun

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

A.6. Acceptance of Gifts

Move to approve gifts. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Student Representative

C.3. Superintendent

C.4. Board

D. DISCUSSION ITEMS

D.1. Curriculum Highlights: Andrea Kolstad

D.2. End of Year Results: Rich Larson and Becca Braun

D.3. FY25 Preliminary Budget

D.4. MSBA Policy Updates: 1st Reading:

506 - STUDENT DISCIPLINE

507 - CORPORAL PUNISHMENT AND PRONE RESTRAINT

514 - BULLYING PROHIBITION POLICY

E. OPERATIONAL ITEMS

E.1. Consideration of IoWA Resolution:

Move to Approve the Resolution as presented: Roll Call: Kroells, Strickfaden, Eischens, Perlbachs Smith, Erickson. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.2. Consideration of MSHSL Resolution for Membership:

Move to approve the Resolution as presented: Roll Call: Eisckson, Smith, Perlbachs, Eischens, Strickfaden, Kroells. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.3. Consideration of 24-25 Taher Contract:

Move to approve 24-25 Taher contract as presented: This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.4. 2024 Parent Survey

Move to approve parent survey. This motion, made by Connor Smith and seconded by Shelby Erickson, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

F. NEXT BOARD MEETING

G. ADJOURN Regular Meeting and Open Closed Session:

Move to adjourn regular meeting and open closed Session at 6:55 PM. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

H. Closed Session: Legal Consultation

I. Adjourn Closed Session:

Move to adjourn closed session: This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

June 5-2024 PAYROLL

GROSS PAY	\$561,328.84
FEDERAL TAX	(60,091.57)
MN STATE TAX	(26,121.44)
OASDI	(33,794.44)
MEDICARE	(7,903.55)
PERA	(3,935.25)
TRA	(37,713.55)
ANNUITIES	(5,665.14)
FLEX	(16,256.92)
VOLUNTARIES	(1,749.12)
NET PAYROLL	<u><u>\$368,097.86</u></u>

June 20-2024 PAYROLL

GROSS PAY	\$314,418.03
FEDERAL TAX	(23,415.52)
MN STATE TAX	(11,231.43)
OASDI	(18,470.07)
MEDICARE	(4,319.59)
PERA	(3,304.05)
TRA	(18,877.29)
ANNUITIES	(5,664.88)
FLEX	(16,514.08)
VOLUNTARIES	(1,602.21)
NET PAYROLL	<u><u>\$211,018.91</u></u>

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
										Print	Recon	Void		Date
GEN1	P41126	57944		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	05/28/2024	5,076.27
GEN1	P41126	57945		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	05/28/2024	8,481.11
GEN1	P41126	57947		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/30/2024	3,329.06
GEN1	P41126	57948		Wire	1	09609		XCEL ENERGY		No	No	No	05/30/2024	16,048.48
GEN1	P41126	57949		Wire	1	6605		ELEYO	S Corporation	No	Yes	No	05/30/2024	2,552.48
GEN1	p41231	58037		Wire	1	04034		PERA		No	No	No	06/05/2024	8,475.89
GEN1	p41231	58038		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/05/2024	80,293.37
GEN1	p41231	58039		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	No	No	06/05/2024	143,487.55
GEN1	p41231	58040		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/05/2024	26,121.44
GEN1	p41231	58041		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/05/2024	10,211.21
GEN1	p41231	58042		Wire	1	6821		WEX Health Inc.		No	No	No	06/05/2024	2,112.79
GEN1	P41226	58066		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	06/13/2024	2,976.74
GEN1	P41226	58067		Wire	1	6605		ELEYO	S Corporation	No	No	No	06/13/2024	2,512.78
GEN1	P41226	58068		Wire	1	6821		WEX Health Inc.		No	No	No	06/13/2024	268.00
GEN1	P41226	58069		Wire	1	7133		METRONET		No	No	No	06/13/2024	72.20
GEN1	p41232	58120		Wire	1	04034		PERA		No	No	No	06/20/2024	7,116.42
GEN1	p41232	58121		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/20/2024	40,190.38
GEN1	p41232	58122		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	No	No	06/20/2024	68,994.84
GEN1	p41232	58123		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/20/2024	11,231.43
GEN1	p41232	58124		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	No	No	06/20/2024	6,628.94
GEN1	p41232	58125		Wire	1	2260		AFLAC		No	No	No	06/20/2024	100.29
GEN1	p41232	58126		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/20/2024	10,210.61
GEN1	p41232	58127		Wire	1	4164		MN STATE RETIREMENT SYST (Empower)		No	No	No	06/20/2024	30,586.90
GEN1	p41232	58128		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	No	No	06/20/2024	81,170.46
GEN1	p41232	58129		Wire	1	6821		WEX Health Inc.		No	No	No	06/20/2024	465.95
GEN1	P41126	57946	43352	Check	1	6955		DAIRY QUEEN - NYA		Yes	Yes	No	05/29/2024	432.64
GEN1	P41126	57992	43353	Check	1	6066		ALL STAR TROPHY & AWARDS, INC.		Yes	No	No	05/30/2024	826.00
GEN1	P41126	58013	43354	Check	1	6931		ALLIED PRODUCTIONS & SALES		Yes	No	No	05/30/2024	2,454.90
GEN1	P41126	58027	43355	Check	1	7225		AMAYA LEMBKE		Yes	No	No	05/30/2024	50.00
GEN1	P41126	57994	43356	Check	1	6088		BEHRENS, TRACY		Yes	No	No	05/30/2024	180.00
GEN1	P41126	58030	43357	Check	1	7228		BENEKE, JOSIE		Yes	No	No	05/30/2024	50.00
GEN1	P41126	58017	43358	Check	1	6973		BIFFS, INC.		Yes	No	No	05/30/2024	732.00
GEN1	P41126	58035	43359	Check	1	7233		BROWN, KATE		Yes	No	No	05/30/2024	90.00
GEN1	P41126	57997	43360	Check	1	6459		BROWN-THOR, KIRSTEN		Yes	No	No	05/30/2024	139.98
GEN1	P41126	57983	43361	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/30/2024	4,834.87
GEN1	P41126	57962	43362	Check	1	1118		CENTRAL BOOSTER CLUB		Yes	No	No	05/30/2024	1,890.00
GEN1	P41126	57986	43363	Check	1	5363		CENTRAL SOFTBALL BOOSTERS		Yes	No	No	05/30/2024	1,400.00
GEN1	P41126	57973	43364	Check	1	3213		CENTURYLINK		Yes	No	No	05/30/2024	135.85
GEN1	P41126	57970	43365	Check	1	2382		CITY OF COLOGNE		Yes	No	No	05/30/2024	83.63
GEN1	P41126	58023	43366	Check	1	7221		CLARK MACHTEMES	Ind/Sole Proprietor	Yes	No	No	05/30/2024	600.00
GEN1	P41126	57957	43367	Check	1	01171		COLLEGE BOARD		Yes	No	No	05/30/2024	2,182.00
GEN1	P41126	57950	43368	Check	1	00096		CURSON, JODI		Yes	No	No	05/30/2024	181.21
GEN1	P41126	57979	43369	Check	1	4484		CZECH AREA CONCERTINA CLUB		Yes	No	No	05/30/2024	400.00
GEN1	P41126	58015	43370	Check	1	6955		DAIRY QUEEN - NYA		Yes	No	Yes	05/30/2024	997.78
GEN1	P41126	58015	43370	Check	1	6955		DAIRY QUEEN - NYA		Yes	No	Yes	06/05/2024	(997.78)
GEN1	P41126	57964	43371	Check	1	1442		DALCO		Yes	No	No	05/30/2024	1,957.83
GEN1	P41126	58008	43372	Check	1	6827		DEGLER, WADE		Yes	Yes	No	05/30/2024	16.54
GEN1	P41126	57991	43373	Check	1	6033		DONNA, JAMES J.	Ind/Sole Proprietor	Yes	No	No	05/30/2024	950.00
GEN1	P41126	57982	43374	Check	1	4873		EMC INSURANCE COMPANIES		Yes	No	No	05/30/2024	20.00
GEN1	P41126	58010	43375	Check	1	6910		FASCHING, JANE	Ind/Sole Proprietor	Yes	No	No	05/30/2024	204.57
GEN1	P41126	58007	43376	Check	1	6822		FLORAL DEFINED		Yes	No	No	05/30/2024	632.00
GEN1	P41126	57993	43377	Check	1	6083		FOLEY, SARAH		Yes	No	No	05/30/2024	90.00
GEN1	P41126	57976	43378	Check	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	05/30/2024	227,617.08
GEN1	P41126	57978	43379	Check	1	3639		FOX, DARRIN		Yes	No	No	05/30/2024	8.00
GEN1	P41126	57954	43380	Check	1	00605		FRANKLIN PRINTING		Yes	No	No	05/30/2024	852.50
GEN1	P41126	57998	43381	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	05/30/2024	475.00
GEN1	P41126	57984	43382	Check	1	5278	1099A	GERBER, JOSHUA		Yes	No	No	05/30/2024	960.30
GEN1	P41126	58000	43383	Check	1	6529		GORT, TAYLOR		Yes	No	No	05/30/2024	656.94
GEN1	P41126	58009	43384	Check	1	6850		GROSCHEN, AMY		Yes	No	No	05/30/2024	202.25
GEN1	P41126	57968	43385	Check	1	1689		GRUENHAGEN, KATHY		Yes	No	No	05/30/2024	9.70
GEN1	P41126	58005	43386	Check	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	05/30/2024	4,599.60
GEN1	P41126	58002	43387	Check	1	6598		HOEN, MICHELLE		Yes	No	No	05/30/2024	180.00
GEN1	P41126	58003	43388	Check	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 LLC - Partnership		Yes	No	No	05/30/2024	435.59
GEN1	P41126	57951	43389	Check	1	00178		INTERMEDIATE DIST 287		Yes	No	No	05/30/2024	66.22
GEN1	P41126	57955	43390	Check	1	00838		JOSTENS INC		Yes	No	No	05/30/2024	59.60
GEN1	P41126	58029	43391	Check	1	7227		KINGSLEY, MORGAN		Yes	No	No	05/30/2024	50.00
GEN1	P41126	58011	43392	Check	1	6927		KLEY, JOE		Yes	Yes	No	05/30/2024	68.34
GEN1	P41126	58020	43393	Check	1	7111		KOHL, JEFF	Ind/Sole Proprietor	Yes	No	No	05/30/2024	100.00
GEN1	P41126	57981	43394	Check	1	4855		KOSEK, GARY		Yes	No	No	05/30/2024	62.00
GEN1	P41126	58006	43395	Check	1	6817		MASSP		Yes	No	No	05/30/2024	790.00
GEN1	P41126	57960	43396	Check	1	05234		MCGRAW-HILL SCHOOL EDUCATION HOI		Yes	No	No	05/30/2024	31,028.27
GEN1	P41126	57953	43397	Check	1	00572		MENARDS INC		Yes	No	No	05/30/2024	78.18

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
GEN1	P41126	58014	43398	Check	1	6950	MERRITT, GEDRIC	Ind/Sole Proprietor	Yes	No	No	05/30/2024		100.00
GEN1	P41126	58001	43399	Check	1	6560	MN HIGHWAY SAFETY & RESEARCH CEN		Yes	No	No	05/30/2024		384.00
GEN1	P41126	57961	43400	Check	1	07736	MN RIVER CONFERENCE		Yes	No	No	05/30/2024		1,947.78
GEN1	P41126	57958	43401	Check	1	01530	MUSIC MART		Yes	No	No	05/30/2024		2,105.00
GEN1	P41126	57996	43402	Check	1	6448	NAPA AUTO & TRUCK PARTS		Yes	No	No	05/30/2024		54.05
GEN1	P41126	58016	43403	Check	1	6956	NATIONAL FFA ORGANIZATION		Yes	No	No	05/30/2024		560.00
GEN1	P41126	57975	43404	Check	1	3506	NEUBARTH, RICH		Yes	No	No	05/30/2024		48.48
GEN1	P41126	58026	43405	Check	1	7224	NEUBARTH, RYAN		Yes	No	No	05/30/2024		90.00
GEN1	P41126	58036	43406	Check	1	7234	NIEMCZYK, KARINA		Yes	Yes	No	05/30/2024		51.05
GEN1	P41126	57995	43407	Check	1	6101	NOLL, PAULA		Yes	No	No	05/30/2024		40.00
GEN1	P41126	58028	43408	Check	1	7226	NORDLING, KELLY		Yes	No	No	05/30/2024		50.00
GEN1	P41126	57989	43409	Check	1	5714	NORTHSIDE GRILL		Yes	No	No	05/30/2024		345.00
GEN1	P41126	57959	43410	Check	1	03222	PERLICH, KELLI		Yes	No	No	05/30/2024		67.00
GEN1	P41126	57965	43411	Check	1	1652	PIONEER		Yes	No	No	05/30/2024		732.08
GEN1	P41126	57966	43412	Check	1	1657	RATWIK, ROSZAK & MALONEY, P.A.		Yes	No	No	05/30/2024		79.50
GEN1	P41126	58012	43413	Check	1	6930	REGION 2A		Yes	No	No	05/30/2024		5,399.00
GEN1	P41126	57952	43414	Check	1	00223	REGION 5A - MSHSL		Yes	No	No	05/30/2024		410.00
GEN1	P41126	57956	43415	Check	1	01036	RIFTON/COMMUNITY PLAYTHINGS		Yes	No	No	05/30/2024		103.00
GEN1	P41126	57969	43416	Check	1	1880	ROISUM, DENNIS	Ind/Sole Proprietor	Yes	No	No	05/30/2024		100.00
GEN1	P41126	58019	43417	Check	1	7094	ROTO-ROOTER SERVICES COMPANY		Yes	No	No	05/30/2024		864.00
GEN1	P41126	57974	43418	Check	1	3304	RUBERG, DEVON		Yes	No	No	05/30/2024		57.93
GEN1	P41126	57990	43419	Check	1	5927	SCHOCHENMAIER, TIM		Yes	No	No	05/30/2024		459.42
GEN1	P41126	58018	43420	Check	1	7083	SCHOLASTIC BOOK FAIRS		Yes	No	No	05/30/2024		1,607.90
GEN1	P41126	57999	43421	Check	1	6483	SCHOOL SPECIALTY, LLC	LLC - Partnership	Yes	No	No	05/30/2024		394.53
GEN1	P41126	57967	43422	Check	1	1663	SMITH, DAVID		Yes	No	No	05/30/2024		50.00
GEN1	P41126	58034	43423	Check	1	7232	SMITH, TYLER		Yes	No	No	05/30/2024		50.00
GEN1	P41126	57985	43424	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	05/30/2024		44,776.75
GEN1	P41126	58025	43425	Check	1	7223	SPRENGELER, BETTY		Yes	No	No	05/30/2024		90.00
GEN1	P41126	57972	43426	Check	1	2656	STEP SAVER INC.		Yes	No	No	05/30/2024		493.60
GEN1	P41126	58004	43427	Check	1	6636	TCI		Yes	No	No	05/30/2024		14,071.50
GEN1	P41126	58033	43428	Check	1	7231	TELLERS, MIKAYLA		Yes	No	No	05/30/2024		90.00
GEN1	P41126	58022	43429	Check	1	7220	TILTON, DAVE	Ind/Sole Proprietor	Yes	No	No	05/30/2024		105.00
GEN1	P41126	57977	43430	Check	1	3628	TISCHENDORF, MICHAEL		Yes	No	No	05/30/2024		350.00
GEN1	P41126	58021	43431	Check	1	7205	TSCHIMPERLE, SCOTT	Ind/Sole Proprietor	Yes	No	No	05/30/2024		105.00
GEN1	P41126	58024	43432	Check	1	7222	TWIEST, MARIA		Yes	No	No	05/30/2024		91.92
GEN1	P41126	57987	43433	Check	1	5577	URNESS, SHERRY		Yes	No	No	05/30/2024		130.00
GEN1	P41126	57971	43434	Check	1	2518	WENZEL, JEAN		Yes	No	No	05/30/2024		130.00
GEN1	P41126	57988	43435	Check	1	5580	WERNER, TRACY		Yes	No	No	05/30/2024		45.02
GEN1	P41126	58031	43436	Check	1	7229	WILLEMS, LINDSAY		Yes	No	No	05/30/2024		130.00
GEN1	P41126	58032	43437	Check	1	7230	WILLHITE, RICH		Yes	No	No	05/30/2024		60.00
GEN1	P41126	57980	43438	Check	1	4583	WROGE, DAVID		Yes	No	No	05/30/2024		100.00
GEN1	P41126	57963	43439	Check	1	1249	WROGE, JON		Yes	Yes	No	05/30/2024		32.16
GEN1	p41231	58043	43440	Check	1	06032	MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/05/2024		384.70
GEN1	P41126	58044	43441	Check	1	6955	DAIRY QUEEN - NYA		Yes	No	No	06/05/2024		1,000.33
GEN1	P41226	58060	43444	Check	1	7053	ALL STATE PAINTING LLC		Yes	No	No	06/06/2024		7,318.75
GEN1	P41226	58056	43445	Check	1	6989	ARNQUIST CARPETS PLUS		Yes	No	No	06/06/2024		111,830.51
GEN1	P41226	58061	43446	Check	1	7054	B&D ASSOCIATES, LLC		Yes	No	No	06/06/2024		44,543.60
GEN1	P41226	58055	43447	Check	1	6987	CHAPPELL CENTRAL		Yes	No	No	06/06/2024		40,144.34
GEN1	P41226	58050	43448	Check	1	6928	DAVIS MECHANICAL SYSTEMS, INC.		Yes	No	No	06/06/2024		23,275.00
GEN1	P41226	58064	43449	Check	1	7209	DOOR SERVICE COMPANY		Yes	No	No	06/06/2024		23,839.00
GEN1	P41226	58049	43450	Check	1	6855	1 EDUCATION ON BUDGET	Ind/Sole Proprietor	Yes	No	No	06/06/2024		6,000.00
GEN1	P41226	58059	43451	Check	1	7049	GAG SHEET METAL, INC.		Yes	No	No	06/06/2024		55,955.00
GEN1	P41226	58057	43452	Check	1	7000	GRAZZINI BROTHERS & COMPANY		Yes	No	No	06/06/2024		1,045.00
GEN1	P41226	58063	43453	Check	1	7169	HALLMARK GLASS INC.		Yes	No	No	06/06/2024		82,021.22
GEN1	P41226	58053	43454	Check	1	6944	INNOVATIVE MASONRY RESTORATION		Yes	No	No	06/06/2024		14,200.00
GEN1	P41226	58048	43455	Check	1	6809	LAKETOWN ELECTRIC CORPORATION		Yes	No	No	06/06/2024		92,150.00
GEN1	P41226	58054	43456	Check	1	6965	MCDOWALL COMPANY		Yes	No	No	06/06/2024		21,821.50
GEN1	P41226	58058	43457	Check	1	7001	MIDWEST MECHANICAL SOLUTIONS		Yes	No	No	06/06/2024		6,987.05
GEN1	P41226	58065	43458	Check	1	7235	MJS CONSTRUCTION AND REMODELING		Yes	No	No	06/06/2024		70,860.00
GEN1	P41226	58052	43459	Check	1	6943	NORTHLAND CONCRETE & MASONRY		Yes	No	No	06/06/2024		1,839.20
GEN1	P41226	58047	43460	Check	1	6807	PETERSON COMPANIES, INC.		Yes	No	No	06/06/2024		82,977.06
GEN1	P41226	58046	43461	Check	1	4284	ROCHON CORPORATION		Yes	No	No	06/06/2024		110,012.71
GEN1	P41226	58051	43462	Check	1	6941	TWIN CITY ACOUSTICS		Yes	No	No	06/06/2024		59,241.05
GEN1	P41226	58045	43463	Check	1	1157	UHL COMPANY		Yes	No	No	06/06/2024		16,224.57
GEN1	P41226	58062	43464	Check	1	7081	UNITED GLASS INC.		Yes	No	No	06/06/2024		51,480.50
GEN1	P41226	58099	43465	Check	1	6747	212 EQUIPMENT		Yes	No	No	06/13/2024		127.97
GEN1	P41226	58109	43466	Check	1	6975	AMTRUST NORTH AMERICA		Yes	No	No	06/13/2024		22,613.00
GEN1	P41226	58090	43467	Check	1	5123	ANDERSON, STEVEN		Yes	No	No	06/13/2024		240.00
GEN1	P41226	58092	43468	Check	1	5823	AURICH, JANINE		Yes	No	No	06/13/2024		449.13
GEN1	P41226	58095	43469	Check	1	6412	AVIBEN		Yes	No	No	06/13/2024		138.40
GEN1	P41226	58096	43470	Check	1	6461	BEHRENS, CHUCK		Yes	No	No	06/13/2024		130.00
GEN1	P41226	58108	43471	Check	1	6973	BIFFS, INC.		Yes	No	No	06/13/2024		732.00

Norwood-Young America School Payment Reg by Bank and Check

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Amount	
GEN1	P41226	58084	43472	Check	1	3620	BRAUN, REBECCA		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58113	43473	Check	1	7150	CESO COMMUNICATIONS, LLC		Yes	No	No	06/13/2024	1,950.00	
GEN1	P41226	58070	43474	Check	1	00096	CURSON, JODI		Yes	No	No	06/13/2024	60.07	
GEN1	P41226	58089	43475	Check	1	4732	DAIKIN APPLIED		Yes	No	No	06/13/2024	844.72	
GEN1	P41226	58114	43476	Check	1	7155	DANIELLE ALEXANDER DESIGN LLC		Yes	No	No	06/13/2024	412.50	
GEN1	P41226	58080	43477	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/13/2024	23,309.74	
GEN1	P41226	58076	43478	Check	1	01503	EISCHENS, CHAD		Yes	No	No	06/13/2024	25.75	
GEN1	P41226	58071	43479	Check	1	00112	ERPENBACH, RON		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58104	43480	Check	1	6910	FASCHING, JANE	Ind/Sole Proprietor	Yes	No	No	06/13/2024	1,404.00	
GEN1	P41226	58085	43481	Check	1	3621	1099A FLATNESS, KEITH		Yes	No	No	06/13/2024	3,363.20	
GEN1	P41226	58075	43482	Check	1	01239	P1 FOLLETT SCHOOL SOLUTIONS, INC.		Yes	No	No	06/13/2024	4,651.43	
GEN1	P41226	58110	43483	Check	1	6998	FORSTER, SUE		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58083	43484	Check	1	3535	FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	06/13/2024	59,568.13	
GEN1	P41226	58081	43485	Check	1	2947	FRANCK, NIKOLAS	Ind/Sole Proprietor	Yes	No	No	06/13/2024	165.00	
GEN1	P41226	58088	43486	Check	1	4604	FRITZ, BRIAN	Ind/Sole Proprietor	Yes	No	No	06/13/2024	275.00	
GEN1	P41226	58117	43487	Check	1	7236	GEORGAKOPOULOS, TESS		Yes	No	No	06/13/2024	60.00	
GEN1	P41226	58098	43488	Check	1	6722	HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	06/13/2024	1,694.83	
GEN1	P41226	58079	43489	Check	1	2439	HENDRYCKS, PHIL		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58072	43490	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	06/13/2024	768.89	
GEN1	P41226	58105	43491	Check	1	6927	KLEY, JOE		Yes	No	No	06/13/2024	107.20	
GEN1	P41226	58100	43492	Check	1	6774	LARSON, RICHARD		Yes	No	No	06/13/2024	679.81	
GEN1	P41226	58115	43493	Check	1	7200	LAUBACH, MELISSA		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58106	43494	Check	1	6933	MAKERBOT		Yes	No	No	06/13/2024	2,186.98	
GEN1	P41226	58097	43495	Check	1	6545	MARCO TECHNOLOGIES LLC	LLC - Partnership	Yes	No	No	06/13/2024	2,471.18	
GEN1	P41226	58086	43496	Check	1	4316	MCDOWELL AGENCY, INC.		Yes	No	No	06/13/2024	105.60	
GEN1	P41226	58116	43497	Check	1	7215	MCRAITH, JOHN	Ind/Sole Proprietor	Yes	No	No	06/13/2024	100.00	
GEN1	P41226	58103	43498	Check	1	6865	MIDAMERICA ADMINISTRATIVE & RETIREI		Yes	No	No	06/13/2024	84.00	
GEN1	P41226	58087	43499	Check	1	4329	MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	06/13/2024	90.00	
GEN1	P41226	58118	43500	Check	1	7237	MINKEL, MICHELLE		Yes	No	No	06/13/2024	15.60	
GEN1	P41226	58082	43501	Check	1	3506	NEUBARTH, RICH		Yes	No	No	06/13/2024	59.97	
GEN1	P41226	58091	43502	Check	1	5714	NORTHSIDE GRILL		Yes	No	No	06/13/2024	375.00	
GEN1	P41226	58073	43503	Check	1	00223	REGION 5A - MSHSL		Yes	No	No	06/13/2024	290.00	
GEN1	P41226	58093	43504	Check	1	5927	SCHOCHENMAIER, TIM		Yes	No	No	06/13/2024	360.00	
GEN1	P41226	58112	43505	Check	1	7078	SCHURMANN, SARAH		Yes	No	No	06/13/2024	130.65	
GEN1	P41226	58074	43506	Check	1	00374	SMITH OIL CO.		Yes	No	No	06/13/2024	263.44	
GEN1	P41226	58119	43507	Check	1	7238	STIEVE, JEREMY		Yes	No	No	06/13/2024	6.50	
GEN1	P41226	58078	43508	Check	1	2325	TAHER, INC. - BIN# 135092		Yes	No	No	06/13/2024	61,697.86	
GEN1	P41226	58101	43509	Check	1	6778	THIRD PARTY INTEGRITY, INC.	S Corporation	Yes	No	No	06/13/2024	1,466.50	
GEN1	P41226	58094	43510	Check	1	6252	T-MOBILE		Yes	No	No	06/13/2024	760.00	
GEN1	P41226	58111	43511	Check	1	7008	TWENTY4SEVEN FIRE & SECURITY COR	S Corporation	Yes	No	No	06/13/2024	255.00	
GEN1	P41226	58102	43512	Check	1	6788	USA INFLATABLES		Yes	No	No	06/13/2024	424.94	
GEN1	P41226	58077	43513	Check	1	1870	WIGFIELD DESIGN		Yes	No	No	06/13/2024	1,511.00	
GEN1	P41226	58107	43514	Check	1	6962	ZELLMANN, TERRY	Ind/Sole Proprietor	Yes	No	No	06/13/2024	330.00	
GEN1	p41232	58134	43515	Check	1	6398	AUL HEALTH BENEFIT TRUST-MIDAMAER		Yes	No	No	06/20/2024	27,228.41	
GEN1	p41232	58131	43516	Check	1	01140	MADISON NAT'L LIFE INS CO INC.		Yes	No	No	06/20/2024	1,303.53	
GEN1	p41232	58132	43517	Check	1	06032	MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/20/2024	285.79	
GEN1	p41232	58133	43518	Check	1	3796	NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	06/20/2024	399.55	
GEN1	p41232	58130	43519	Check	1	00808	NCBERS Group Life Ins.		Yes	No	No	06/20/2024	32.00	

Bank Total: \$2,087,455.21

Report Total: \$2,087,455.21

Finance Committee Report



June 24, 2024

Purpose

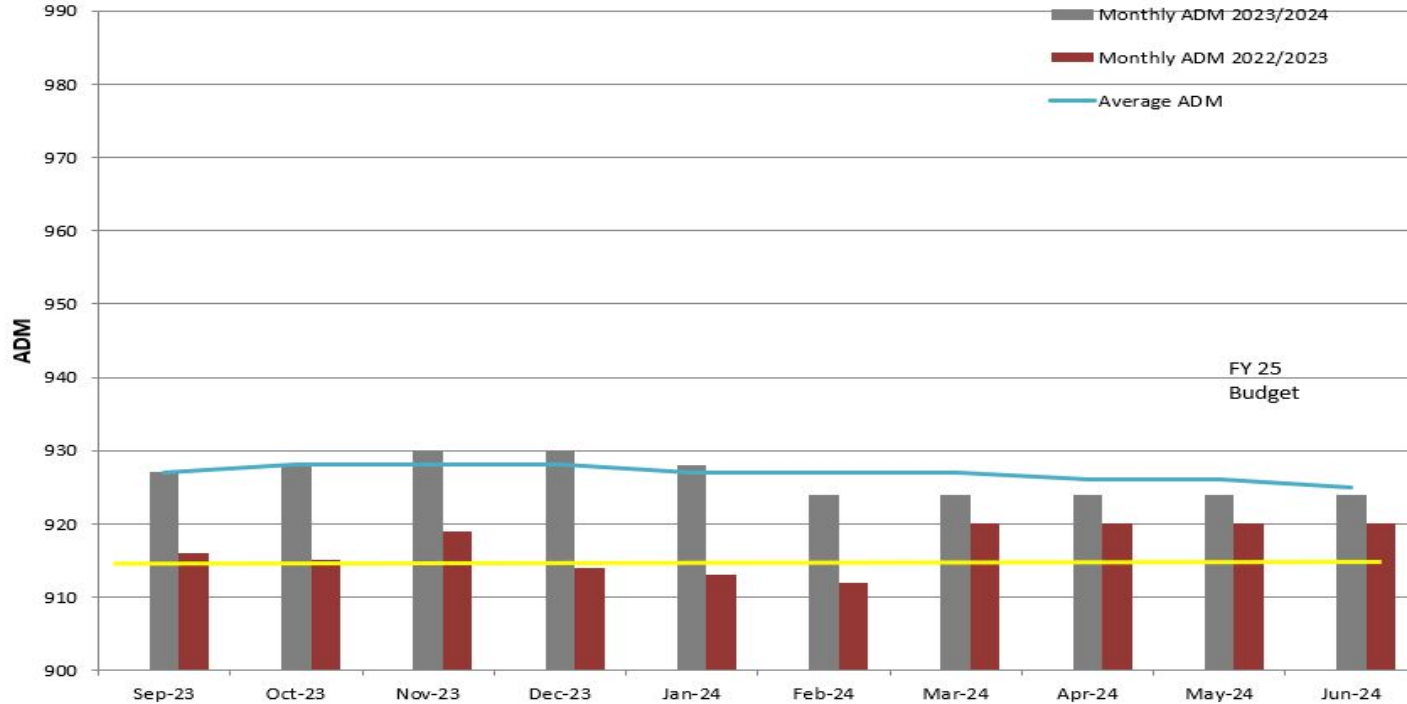


- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



Monthly Revenue/Expense



May 2024 Data

Using FY24 Budget

YTD Revenues						
	23-24 Revenue Budget	23-24 Revenue to Date	% of Budget	22-23 Revenue Budget	22-23 Revenue to Date	% of Budget
General Fund	\$ 13,617,282	\$ 11,412,770	83.8%	\$ 12,426,742	\$ 9,550,266	76.9%
Food Services	\$ 670,550	\$ 593,923	88.6%	\$ 649,132	\$ 503,288	77.5%
Community Services	\$ 880,913	\$ 761,947	86.5%	\$ 991,834	\$ 843,438	85.0%
Debt Services	\$ 2,930,801	\$ 2,426,761	82.8%	\$ 2,253,133	\$ 1,561,890	69.3%
Scholarships	\$ 6,000	\$ 3,700	61.7%	\$ 4,000	\$ 3,713	92.8%
Student Activities	\$ 69,775	\$ 79,269	113.6%	\$ -	\$ 77,316	0.0%
Total Revenue	\$ 18,175,321	\$ 15,278,370	84.1%	\$ 16,324,841	\$ 12,539,912	76.8%
YTD Expenses						
	23-24 Expense Budget	23-24 Expenses to Date	% of Budget	21-22 Expense Budget	21-22 Expenses to Date	% of Budget
General Fund	\$ 14,211,210	\$ 10,700,729	75.3%	\$ 12,394,073	\$ 9,945,994	80.2%
Food Services	\$ 629,400	\$ 585,068	93.0%	\$ 555,628	\$ 477,164	85.9%
Community Services	\$ 1,106,479	\$ 887,008	80.2%	\$ 939,134	\$ 902,454	96.1%
Debt Services	\$ 2,538,762	\$ 2,533,387	99.8%	\$ 2,158,536	\$ 2,154,986	99.8%
Scholarships	\$ 6,000	\$ 5,850	97.5%	\$ 4,000	\$ 3,200	80.0%
Student Activities	\$ 80,165	\$ 94,748	118.2%	\$ -	\$ 91,091	0.0%
Total Expenses	\$ 18,491,851	\$ 14,806,790	80.1%	\$ 16,051,371	\$ 13,574,888	84.6%
Favorable/(Unfavorable)	\$ (316,530)	\$ 471,580	-148.98%	\$ 273,470	\$ (1,034,976)	-378.5%

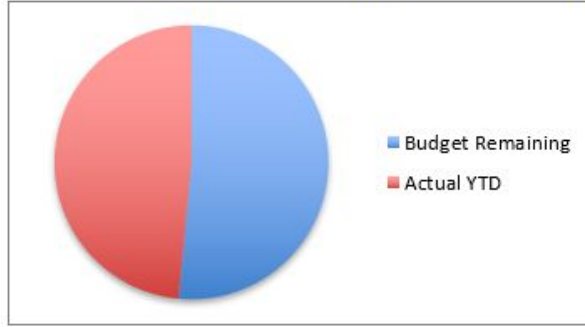
23-24 Fund Balance					
	Audited Fund Balance 7/1/23	23-24 Revenues to Date	23-24 Expenses to Date	Fund Balance 6/30/23	Favorable/(Unfavorable)
General Fund	\$ 2,125,114	\$ 11,412,770	\$ 10,700,729	\$ 2,837,155	\$ 712,041
Food Services	\$ 152,689	\$ 593,923	\$ 585,068	\$ 161,544	\$ 8,855
Community Services	\$ 172,917	\$ 761,947	\$ 887,008	\$ 47,856	\$ (125,061)
Debt Services	\$ 20,979	\$ 2,426,761	\$ 2,533,387	\$ (85,647)	\$ (106,626)
Scholarships	\$ 31,492	\$ 3,700	\$ 5,850	\$ 29,342	\$ (2,150)
Student Activities	\$ 81,865	\$ 79,269	\$ 94,748	\$ 66,386	\$ (15,479)
Total Fund Balance	\$ 2,585,056	\$ 15,278,370	\$ 14,806,790	\$ 3,056,636	\$ 471,580

ISD 108 Promise to Voters



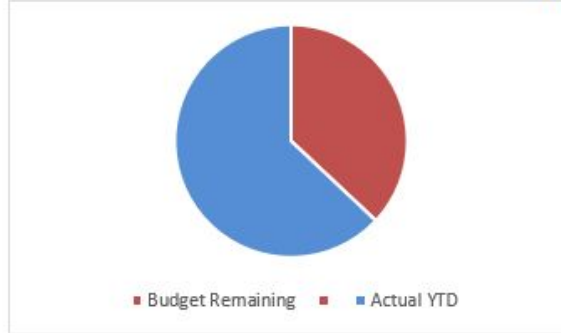
Q1 Curriculum

Budget Remaining 124,453
Actual YTD 117,158



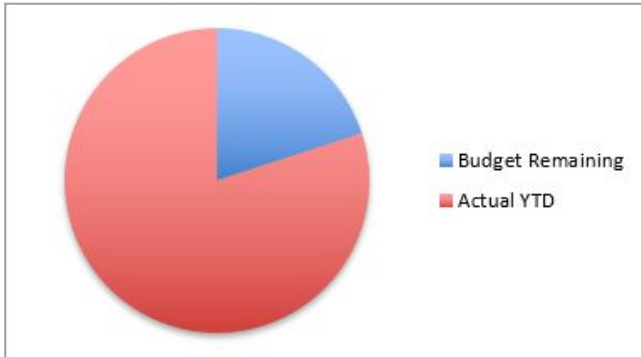
Q1 Staff Development

Budget Remaining 41,337
Actual YTD 70,402



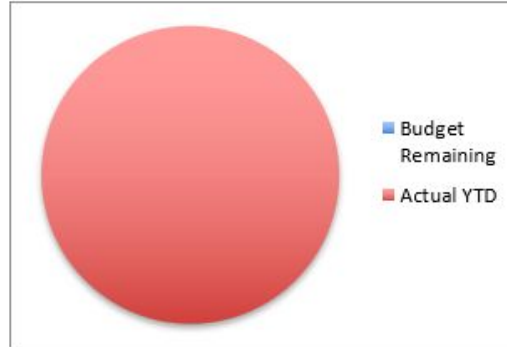
Q2 Tech Levy

Budget Remaining 121,812
Actual YTD 488,076



Q1 Maintain Class Size

Budget Remaining 0
Actual YTD 347,772



Central Public Schools Community Education Goals

Monday, June 24, 2024

We enrich lives through lifelong learning

Sue Forster - Community Education Director

CENTRAL
PUBLIC SCHOOLS

COMMUNITY ED.

Community Education Goals

Goal

By the end of the 2023/2024 school year, our early childhood education teaching team will establish and sustain professional learning communities with weekly meetings focused on the selection of essential standards and will embed the selected standards in curriculum and assessments.

Outcomes

- Essential standards, utilizing the Dufours questions, identified in math and the language/literacy domains. Selection of the social/emotional domain will be carried into next year.
- Essential standards were embedded into the scholastic curriculum map curriculum.
- Baseline data was collected on all students. Assessments driven by Haggerty and Scholastic curriculum.



Goal

By the end of the fiscal year 2023/2024, our Community Education program will increase the number of enrichment courses by 10% to provide a comprehensive continuum of opportunities for lifelong learning and connection within our community, ultimately enriching the lives of our residents.



Outcome

	Spring/Summer 23 Catalog	Spring/Summer 24 Catalog	Percentage Increase
Adults Classes	8	38	475%
Youth Classes	79	116	47%



Central Elementary School Goals

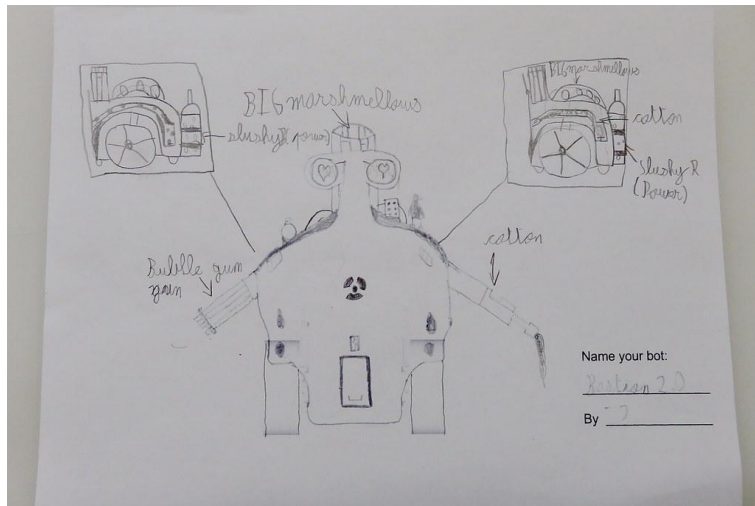
Monday, June 24, 2024

Ron Erpenbach



Goals:

1. K-5 implementation of Amplify CKLA with fidelity.
2. Development of the STEAM room.



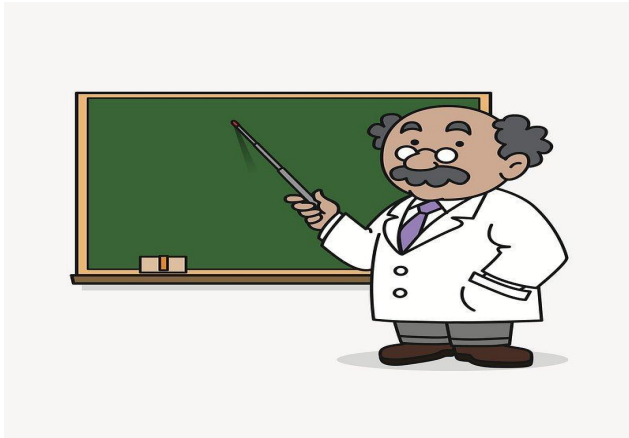
STEAM Room



Amplify

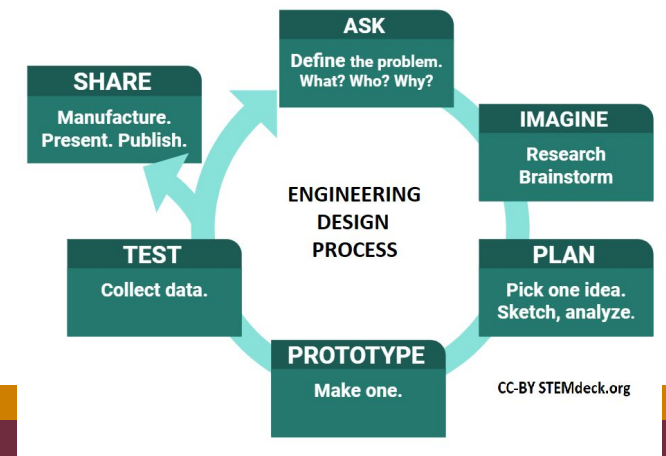
K-5 Amplify Implementation

- Built on the science of reading
- Research based materials and strategies essential to a comprehensive reading and writing program.
- Makes learning to read fun while laying the groundwork for lifelong literacy.
- Students in grades K-5 will receive a systematic program in ELA



K-5 STEAM Room

- Students will routinely engage in the four C's:
 - Communication: students will share their ideas with others.
 - Collaboration: students will work in groups to solve problems.
 - Critical thinking: students will need to think outside the box when making decisions and coming up with solutions.
 - Creativity: students will solve problems in unique ways.
- The Maker Space will be used as students practice the Engineering Design Process.
- Relevant technology prepares students for the real world.



PLC Year in Review 2023 – 2024

Head Q-Comp Leader: Wade Degler

Building Leaders: Adam Halpaus (HS), Laura Kroells (MS), Andrea Kolstad (Elem)

PLC Leaders HS/MS: Laura Hanson (Science), Colin Halbach (Social Studies), Wade Degler (Math), Jim Mesik (Music/Art/Technologies), Health/Phy Ed (Keegan Oak), Mary Wroge (Language Arts), Kirsten Thor (Support Services), Taylor Gort (Special Education)

PLC Leaders (Grade Level): Mary Wroge (6-8 MS), Laura Kroells (6-8 MS), Amber Kester (9th grade HS), Taylor Gort (10th grade HS), Jim Mesik (11-12 grade HS), Leah Hjelseth (Support Services)

PLC Leaders Elem: Lisa Stiele and Tracy Werner (B-3/Pre-k), Ann Hendel (Kindergarten), Angie Honkomp (1st grade), Tina Ackerman (2nd grade), Alissa Friend (3rd Grade), Kyle Evenski (4th Grade), Dave Rauch (5th grade), Julie Gesinger (Special Education)

PLC Building Leadership team: Wade Degler, Adam Halpaus (HS), Laura Kroells (MS), Andrea Kolstad (Elem), Ron Erpenbach (Elem), Rich Larson (HS/MS)

Elementary Building Goal: The percentage of all students in grades 2-5 at Central Elementary who are in the “low risk” or “advanced” category on the FastBridge aReading standardized assessment will increase from 56% in the fall of 2023 to 65% in the spring of 2024.

Results: Spring FastBridge Data for grades 2-5:

162/249= 65.9%	GOAL MET
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Middle School Building Goal: The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test. CMS Baseline - Fall Fastbridge aReading: 74.3%

Results: Spring FastBridge Data for grades 6-8:

Grade 6	52/67= 77.6%	
Grade 7	51/66= 77.3%	
Grade 8	51/66= 77.3%	
	154/199= 77.4%	MET GOAL

High School Building Goal: The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test. CHS Baseline - Fall Fastbridge aReading: 71.3%

Grade 9	65/83= 78.3%	
Grade 10	58/80= 72.5%	
Grade 11	59/81= 72.8%	
	182/244= 74.6%	MET GOAL

Q-Comp overview - Q-comp (Quality Compensation for teachers) was started at Central about 8 years ago. This state voluntary program provides extra funding to teachers to allow time for **weekly meetings, building goals, observations program, and SMART Goals.**

-I am happy to say that everyone has met their 90% or higher attendance goal and met their SMART Goal. This accounts for \$1,080 to each teacher participating.

-Central Teachers have also met their Elementary, Middle School, and High School goal for Q-Comp. This accounts for \$810 to each teacher participating.

- Every teacher also met their observation standard. This accounts for \$810 to each teacher participating. It also allows each teacher to gain a step and lane (if applicable) on the salary schedule

The total for each teacher to earn is \$2,700 in the Q-comp program.

Focus: This year much of the weekly meetings was focused on creating standards work with our curriculum leader Andrea Kolstad. Some meetings focused on student interventions and student need. Below is the weekly schedule of each week along with PLC groupings.

2023 – 2024 Weekly Schedule.

- **For Elementary – Groups met weekly with their same groups. HS/MS followed this schedule.**

PLC - 2023-2024 HS/MS Schedule (7:10 – 7:50)

8/30 Department Groups – Group Norms/Expectations, Sem/Year focus, SMART GOAL Planning (PLC goal is around Reading).

9/20 Department Groups - Reminder: SMART Goals Due to Building leaders ON Oct 4

9/27 Grade Level Groups -

10/4 Department Groups – Setup group observations for October 11

10/11 Department Groups – Swap your Prep with PLC's to observe another teacher in your Dept

10/18 Grade Level Groups –

10/25 Department Groups –

11/1 Department Groups –

11/8 Grade Level Groups-

11/15 Department Groups –

11/29 Department Groups –

- 12/6 Grade Level Groups –
 12/13 Department Groups –
 12/20 Scrooge Breakfast –
- 1/3 Department Groups –
 1/10 Grade Level Groups –
 1/17 Department Groups –
 1/24 Department Groups –
 1/31 Grade Level Groups–
- 2/7 Department Groups –
 2/14 Department Groups –
 2/21 Grade Level Groups -
 2/28 Department Groups –
- 3/6 Department Groups – Move to Grade level
 3/20 Grade Observation #2 – Swap your Prep with PLC’s to observe another teacher in your Grade.
 3/27 Grade Level Groups –
- 4/3 Department Groups –
 4/10 Department Groups –
 4/17 Grade Level Groups –
 4/24 Department Groups –
- 5/1 Department Groups - Reminder to finish Smart goals by May 15.
 5/8 Grade Level Groups-
 5/15 Department Groups –
 5/22 Department Groups – PLC Annual Report and CEU Form

2023 – 2024 Groupings - Professional Learning Teams (PLT) -2023-2024

HS/MS Department Teams (Bold indicates PLC leader)

Science	Social	Math
Laura Hanson- Shawn Erickson Josie Semmen Chris Hunt Luke Fleck	Colin Halbach Sarah Hammers Amber Kester Alex Rome Laura Kroells	Wade Degler Chris Ludford Jodi Curson- Melissa Fuhrman Taylor Gustafson Ben Lagergren
Music /Art / Technologies	Health / Phy Ed	Language Arts
Laura Forst Adam Halpaus Ashley Williams Andrew Stumbo Kelly Street	Keegan Oak Darrin Fox Gary Kosek Jay Bollum	Mary Wroge Jeanne Ide Alyson Winn Callie Tescher Abigail Barlow

Jennifer Schramm		
Support Services Office/floating	6-12 Special Education	Career and Technical Education (CTE)
Kirsten Thor Philip Tousley-Adelman Joe Kley Karina Niemczyk (nurse)	Taylor Gort Jon Wroge Katie Kennedy Leah Hjelseth Jeff Bishop	Jim Mesik Paul Hallquist Sarah Schurmann

Grade Level Teams

6 th - 8 th Grade Group		
-Laura Kroells Mary Wroge -Shawn Erickson Jodi Curson -Colin Halbach Josie Semen -Keegan Oak Jeff Bishop -Lisa Fuhrman Abigail Barlow -Paul Hallquist		
9 th Grade Group	10 th Grade Group	11 th & 12 Grade Group
-Amber Kester -Jay Bollum -Callie Tescher -Katie Kennedy -Ashley Williams -Jennifer Schramm -Kelly Street -Luke Fleck -Joe Kley -Ben Lagergren	-Taylor Gort -Darrin Fox -Taylor Gustafson -Alyson Winn -Sarah Schurmann -Laura Hanson -Andrew Stumbo -Leah Hjelseth	-Jim Mesik -Sarah Hammers -Adam Halpaus -Chris Ludford -Jeanne Ide -Alex Rome -Kirsten Thor -Wade Degler -Chris Hunt -Jon Wroge

Professional Learning Teams (PLT)

Elementary PLT Teams (Bold indicates PLC leader)

b-3/ Pre K	Kindergarten	1st Grade
Lisa Stiele (co lead) Tracy Werner (co lead) Betsy Pysick Melissa Schaaf Tammy Poppler Katie Pugh Theresa Johnson Jenny Hoernamann Carol Lagergren- Parent Educator Kelly Sawyer -Speech	Ann Hendel Lisa Heckert Devon Ruberg Monica Shanahan -ELL Lindsay Hanish Heather Heuer	Angie Honkomp Rebecca Hoffman Sarah Thomason

2nd Grade	3rd Grade	4th Grade
Tina Ackerman Rachelle Jensen Tara Schroeder	Alissa Friend Abbey Schwob Jennifer Daus Julie Gesinger	Kyle Evenski Jacob Schrupp Grace Kosek
5th Grade	Special Education	Floating (elem or HS/ms)
Dave Rauch Gretchen Reineke Tony Kley	Julie Gesinger Lindsay Hanish Heather Heuer Karina Niemczyk	Nicole Kreuser -STEAM Kathy Dvorak -Title 1 (TBD) Allison Cruse - Speech Laura Forst (1x per month) Gary Kosek (1x per month) Philip Tousley-Adelman(1x per month)

Building Leaders: HS: Adam Halpaus MS: Laura Kroells ELEM: Andrea Kolstad

Observations rubrics that Central uses 2023-2024 -

Probationary Observations

<u>Central Public Schools Formal Observation</u> <u>Rubric: 2023 - 2024</u>			Scoring Rubric	
			Unsatisfactory	1
			Basic	2
			Proficient	3
			Exemplary	4
Licensed Staff:				
OBSERVATION #1	OBSERVATION #2	OBSERVATION #3	Domain Average	
Observation Date:	Observation Date:	Observation Date:	Domain 1	#DIV/0!
Observer:	Observer:	Observer:	Domain 2	#DIV/0!
Domain 1: Planning and Preparation	Domain 1: Planning and Preparation	Domain 1: Planning and Preparation	Domain 3	#DIV/0!
Knowledge of Content	Knowledge of Content	Knowledge of Content	Domain 4	#DIV/0!
Knowledge of Students	Knowledge of Students	Knowledge of Students		
Designing Coherent Instruction	Designing Coherent Instruction	Designing Coherent Instruction		
Selecting Instructional Goals	Selecting Instructional Goals	Selecting Instructional Goals		
Assessing Student Learning	Assessing Student Learning	Assessing Student Learning		
Domain 2: Classroom Environment	Domain 2: Classroom Environment	Domain 2: Classroom Environment	Employee has participated in at least 90% of district wide PLC meetings?	
Creating Respect and Rapport	Creating Respect and Rapport	Creating Respect and Rapport	Yes	
Establishing a Culture of Learning	Establishing a Culture of Learning	Establishing a Culture of Learning	No	
Managing Classroom Procedures	Managing Classroom Procedures	Managing Classroom Procedures		
Managing Student Behavior	Managing Student Behavior	Managing Student Behavior		
Organizing Students Within Space	Organizing Students Within Space	Organizing Students Within Space	Employee has completed and attained their individual classroom goal?	

Domain 3: Instruction	Domain 3: Instruction	Domain 3: Instruction	Yes		
Communicating Clearly/Accurately	Communicating Clearly/Accurately	Communicating Clearly/Accurately	No		
Using Discussion Techniques	Using Discussion Techniques	Using Discussion Techniques			
Engaging Students in Learning	Engaging Students in Learning	Engaging Students in Learning	Overall Proficiency		
Providing Feedback to Students	Providing Feedback to Students	Providing Feedback to Students		Y	N
Flexibility and Responsiveness	Flexibility and Responsiveness	Flexibility and Responsiveness	Domain 1		
			Domain 2		
Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities	Domain 3		
Reflecting on Teaching	Reflecting on Teaching	Reflecting on Teaching	Domain 4		
Maintaining Accurate Records	Maintaining Accurate Records	Maintaining Accurate Records			
Communicating with Parents	Communicating with Parents	Communicating with Parents			
Growing Professionally	Growing Professionally	Growing Professionally			
Contributing to the School District	Contributing to the School District	Contributing to the School District	Staff member must maintain a domain average >2 on all 4 domains to be considered proficient and qualify for performance pay under Q Comp.		

Student Engagement Observations:

Student engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher.

Active Engagement Components: Responding, Asking questions, Volunteering, Sharing ideas, Looking at the teacher, Active listening, Manipulating materials, Lack of off-task behavior

Low (1,2)	Medium (3,4,5)	High (6,7)
The majority of students appear distracted or disengaged	Students are passively engaged, listening to, or watching the teacher; or there is a mix of student engagement with the majority of students actively engaged part of the time and disengaged the rest of the time; or there is a mix of student engagement with some of the students actively engaged and some disengaged.	Most of the students are actively engaged in classroom discussions and activities.

LOW Student Engagement (1,2)

The majority of students appear distracted or disengaged. In classes with low Student Engagement, few, if any, students appear to be participating in class activities. There is a low level of response when the teacher asks questions or solicits their involvement in activities. In addition, there may be no or few students asking questions, volunteering information, sharing ideas, or manipulating materials. Many students appear to be either distracted or involved in off-

task behaviors, such as wandering around or talking with peers about something other than the teacher's planned task/lesson. Students may be writing and passing notes to peers, using their cell phones, *or* doing work for another class. If the teacher is presenting a lesson, students are not paying attention to what he is saying or are not participating in the activity. Students who are supposed to be working independently or in groups are not engaged in the work they are intended to do. Low engagement levels are sustained over activities and lessons. Many students appear distracted or disengaged for extended periods throughout the lesson. The students do not appear interested in or involved in the activities that the teacher has planned or facilitated and/or group work and independent tasks.

MID Student Engagement (3,4,5)

Students are passively engaged, listening to, or watching the teacher, or; there is a mix of student engagement with the majority of students actively engaged for part of the time and disengaged for rest of the time, or; there is a mix of student engagement with some of the students actively engaged and some disengaged. At the mid range of Student Engagement, students appear to be listening but are not taking an active role by responding to questions or by asking their own questions. Students may periodically give responses to the teacher's questions and may periodically volunteer information, share ideas, **or** manipulate materials, but generally they are in a receptive rather than an active mode. Overall, most students appear to be on-task and to be doing what they are told, but they do not really appear interested in the task. Some students are engaged but others **are** engaged for only parts of the activity or lesson. Overall, there is a mix of the frequency of student engagement in the given time period. There may be times of more or less engagement among students, and some students may appear actively engaged at times while others may appear disengaged or passively engaged at times.

HIGH Student Engagement (6,7)

Most students are actively engaged in classroom discussions and activities. In classrooms at the high end of Student Engagement, students are full participants in the learning process and take full advantage of the opportunities that the teacher has provided for them. They are responding to questions, asking their own questions, volunteering information, sharing ideas, or manipulating materials. Overall, students appear to be on-task and focused on their class-related goals. High engagement is sustained throughout different activities and lessons. Most of the students demonstrate sustained engagement during the class period. There may be a short period of time when engagement is just passive, rather than active, but during the majority of the time, the students in this class appear interested in and involved in the activities that the teacher has planned or facilitated and/or in group work and independent tasks.

Thank you for your time. My contact is wdegler@isd108.org

Parent Survey Results

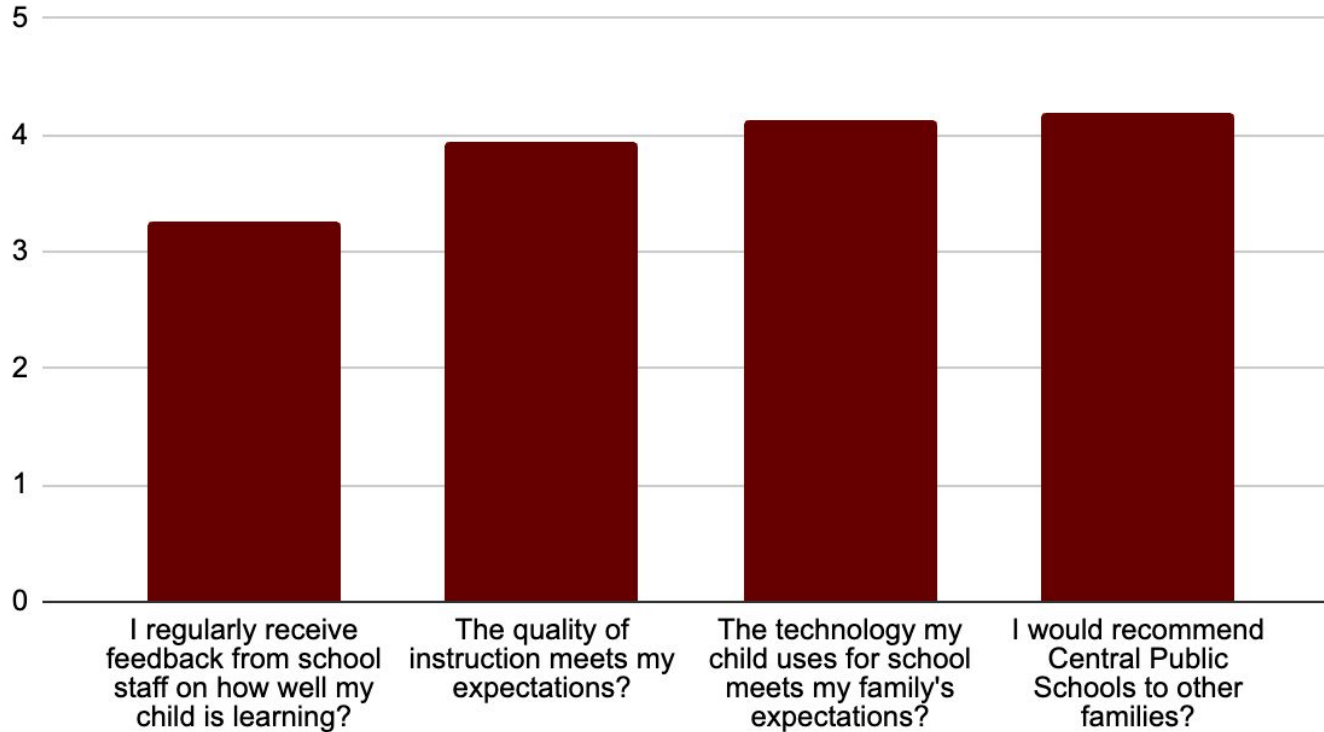


June 2024

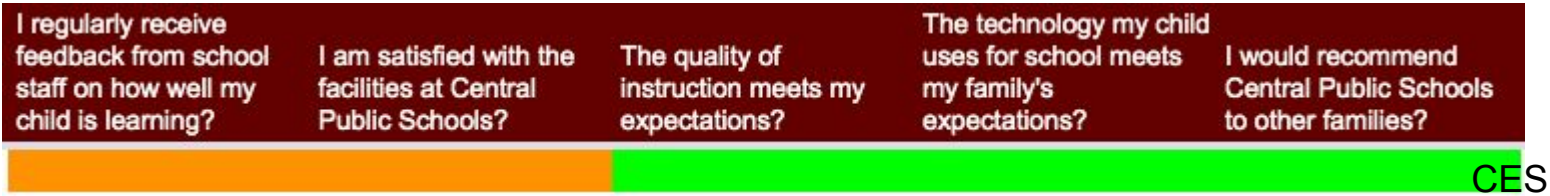
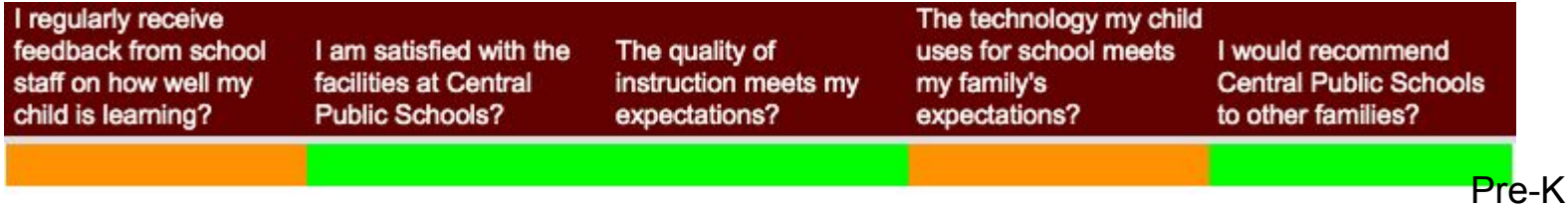
Overall Data



Central Public Schools (all)

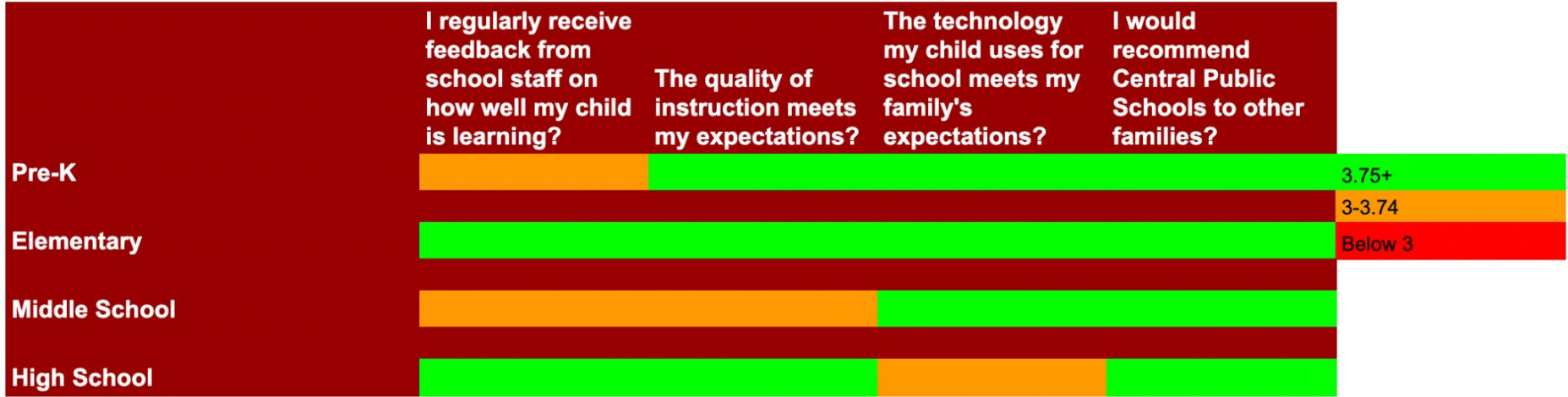


2021-22 Results



3.75+
3.0-3.74
3.0 and lower

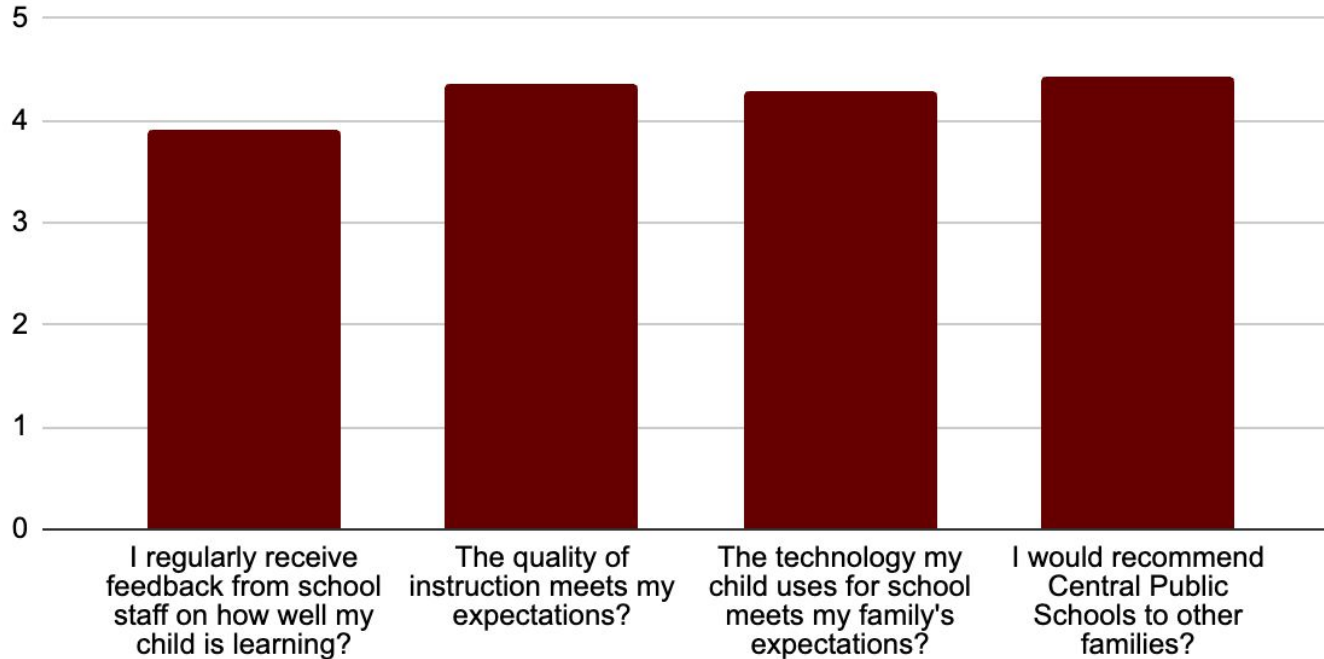
2022-23 Results



Elementary and Pre-K - 2023-24



Elementary

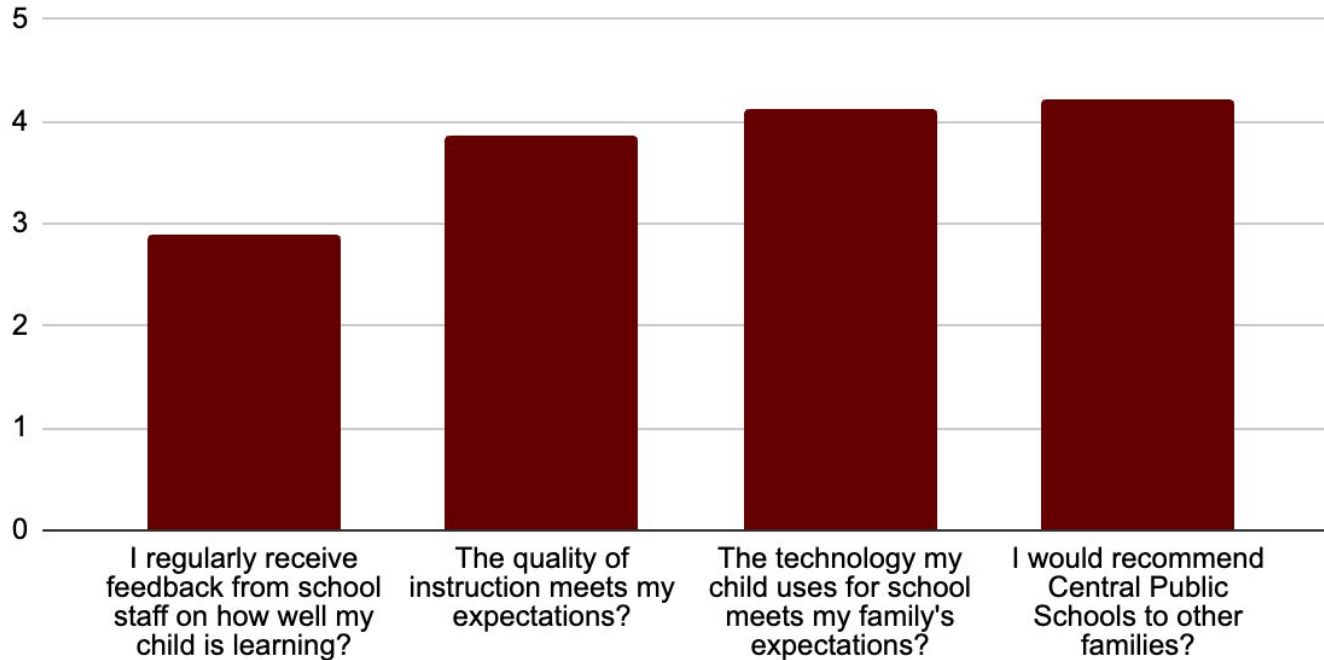


Elementary

Middle School 2023-24



Middle School

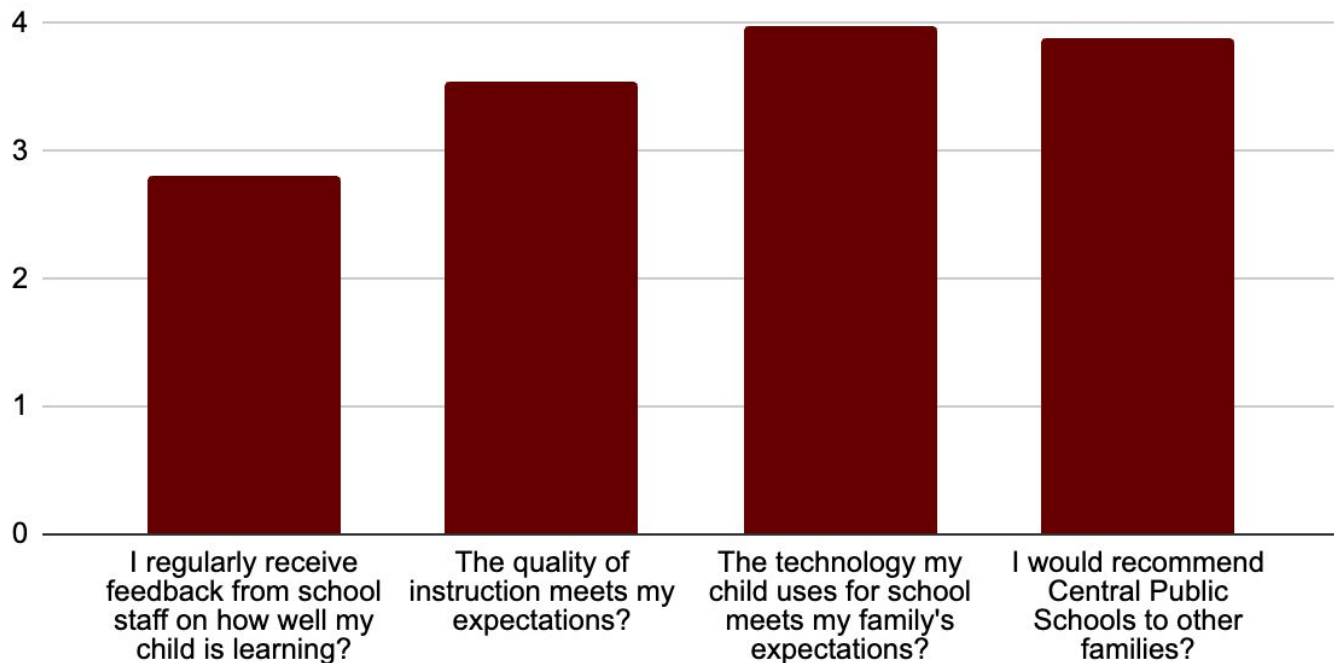


MS

High School - 2023-24



High School

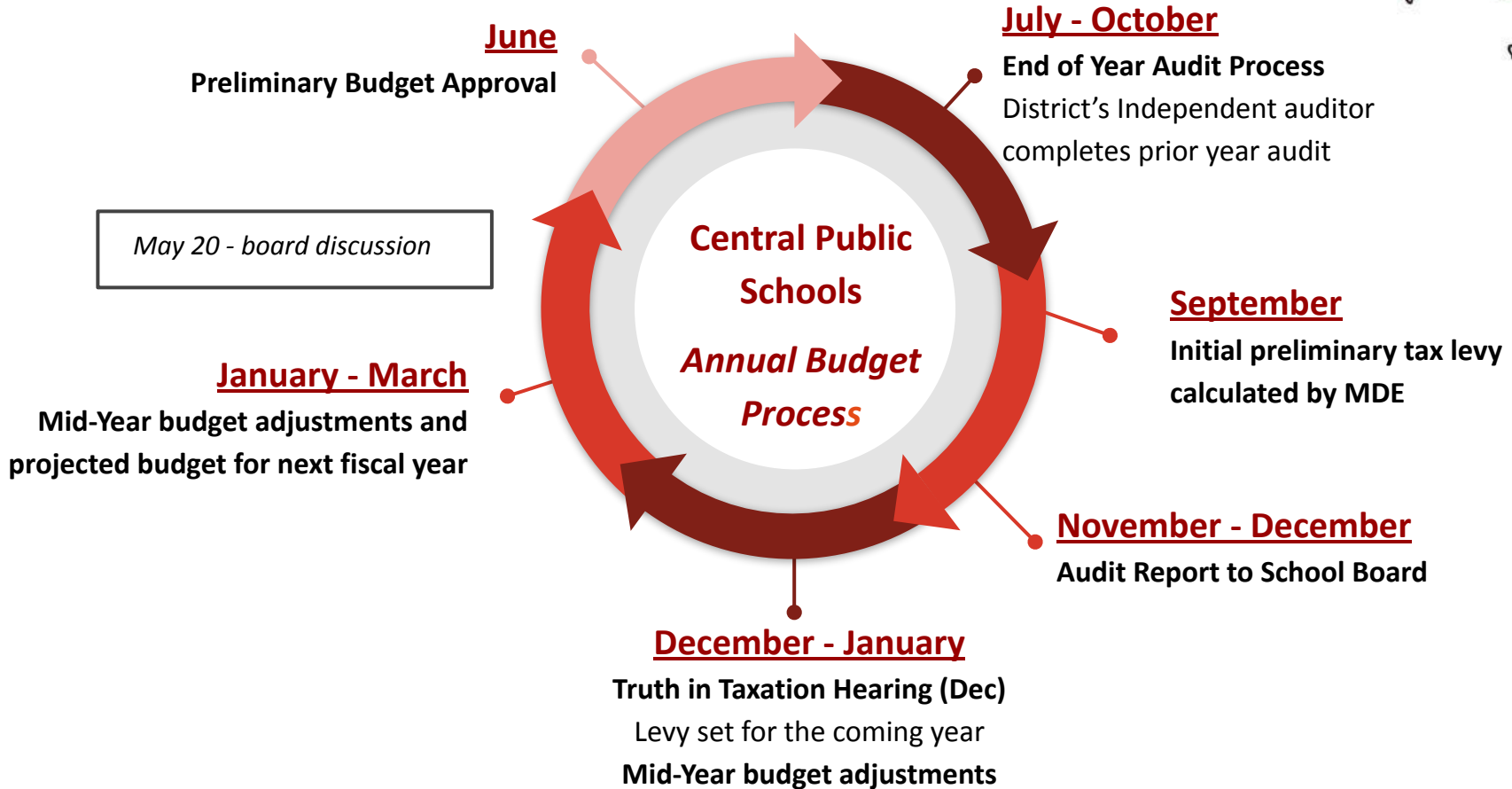


HS

FY25 Preliminary Budget



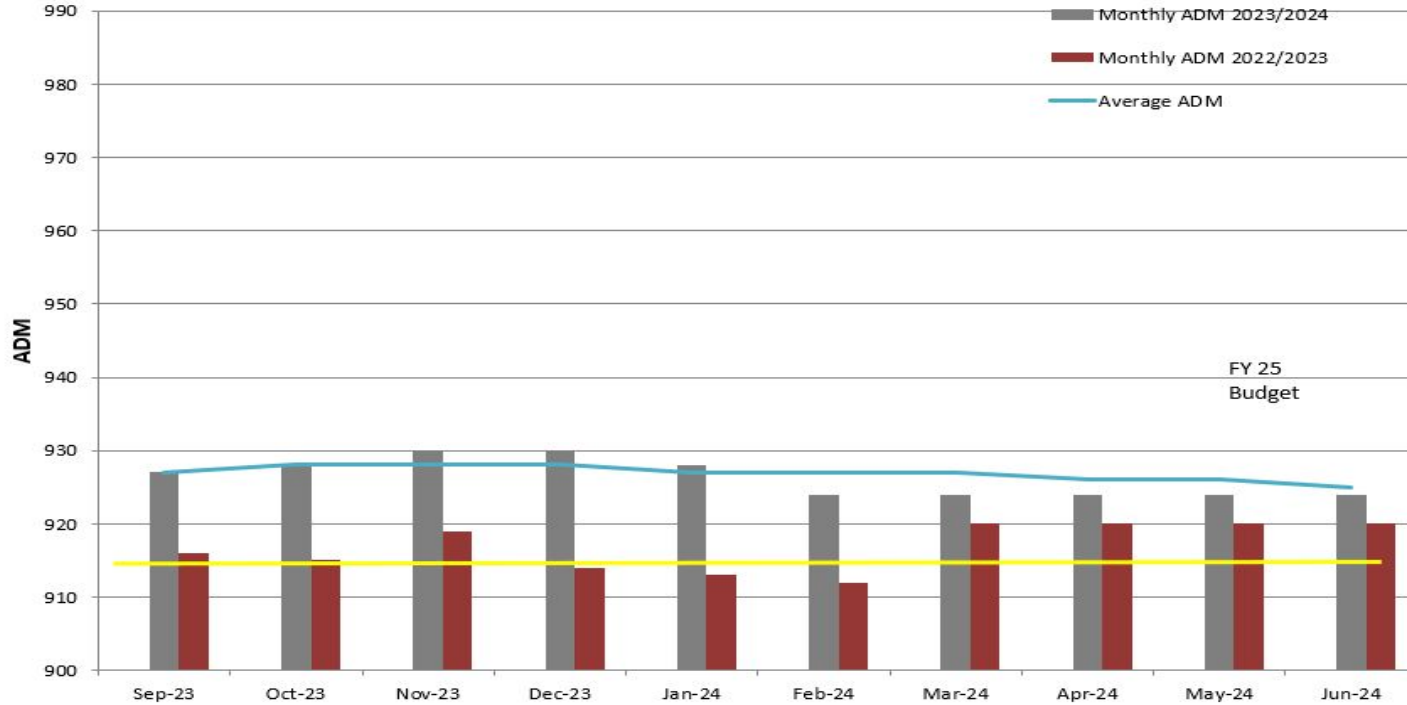
May 20, 2024



Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



FY25 General Fund Comparison



General Fund	FY25 Preliminary	FY24 Revised	Difference
Levy	2,879,610	2,860,415	19,195
Misc Local Revenue	221,096	245,044	(23,948)
State Aid	9,937,050	9,885,248	51,802
Federal Aid	366,000	626,575	(260,575)
TOTALS	13,403,756	13,617,282	(213,526)

General Fund	FY25 Preliminary	FY24 Revised	Difference
Salaries and Wages	6,900,647	6,779,095	121,552
Employee Benefits	1,911,155	2,042,088	(130,933)
Purchased Services	3,171,165	2,922,137	249,028
Supplies & Materials	837,270	969,277	(132,007)
Capital Expenditures	218,820	1,391,795	(1,172,975)
Other Expenses	31,360	129,960	(98,600)
Other Financing Uses	223,689	76,858	146,831
TOTALS	13,294,106	14,311,210	(1,017,104)

Difference	109,650	(693,928)
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FY25 General Fund Balance

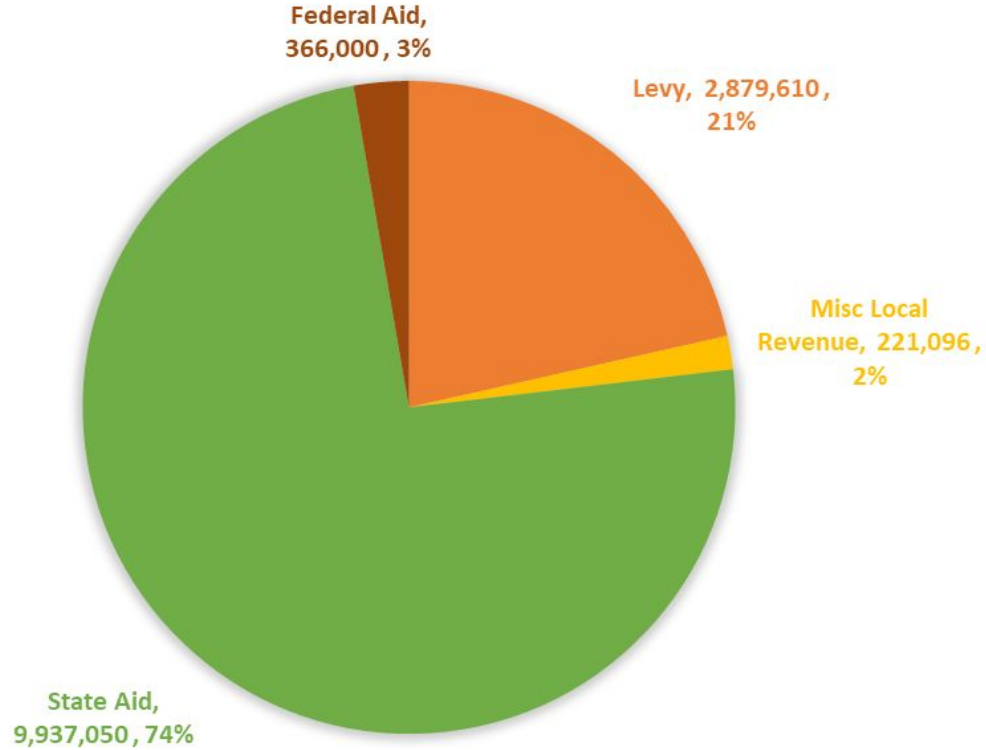


GENERAL FUND - 01	6/30/24 ESTIMATED BALANCE	FY25 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	FY25 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	FY25 ESTIMATED BALANCE
Unassigned	\$ 1,015,511	\$ 11,956,770		\$ 11,814,416	\$ 56,923	\$ 1,100,942
Assigned	\$ 382,345					\$ 382,345
Qcomp	\$ -	\$ 236,948	\$ 56,923	\$ 293,871		\$ -
Total Assigned and Unassigned	\$ 1,397,856	\$ 12,193,718	\$ 56,923	\$ 12,108,287	\$ 56,923	\$ 1,483,287
RESTRICTED FUNDS						
Nonspendable	\$ 14,007	\$ -		\$ -		\$ 14,007
Student Activities	\$ 71,475	\$ 66,150		\$ 71,948		\$ 65,677
Scholarships	\$ 31,492	\$ 6,000		\$ 6,000		\$ 31,492
Staff Development	\$ 439	\$ 147,164		\$ 147,603		\$ -
Capital Projects Levy	\$ 50,458	\$ 529,287		\$ 529,408		\$ 50,337
Operating Capital	\$ 225	\$ 237,589		\$ 226,660		\$ 11,154
Gifted and Talented	\$ -	\$ 13,138		\$ 13,138		\$ -
LTFM	\$ 27,693	\$ 134,998		\$ 138,500		\$ 24,191
Safe Schools	\$ -	\$ 45,712		\$ 45,712		\$ -
Medical Assistance/3rd Party Billing	\$ 1,825	\$ 30,000		\$ 6,850		\$ 24,975
Total Restricted	\$ 197,614	\$ 1,210,038	\$ -	\$ 1,185,819	\$ -	\$ 221,833
Total All Revenues	\$ 1,595,470	\$ 13,403,756	\$ 56,923	\$ 13,294,106	\$ 56,923	\$ 1,705,120

FY25 Preliminary Budget Revenue Source



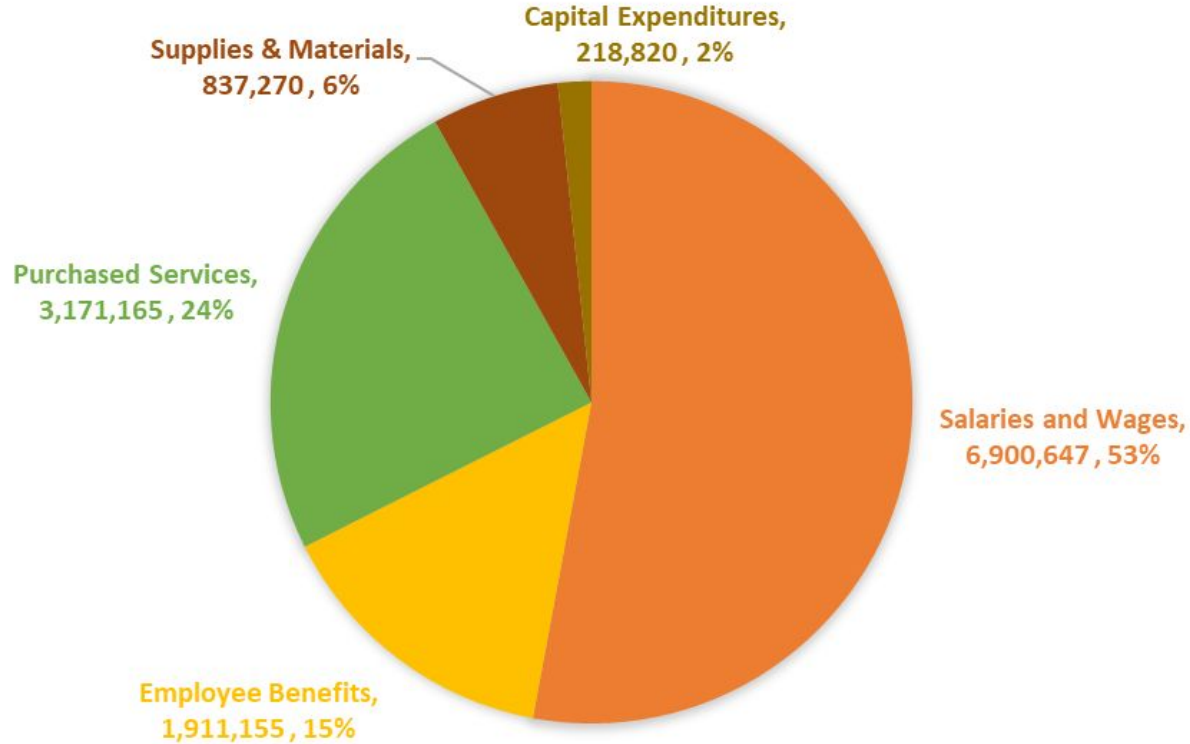
GENERAL FUND REVENUE BY SOURCE



FY25 Preliminary Budget Expense



GENERAL FUND EXPENSES BY OBJECT



FY25 CE Preliminary Budget Overview



Community Ed	FY25 Preliminary	FY24 Revised	Difference
Levy	168,221	125,391	42,830
Misc Local Revenue	596,562	592,620	3,942
State Aid	165,934	162,902	3,032
Federal Aid		-	-
TOTALS	930,717	880,913	49,804

Community Ed	FY25 Preliminary	FY24 Revised	Difference
Salaries and Wages	568,089	704,405	(136,316)
Employee Benefits	140,410	156,817	(16,407)
Purchased Services	179,220	187,787	(8,567)
Supplies & Materials	35,700	48,690	(12,990)
Capital Expenditures		8,780	(8,780)
Other Expenses	100	-	100
TOTALS	923,519	1,106,479	(182,960)

Difference	7,198	(225,566)
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FY25 Preliminary Budget Overview



REVENUES							
	General Fund	Food Service	Community Service	Construction	Debt Service	Trust	Student Activities
Levy	2,879,610		168,221		2,623,423		
Misc Local Revenue	221,096	96,000	596,562	5,000	223,689	6,000	66,150
State Aid	9,937,050	384,200	165,934		450,058		
Federal Aid	366,000	195,000					
TOTALS	13,403,756	675,200	930,717	5,000	3,297,170	6,000	66,150

EXPENDITURES							
	General Fund	Food Service	Community Service	Construction	Debt Service	Trust	Student Activities
Salaries and Wages	6,900,647	2,700	568,089				
Employee Benefits	1,911,155	6,100	140,410				
Purchased Services	3,171,165	331,000	179,220				27,150
Supplies & Materials	837,270	254,600	35,700				43,613
Capital Expenditures	218,820	20,000		6,000,000			
Other Expenses	31,360		100		3,187,213	6,000	1,185
Other Financing Uses	223,689						
TOTALS	13,294,106	614,400	923,519	6,000,000	3,187,213	6,000	71,948
Budget Balance	109,650	60,800	7,198	(5,995,000)	109,957	-	(5,798)

FY24 Preliminary Budget Overview



Questions?

ARTICLE I

PURPOSE

Section 1. Parties: THIS AGREEMENT is entered into between Independent School District 108, Norwood Young America, Minnesota, hereinafter, referred to as the school district, and Rebeca Braun, hereinafter, referred to as the Director of Student Services, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for legally qualified and certified Director of Student Services who agree to perform the duties of an Administrator overseeing all special education staff, coordinating 504 plans, supervising English Language Learner programming (EL), and supervising nursing services in the schools served in the District during the duration of this Agreement commencing July 1, 2024 through June 30, 2026. This contract is subject to the provisions of M.S. 125.12 and to all laws, rules, and regulations of the State of Minnesota relevant to qualifications, certification, employment, termination, and discharge. This contract will remain in full force and effect except if modified by mutual consent of the school board and the exclusive representative.

ARTICLE II

SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Policy. The Director of Student Services recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel.

Section 2. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this agreement are reserved to the school district.

Section 3. Effect of Laws, Rules and Regulations. The Director of Student Services recognizes that all persons covered by this Agreement shall perform the services prescribed by the School Board and shall be subject to School Board rules, regulations, directives and orders issued by properly designated officials of the School District. The Director of Student Services also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement.

ARTICLE III

DUTY YEAR AND LEAVES

Section 1. Basic Work Year: The Director of Student Services's duty year shall be for the entire year as provided herein and the Director of Student Services shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. The Director of Student Services shall be on duty during any emergency, natural or unnatural, unless he is otherwise excused in accordance with the school board administrative policy.

Section 2. Vacation. The Director of Student Services shall earn 25 working days of annual vacation each contract year. Vacation earned in a contract year must be used during the contract year in which it is earned, except up to ten (10) days may be carried forward to the next contract year but must be taken within six months following the contract year in which it is earned (December 31).

Section 3. Holidays: The Director of Student Services shall be entitled to 12 paid holidays each contract year as designated by the School Board. Namely: July 4th, Labor Day, Memorial Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Juneteenth, and two floating holidays. The School Board, however, reserves the right, if school is in session, to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the Director of Student Services under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays, which fall within any employees' vacation period, shall not be counted as a vacation.

Section 4. Sick Leave: The Director of Student Services shall earn sick leave at the rate of 15 days(s) annually, which may be accumulated to a maximum of 90 days.

Section 5. Emergency Leave. The Director of Student Services may be granted emergency leave during the contract year at the discretion of the Superintendent and/or School Board.

Section 6. Medical Leave: If the Director of Student Services is unable to perform their duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall upon request be granted a medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the condition of health and estimated time at which the Director of Student Services is expected to be able to assume their normal responsibilities. The Director of Student Services, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

Section 7. Bereavement Leave:

Subd. 1. There may be an allowance of four (4) days annually for absence because of death of relatives and friends. Prior approval must be obtained from the appropriate administrator before leave is granted.

Subd. 2 Leaves granted under this section shall be deducted from sick leave.

ARTICLE IV

INSURANCE

Section 1. Health and Hospitalization: The School District shall provide a fully funded VEBA/HSA insurance plan. Annual participant fee will not be covered by the district.

Section 2. Long Term Disability Insurance: Each Director of Student Services shall pay monthly premiums for a School District long term disability insurance plan for the Director of Student Services providing a benefit of 66 2/3% of the Director of Student Services's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the principal reaches the age of sixty-five (65) and as long as the principal remains disabled.

Section 3. Liability Insurance: The School District shall provide an errors and omissions liability insurance policy in the amount of the present policy.

Section 4. Term Life Insurance: The School District shall pay the premium for term life insurance in an amount equal to their salary to the nearest thousand, provided the Director of Student Services is insurable and eligible to be insured under a group insurance plan to be provided for the school district. If life insurance is available the effective date shall be the first of the month following approval by the insurable carrier.

Section 5. Dental Insurance: The District shall pay the full premium toward the individual plan for the Director of Student Services in the school sponsored dental insurance plan.

Section 6. Claims Against the School District: The parties agree that any description of insurance benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

ARTICLE V

GRIEVANCE PROCEDURE

Section 1. Grievance Definition: A “grievance” shall mean an allegation by a Director of Student Services resulting in a dispute or disagreement between the Director of Student Services and the school district as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative: Director of Student Services or school board may be represented during any step of the procedure by any person or agent designated by such party to act in his/her behalf.

Section 3. Definition and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined, as all weekdays not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or services of any notice or document herein shall be timely if it is personally served and the copies countersigned by each party and dated or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district’s designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty (20) days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall constitute a waiver of the grievance. Failure to appeal a grievance from one level to another within the time limits thereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the principal and the school district’s designee.

Section 5. Adjustment of Grievance: The school district and the Director of Student Services shall attempt to adjust all grievances which may arise during the course of employment of any Director of Student Services within the school district in the following manner:

Sub. 1. Level I: If the grievance is not resolved through informal discussions, the Superintendent or designee shall give a written decision on the grievance to the parties involved with ten (10) days after receipt of the written grievance.

Sub. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board may elect to review the matter and render a written decision within twenty (20) days after receipt of the written appeal. However, at the option of the School Board, the School Board may determine to set a hearing on the grievance within twenty (20) days after receipt of the written appeal, and in such case within twenty (20) days after the hearing, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to process the appeal at this level and report the findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. Denial of Grievance. Failure by the School Board or its representative(s) to issue a decision within the time period provided in this article shall constitute a denial of the grievance, and the Director of Student Services may appeal it to the next level.

Section 7. Arbitration Procedures. In the event that the Director of Student Services and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined in this article.

Sub. 1. Request. A request to submit a grievance to arbitration must be in writing signed by the aggrieved party and such request must be filed in the office of the Superintendent within ten (10) days following the decision in Level II of the grievance procedure.

Sub. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not first been duly processed in accordance with the grievance procedure and appeal provisions.

Sub. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties may, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner of the Bureau of Mediation Services to submit a panel of seven (7) arbitrators to the parties, pursuant to P.E.L.R.A., provided such request is made within twenty (20) days after request for arbitration. The request shall ask that the panel be submitted within ten (10) days after the receipt of said request. Within ten (10) days after receipt of the panel, the parties shall alternately strike names, and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Commissioner within the time period as provided in this article shall constitute a waiver of the grievance.

Sub. 4. Hearing: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit

evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing denovo (anew: starting again).

Sub. 5. Decision: The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided by in the P.E.L.R.A.

Sub. 6. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share, equally, fees and expenses of the arbitrator, the cost of the transcript or recording if requested by both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, if one party orders a copy of such transcript that party shall pay for such copy.

Sub. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but not be limited to such areas of discretion or policy as the functions and programs of the District, its overall budget, use of technology, the organizational structure, and selection and direction and number of personnel. In consideration of any issue in dispute, the decision of the arbitrator shall give due consideration to the statutory right and obligation of the Public School District to efficiently manage and conduct its operation within legal limitations surrounding the financing of such operations.

Sub. 8. Notwithstanding the expiration of Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

ARTICLE VI

OTHER BENEFITS

Section 1. Tax Sheltered Annuities: The Special Education Director/School District Assessment Coordinator shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise

provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the Director of Student Services and as described and allowed by Minnesota Statute.

Section 2. Mileage: The Director of Student Services will be responsible to use his own vehicle for school purposes. Mileage will be reimbursed at the rate of reimbursement allowed by the Internal Revenue Service in that particular year pursuant to M.S. 471.665, Sub. 1.

Section 3. Conferences and Meetings: The School District shall pay all legally valid expenses to a maximum of \$1000 per year, for participation in professional conferences, seminars, or college coursework which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

Section 4. The Director of Student Services will be eligible for up to 7% of base pay for achievement of mutually agreed upon goal/s with the superintendent. The Director must achieve a “meets” or “exceeds” for each goal to be eligible for payment. At the time the goals are agreed upon, a percentage will be determined for each goal not to exceed 7% total for all goals.

ARTICLE VII

OTHER PROVISIONS

Section 1. Dues: The School Board will pay the full cost of the Director of Student Services’s State and National professional dues.

Section 2. Personnel Files: Pursuant to M.S 122A.40, Sub. 19, as amended, all evaluations and files relating to each individual Special Education Director/ School Assessment Coordinator shall be available during regular school business hours to said Director of Student Services upon reasonable written notice. The Director of Student Services shall have the right to reproduce any of the contents of the files at the principal’s expense and to submit for inclusion in the file written information in response to any material contained therein. The school district may destroy such files as provided by law.

Section 3. Cell-phone Allowance: Up to \$120 per month will be allowed for business cell-phone use.

ARTICLE VIII

SALARY

	2024-2025	2025-2026
Director of Student Services	88,640	95,605

ARTICLE IX

DURATION

Section 1. Terms and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing upon the date of its execution through June 30, 2024, and thereafter pursuant to PELRA. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a Director of Student Services shall be compensated according to the previous year’s compensation until such time that a successor Agreement is executed. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, 2026, it shall give written notice of such intent no later than May 1, 2026, including complete language and detail of proposed changes. If such notice is not timely served, the School District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the Director of Student Services. The provision herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, and School District policies, rules, or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the School District to continue or discontinue existing or past practices or prohibit the School District from exercising all management rights, functions, and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

IN WITNESS WHEREOF, we subscribe our signature this _____ day of _____,
_____.

Director of Student Services

Chairman of Board

Clerk of Board

**DISTRICT OFFICE CONFIDENTIAL EMPLOYEE GROUP
CONTRACT
CENTRAL PUBLIC SCHOOLS**

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and District Office Confidential Employee Group, Lynn Peterson, Amy Groschen, during the duration of this Agreement.

I. Basic Service:

The employee shall perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duration:

The conditions of employment shall remain in full force and effect, commencing July 1, 2024 through June 30, 2026, except if modified by mutual consent of the School Board and the District Office Confidential Employee Group or unless terminated by written resignation.

III. Duty Year and Leaves:

Section 1. - Basic Work Year:

The employee's duty year shall be twelve (12) months and the employee shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines.

Section 2. – Vacation:

The employee group shall earn vacation annually at a rate of 25 days per year. Any member joining the group on a date other than July 1 will have days pro-rated. The value of unused days will be deposited into the employee HCSP account at a maximum of 5 days per year. Additionally, up to 10 days can be carried to the next contract year.

Section 3. – Holidays:

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the employee under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.

IV. Leaves of Absence:

Section 1. - Sick Leave:

The employee shall earn sick leave with full pay at the rate of fifteen (15) days annually. Unused sick leave days may accumulate to a maximum of one-hundred twenty (120) days. After maximum has been reached for a fiscal year, employee will be paid 25% of remaining sick leave earned, at current rate of pay. Employees will have this payment deposited into their HCSP account as allowed by law.

Section 2. - Bereavement Leave:

There will be an allowance of six (6) days annually for absence because of death of relatives and friends. Leaves granted under this section shall be deducted from sick leave.

Section 3. - Business Leave:

Subd. 1 – One (1) business leave day during any one school year may be used for necessary absence required for the transaction of personal business which cannot be completed outside school duty hours. Requests for business leave must be made in writing at least three (3) days in advance, except in the cases of emergency.

Subd. 2. - Leaves granted under this section shall be deducted from the annual sick leave.

Section 5. - Family Care Leave

Upon school board approval, an employee may take up to one (1) year leave of absence without pay or fringe benefits for the purpose of providing care to his or her child, spouse or parent. Upon return from family care leave the employee shall be reinstated to his or her original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, benefit status and other advantages accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave. Employees may participate in insurance at own expense while on leave.

V. Worker's Compensation:

Section 1. - Payment:

Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's accumulated sick leave and/or vacation pay.

Section 2. - Accumulated Leave:

A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portions of days of sick leave or vacation time which is used to supplement worker's compensation.

Section 3. - Disability:

Such payment shall be paid by the School District to the employee only during the period of disability.

Section 4. - Normal Compensation:

In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Section 5. - Sick Leave or Vacation Pay:

An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photo-copying prior to receiving allowable payment from the School District.

VI. Group Insurance:

Section 1. - Health and Hospitalization:

Subd. 1 The School District shall provide the employee a single or family health and hospitalization fully funded insurance plan at the expense of the School District. This includes the cost of insurance premiums and funding the Health Savings Account or VEBA up to the IRS maximum. If the employee elects not to take insurance through the District, the district shall apply the full single amount to a Health Retirement Account that is chosen by the District.

Subd. 2 When retiring from the District, the employee, if at least 55 years of age and having at least ten years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the

age of Medicare or the expiration of five years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. - Long Term Disability:

The School District shall provide a long term disability insurance plan for the employee providing a benefit of 66 2/3% of the employee's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the employee reaches the age of 65 and as long as the employee remains disabled.

Section 3. - Severance Pay

Subd. 1 Two (2) weeks notice shall be required of an employee if he/she wishes to resign or retire in good standing. Two (2) weeks notice shall be given an employee if he/she is to be laid off. If proper notification is given for resignation or retirement the District shall pay severance to employees based on present salary schedule placement as follows:

- 20 or more years of service in the district
55% of salary schedule placement at the time of retirement
- 15 years of service
40% of salary schedule placement at the time of retirement
- 10 years of service
15% of salary schedule placement at the time of retirement

Subd. 2: All employees eligible for severance payment outlined in Section 3, Subd. 1 of this contract will receive 100% of their severance deposited in their Health Care Savings Plan.

Section 4.

Life Insurance: The district shall pay the premium for term life insurance in the amount \$60,000 provided such insurance is available for this employee under a group insurance plan to be provided for the school district.

If term life insurance is available the effective date shall be the first of the month following approval by the insurance carrier.

Section 5. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for. If the employee elects not to take insurance through the District, the district shall apply the full single amount to their HCSP.

VII. Other Benefits:

Section 1. Tax Sheltered Annuities:

The employee will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

Section 2 Tax Sheltered Annuities:

The group shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the group and as described and allowed by Minnesota Statute.

Section 3. Health Care Savings Plan:

The employee is eligible to participate in the Minnesota Post Employment Health Care Savings Plan (HCSP) established under Minnesota Statutes, section 352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents. All funds paid by the district on behalf of the employee will be deposited into the employee's post-employment health care savings plan account.

The district shall contribute a lump sum payment in the amount listed below to the employee's HCSP account at the end of each fiscal school year. If the employee leaves during the school year, the lump sum payment will be prorated.

1-10 Years	\$4,200
11-20 Years	\$4,700
21+ Years	\$5,200

Section 3. Longevity Pay:

The employee shall be paid longevity pay per the schedule below:
After ten (10) years through 15 yrs of employment .25 per hour
After fifteen (15) years of employment .50 per hour

The longevity pay does not add onto the employee's base pay.

Section 4. Technology Allowance: Up to \$120 per month will be allowed for business cell-phone use and purchase of other job related technology.

VIII. Salary:

Section 1:

The District Office Confidential Employees will be paid an annual salary as follows:

	2024-2025	2025-2026
Finance Coordinator	\$83,669	\$87,852
Payroll Coordinator	\$74,750	\$78,487

Overtime, with advanced approval by the Superintendent, shall be calculated at the rate of 1 ½ times the regular hourly rate for all hours worked in excess of 40 hours per week. Compensation hours will be taken in lieu of the pay and used within the calendar year unless there is written prior approval from the Superintendent.

The employee shall perform the service prescribed by the School Board whether or not such services are specifically described in this contract. The employee shall engage in no other employment, consultant services or other activity for which an honorarium is paid without receiving prior approval of the School Board, but shall devote full time and due diligence to the affairs and activities of the School District.

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, we have
have subscribed my signature this

_____ day of _____, 2024

IN WITNESS THEREOF, we
subscribed our signature this

_____ day of _____, 2024

AGREEMENT

BETWEEN

INDEPENDENT SCHOOL DISTRICT NO. 108

**THE CENTRAL PUBLIC SCHOOLS
NORWOOD YOUNG AMERICA, MINNESOTA**

AND

MINNESOTA SCHOOL EMPLOYEES ASSOCIATION

JULY 1, 2024, THROUGH JUNE 30, 2026

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AGREEMENT

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and the Minnesota School Employees Association, hereinafter referred to as the union or exclusive representative.

ARTICLE I PURPOSE

The purpose of this agreement is to encourage and increase orderly, constructive and harmonious relationships between the employer and its employees; to establish procedures for the resolution of differences over terms and conditions of employment; to preserve the paramount rights of the citizens of this community to the operation of their schools without disruption; and to establish an environment in which the children of this community may receive education of the highest quality. Accordingly, the parties have set forth all terms and conditions of employment which have been agreed upon by the School Board and the union pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A.

ARTICLE II RECOGNITION AND DUES CHECK OFF

Section 1. Recognition:

The School Board hereby recognizes the association as the exclusive representative for the purpose of negotiating terms and conditions of employment for all non-certified employees of Independent School District No. 108, Norwood Young America, Minnesota, except for confidential, custodians, and bus drivers, who are public employees within the meaning of Minnesota Statutes 179A.03, Subd. 14.

Subd. 1. Payroll Deductions. Pursuant to Minn. Stat. §179A.06, the Employer will deduct from the regular payroll: Association dues for those employees in the bargaining unit who are members of the Association and who have requested in writing to have their regular Association dues paid by payroll deduction. Employers must commence deductions within thirty (30) days of notice of authorization from the exclusive representative and must remit the deductions to the exclusive representative within thirty (30) days of the deduction. The failure of an employer to comply with the provisions of this paragraph shall be an unfair labor practice under section 179A.13, the relief for which shall be reimbursement by the employer of deductions that should have been made or remitted based on a valid authorization given by the employee or employees.

Subd. 2. Remission of Withheld Funds. The aggregate of funds deducted and withheld from all employees in the bargaining unit shall be remitted by the Employer together with an itemized statement to the Minnesota School Employees Association no later than thirty (30) days following the end of each payroll period.

Subd. 3. Bargaining unit information. Within twenty (20) calendar days from the date of hire of a bargaining unit employee, a public employer must provide

the following contact information to an exclusive representative in an Excel file format or other format agreed to by the exclusive representative: name; job title; worksite location, including location within a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the public employer; date of hire; and work email address and personal email address on file with the public employer.

Subd. 4. Every one hundred twenty (120) calendar days, a public employer must provide to an exclusive representative in an Excel file or similar format agreed to by the exclusive representative the following information for all bargaining unit employees: name; job title; worksite location, including location within a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the public employer; date of hire; and work email address and personal email address on file with the public employer.

Subd. 5. A public employer must notify an exclusive representative within twenty (20) calendar days of the separation of employment or transfer out of the bargaining unit of a bargaining unit employee.

Section 2. School Board:

The exclusive representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School Board within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

Section 3. Employee Rights:

Nothing contained in this agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

Section 4. Request for Dues Check Off:

Employees shall have the right to request and be allowed dues check off for the employee organization of their selection pursuant to PELRA. Upon receipt of a properly executed authorization card of the employee involved, the School Board will deduct from the employee's paycheck the dues that the employee has agreed to pay the employee organization. The School District will provide the Union steward with the name and work location of each new employee when that employee begins work with the school district. The School District will also provide thirty (30) minutes of paid time to the Union to meet with the new employee.

ARTICLE III HOURS OF SERVICE

Section 1. Basic Day:

The basic work day for employees shall vary based upon the needs of the School District as determined by the School District.

Subd. 1. If operational needs require an employee to work hours which are not consecutive, the employee shall receive an additional \$10.00 for each day. This excludes employees in the area of community education support staff.

Subd. 2. One 15-minute break will be allowed each four hours as part of the eight (8) hour day. All employees who work six (6) hours or more in a work shift shall be entitled to an unpaid thirty (30) minute duty free break.

Section 2. Overtime:

All work over forty (40) hours per week shall be paid at the overtime rate of time and one-half (1 1/2).

Section 3. Work Year:

The basic work year for employees shall consist of all student contact days, two days during workshop week and one day of professional development during the school year.

Section 4. Shifts, Starting Time and Notice of Assignment:

Subd. 1. Shifts and Starting Time. All employees will be assigned starting times and shifts as determined by the School District. The School District reserves the right to modify starting times and shifts as determined by the School District. The School District shall provide two weeks' notice, except in case of emergency.

Subd. 2. Notice of Assignment. Employees will be notified of their assignment, position, hours and shift assignment and pay level by August 15, or as soon thereafter as practicable, each school year.

The District reserves the right, if it finds circumstances require (such as for discontinuance of positions, lack of pupils, or financial limitations), to modify or reduce the length of the employment period or the number of hours of service. The District shall notify any affected employee of any permanent change in their individual employment contract at least fourteen (14) calendar days in advance.

Section 5. Eligibility for Benefits:

Employees assigned to work in more than one classification shall be allowed to count all hours worked when computing eligibility for benefits.

Section 6. Emergency School Closing:

In the event of a school closing because of inclement weather or other emergency, employees on duty at the time of the closing shall be compensated for a minimum of two hours. Employees required to work during the emergency shall be compensated for all hours worked. Other employees may, to the extent such time is accrued, use personal leave pursuant to Article VII, Section 5, without any other notice or limitations.

In the event there are more than six (6) snow/cold weather days, additional days will be made up as student contact days, staff development days or staff workdays at the District's discretion. If the days are staff development or workdays, the district will strive to provide staff with as much time with the teacher directing their work as possible.

The district will make every attempt possible to assign those days in conjunction with already scheduled staff days. For example, adding them onto the end of the year or adding them to the beginning of the following year.

ARTICLE IV RATES OF PAY

Section 1. Salary Schedule – 2024-2026:

All members of the unit will be placed on the salary schedule developed in Appendix A.

Section 2. Base Wage Increase:

All members in the unit will be placed on the salary schedule for year 1 and will advance to the next highest wage the following year. Those employees "off the schedule" will receive the same base wage increase as the rest of the bargaining unit.

Section 3. Application:

The School District may withhold a salary increase in individual cases where a demonstrable deficiency in performance of the employee occurs, provided the employee affected shall receive notice of such action to withhold a salary increase ninety (90) days prior to the otherwise effective date of increase.

Section 4. New Employees:

A new employee shall be placed in the salary range as agreed between the School District and the employee and shall be eligible for pay increases as provided in this agreement on the following July 1 if employed prior to January 1. An employee hired after January 1 shall not be eligible for any increases on July 1, but shall be eligible for increases on the following July 1. Thereafter, such a new employee shall be subject to all provisions of this Article.

Section 5. Longevity Pay:

After ten (10) years of employment	.35 longevity
After fifteen (15) years of employment	.60 longevity
After twenty (20) years of employment	1.15 longevity
After twenty-five (25) years of employment	1.30 longevity
After thirty (30) years of employment	1.45 longevity
After thirty-five (35) years of employment	1.60 longevity
After forty (40) years of employment	1.75 longevity

Section 6. Work out of Class Pay:

An employee serving as a substitute for a worker for fifteen (15) days or more out of a twenty (20) day work period shall receive that worker's rate of pay, retroactive to the first day of work, if the worker's rate of pay is higher than that of the substitute.

ARTICLE V

GROUP INSURANCE

Section 1. Health and Hospitalization Insurance:

Subd. 1. Eligibility. Health and hospitalization insurance benefits shall be provided for all employees whose assignments require that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Subd. 2. Individual Coverage. Effective July 1, 2024, the School District shall contribute a sum not to exceed \$510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction. Effective July 1, 2025, the School District shall contribute a sum not to exceed \$510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction.

Subd. 3. Family Coverage. Effective July 1, 2024, the School District shall contribute a sum not to exceed \$1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction. Effective July 1, 2025, the School District shall contribute a sum not to exceed \$1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction.

Subd. 4. All eligible employees retiring from the School District, who are at least 55 years of age and have at least ten (10) years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the age of Medicare or the expiration of five (5) years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. Long Term Disability:

The School Board shall contribute the premium for long term disability insurance for all employees whose permanent assignment requires that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year. Long term disability will be made available to all other employees at the employee's expense through payroll deduction providing that they work a minimum of twenty (20) hours per week.

Section 3. Group Term Life Insurance:

The School Board shall contribute the full premium cost for a \$50,000 group term life insurance policy for all employees whose work assignment requires that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Section 4. Dental Insurance:

The School District shall pay up to but not to exceed \$20.20 per month toward the premium for dental insurance for each employee qualified and enrolled in the School District's group dental insurance plan.

**ARTICLE VI
VACATION AND HOLIDAYS**

Section 1. Eligibility:

All employees who are regularly employed on a twelve (12) month basis and working a forty (40) hour week are eligible for vacation as outlined in Section 2. All employees hired before July 1, 1998, and who were regularly employed on an eleven (11) month basis and working at least an average thirty (30) hours per week are eligible for vacation as outlined in Section 2 (Effective July 1, 1999). Employees hired after July 1, 1998 and who are regularly employed on an eleven (11) month basis and working at least an average thirty (30) hours per week are eligible for vacation as outlined in Section 2 after two (2) years of service.

Section 2. Earned Vacations:

Subd. 1. Eligible employees under these provisions shall accrue vacation as follows:

- a) During the first year of service two (2) weeks per annum
Maximum accrual of 75 hours
- b) After completing seven (7) years of service three (3) weeks per annum
Maximum accrual of 75 hours
- c) After completing seventeen (17) years of service four (4) weeks per annum
Maximum accrual of 75 hours
- d) After completing twenty-five (25) years of service five (5) weeks per annum
Maximum accrual of 75 hours

Subd. 2. Non-probationary employees who have not completed a complete year of service prior to the beginning of the fiscal year shall be eligible for prorated vacation benefits.

Subd. 3. All vacation requests must be submitted to the Superintendent one week prior to the vacation date.

Section 3. Holidays:

Subd. 1. There shall be twelve (12) paid holidays for all eligible employees on an 11- or 12 month basis and a forty (40) hour week.

- | | |
|----------------------------|-----------------------|
| Independence Day | Christmas Day |
| Labor Day | New Year's Eve Day |
| Thanksgiving Day | New Year's Day |
| Day after Thanksgiving Day | Juneteenth |
| Christmas Eve Day | (2) Floating Holidays |
| Memorial Day | |

Subd. 2. There shall be six (6) paid Holidays for all eligible employees on a 9-month basis and a thirty (30) hour week for the 2024-26 contract. (Christmas Eve, Christmas Day, Thanksgiving Day, the day after Thanksgiving, New Year's Eve and New Year's Day.)

Subd. 3. If a holiday falls on a Saturday, Sunday or school day, another day, (normally Monday or Friday) in conjunction with the holiday will be selected by the district. Overtime pay shall be paid employees who are called upon to work on a holiday for a number of hours worked plus holiday pay.

Subd. 4. Less than full time employees, but more than nine (9) months basis and a thirty (30) hour work week shall receive seven (7) paid Holidays. (Christmas Eve Day, Christmas Day, New Year's Eve, New Year's Day, Memorial Day, Thanksgiving Day & the day after Thanksgiving.)

**ARTICLE VII
LEAVES OF ABSENCE**

Section 1. Sick Leave and Wellness:

Subd. 1. Sick Leave: All employees shall earn sick leave at the rate of 1.25 days per month of service. For purposes of this section, an employee is credited with working a full month if they are scheduled for the majority of normal working days for their position.

Subd. 2: Unused sick leave days may accumulate to a maximum of one-hundred and twenty (120) days of sick leave per employee.

Subd. 3: Wellness Incentive: An employee who does not use sick leave during an academic semester (excluding bereavement and business leave) shall receive a \$150.00 cash award for each semester, payable in June of each year (up to \$300 total).

Section 2. Family Illness Leave:

Subd. 1. Sick leave may be used for family illness. A maximum of five (5) days annually will be allowed for this leave. Employees may take sick leave to care for sick family members in accordance with Minnesota State Statute 181.9413.

Subd. 2. Leaves granted under this section shall be deducted from the annual sick leave.

Subd. 3. Up to twelve (12) weeks of unpaid leave may be granted to qualifying employees for the care of sick or injured family members consistent with the Federal Family and Medical Leave Act.

Section 3. Bereavement Leave:

Subd. 1. Up to three days of leave, per occurrence, shall be allowed for a death in an employee's immediate family. "Immediate family" is defined as the employee's spouse, parent, child, sibling, grandparent or grandchild.

Subd. 2. One day annually may be used in the case of death in the employee's close family. "Close family" is defined as the employee's parent-in-law, sibling-in-law, son or daughter-in-law, niece, nephew, and aunt or uncle.

Subd. 3. Leaves granted under Subd. 1 will not be deducted from sick leave and leaves granted under Subd. 2 shall be deducted from sick leave.

Section 4. Business Leave:

Subd. 1. One day business leave may be granted during any one school year for the purpose of conducting personal business which cannot be completed outside school duty hours. An employee planning to use a business day shall notify the Superintendent at least three (3) days in advance except in cases of emergency. At no time shall more than one (1) employee, per building, be granted business leave. A business leave is defined as attorney meeting, estate issues, home closing, graduate program advisor meeting, court appearance, State or Federal IRS audits and other days approved by the Superintendent that may qualify as defined at the discretion of the administration.

Subd. 2. Leaves granted under this section shall be deducted from sick leave.

Subd. 3. Employees must request all leaves from their immediate supervisor and fill out the appropriate forms which will then be sent to the Superintendent.

Section 5. Personal Leave:

Subd. 1. Each employee shall be granted two (2) personal leave days per contract year with pay.

Subd. 2. One (1) day of personal leave may be accumulated; the maximum personal leave days an employee may take in a school year is three (3).

Subd. 3. No more than two (2) elementary and two (2) high school employees may take a personal leave day on the same day except for an emergency.

Subd. 4. Requests for a personal day must be made in writing to the Superintendent at least three days in advance of taking the day, unless there is an emergency.

Subd. 5. Any employee who does not use or accumulate their personal days shall be paid for an unused accumulated day at the employees' rate of pay effective June. 30. This payment will be made in July of the succeeding school year.

Section 6. Worker's Compensation:

Subd. 1. Payment. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Workers Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's regular rate of pay to the extent of the employee's accumulated sick leave and/or vacation pay.

Subd. 2. Accumulated Leave. A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portion of days of sick leave or vacation time which is used to supplement worker's compensation.

Subd. 3. Disability. Such payment shall be paid by the School Board to the employee only during the period of disability.

Subd. 4. Normal Compensation. In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. Sick Leave or Vacation Pay. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photocopying prior to receiving allowable payment from the School District for their absence.

Section 7. Jury Duty Pay:

All employees shall be granted pay by the School Board the difference between their regular pay and jury duty pay if required to serve on jury duty.

Section 8. Child Care Leave:

Subd. 1. The District shall grant a child care leave without pay or fringe benefits, except as provided by law, to any employee, regardless of marital status, who requests such a leave for the purpose of providing parental care to his or her natural born or adopted child or children.

Subd. 2. In the event of pregnancy, an employee may commence either a pregnancy leave without pay prior to the onset of disability occasioned by

childbirth, or the employee may continue working until the onset of disability and thereafter commence a disability leave with pay.

- A. Pregnancy leave: If a pregnant employee chooses to commence a pregnancy leave, she shall first submit a written application to the employer at least six (6) weeks prior to beginning the leave. The application shall provide notice of the employee's expected delivery date determined by their attending physician. The pregnancy leave shall remain in effect from the date of commencement through the period of childbirth and recovery.
- B. Disability leave: If a pregnant employee chooses to continue working until the onset of disability occasioned by pregnancy and childbirth, she shall notify the District in writing at least six (6) weeks prior to the expected delivery date as determined by her attending physician. The employee may utilize their accumulated disability/sick leave through the period of pregnancy related disabilities, childbirth, and recovery.

Subd. 3. An employee may take a child care leave of up to twelve (12) months by notifying the employer in writing at least six (6) weeks prior to commencing the leave of the beginning date and length of the leave. The date of return from the leave shall be determined by mutual agreement between the employee and the employer. If the employee initiates a pregnancy leave or a disability leave, pursuant to Subd. 2 above, she may elect to notify the employer of their intent to take a child care leave at the time of notice of pregnancy leave or disability or anytime thereafter, but in no event later than four (4) weeks prior to the commencement of child care leave.

Subd. 4. Child care leave may be extended by mutual agreement between the employee and the District.

Subd. 5. Upon return from child care leave the employee shall be reinstated to their original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, and benefit status, and other advantages, accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave.

Subd. 6. An employee returning from child care leave shall be re-employed in a similar position in which they are qualified unless previously discharged or placed on unrequested leave.

ARTICLE VIII MATCHING ANNUITY PROGRAM

Section 1. Eligibility:

The Matching Annuity Program will be implemented with the 2002-2003 school year subject to M.S. 356.24 and the Internal Revenue Code 26USC 403(b). Classified employees who are employed by the School District on a regular (not substitute) agreement are eligible to participate in the Matching Annuity Program.

Section 2. Match Deductions:

The School District will match eligible annual contributions based on the completion of the following service credit with the District:

Effective July 1, 2024 – June 30, 2026:

0-1 years	No Match
2-8 Years	\$600.00 Match
9-14 years	\$650.00 per year
15-21 years	\$700.00 per year
22+ years	\$750.00 per year

The School District shall contribute annually an amount equal to the amount contributed by the employee. The amount contributed by the District shall not exceed the maximum amount outlined in this subdivision.

Section 3. Service Credit Determination:

The School District will use the service credit the employee has reached by Oct. 1st of each school year to determine the years of experience reached in the District.

Section 4. Deadline:

By July 1 of each year, eligible employees shall declare their intent to participate in the Matching Annuity Program by submitting a signed Intent to Participate form to the School District Payroll Office. Responsibility for filing an Intent to participate form each year is solely the responsibility of the employee.

Failure to file an Intent to Participate form by July 1st shall exclude the employee from participation in the Matching Annuity Program during that school year. Employees newly eligible for the Matching Annuity Program shall receive a notice of eligibility from the School District prior to July 1st of the year of initial eligibility (employees not receiving the eligibility notice shall be permitted to submit their Intent to Participate form after July 1st). An Intent to Participate form must be signed and submitted only if the employee changes service credit levels or if the employee desires to change the amount of their contribution/match for some reason. Once received by the School District, the Intent to Participate forms are irrevocable for that school year and will continue for each subsequent school year unless modified by the employee by filing a new Intent to Participate Form by July 1st for the following year and also notifying their annuity carrier.

Section 5. Separation of Services:

Employees who, for whatever reason, leave the service of the School District prior to retirement shall retain ownership of School District contributions and personal contributions made on their behalf to the date of discontinuance of service. The School District shall retain no current or future liabilities for said investment programs as a result of the severing of service.

Section 6. Excess Employee Contributions:

Employees who participate in the Matching Annuity Program may contribute any dollar amount in excess of the maximum yearly School District contribution. IRS rules control the total maximum amount any employee may contribute to an Annuity Program.

Section 7. Approved Vendors:

The School District and the employee will direct their contributions to the same state-approved Matching Annuity company selected by the employee pursuant to M.S. 356.24 and the match matrix. The School District will match an employee's contribution dollar-for-dollar, up to the maximum yearly School District contribution provided for in the match matrix. One service provider must be selected as approved by the employee group.

Section 8. Investment Responsibilities:

Management of both the portfolio or individual investments and the School District contributions shall be solely the responsibility of the employee in whose name these investments have been made. The School District assumes no current or future liability for contributions made to these plans or for investment earnings (losses) which may accrue to these portfolios as a result of investment decisions which are made by the employee.

Employees are not to construe the Plan or the School District contributions to the Plan or the opportunity of the employee to match such contributions as legal, tax, or investment issues relating to contributions in the Plan. The School District has neither reviewed nor approved any investment programs which the employee may obtain by way of contributions under the Matching Annuity Program. Upon participation in the Plan, the employee agrees to indemnify and hold harmless Independent School District No. 108 from any adverse investment experience arising from or connected with contributions to the Matching Annuity Program.

Section 9. Flexible Benefits Plan:

A flexible benefit plan, as authorized by Section 125, shall be available for voluntary participation.

**ARTICLE IX
CONTINUING EDUCATION**

Section 1. Opportunities for Continuing Education:

Paraprofessionals will be notified of opportunities for continuing education through workshops, seminars and course offerings. Attendance at such opportunities may be granted without loss of pay provided that the attendance is requested and approved in advance in writing by the Principal and Superintendent.

Section 2. Reimbursements:

Employees who attend such offerings or who attend events on their time (with prior approval or at the request of their supervisor) shall be reimbursed for the mileage and other reasonable costs as determined in advance by the supervisor and the Superintendent.

**ARTICLE X
SENIORITY/LAYOFF-RECALL/VACANCIES**

Section 1. Seniority:

The School Board will recognize seniority rights as to order of layoff and recall.

Subd. 1. Prior to layoff or reduction in hours of any permanent bargaining unit employee, the District shall first release all temporary employees who are performing bargaining unit duties.

Subd. 2. Layoff. An employee whose position is being eliminated or reduced may displace the employee with the least continuous service within the same classification and comparable hours, or any less senior employee in a lower classification if the displaced employee has prior experience in that position. The School District will determine whether the employee has the necessary skills and abilities to meet the conditions of employment for that new position based on the position description and an interview of the displaced employee.

Subd. 3. Temporary Employees. The District shall not employ temporary employees for more than sixty (60) calendar days if there is a qualified employee subject to recall as described in the following subdivision.

Subd. 4. Recall. Employees on layoff shall retain their recall for a period of one (1) year. If any openings occur in the job classification of the laid off employee, they will be given the first opportunity for recall. If within ten (10) calendar days of being recalled to a position of at least equivalent hours to that occupied prior to the layoff, the former employee does not elect to return to work, the employee shall lose their seniority rights and be taken off the recall list.

A. The District shall grant a six (6) month extension to the period of recall upon written request of an employee who has been laid off and not recalled during the initial twelve (12) month period. The written request must be received prior to the expiration of the twelve (12) month period.

Section 2. Vacancies:

Subd. 1. New positions or vacancies of more than sixty (60) calendar days will be posted in the District buildings for a period of five (5) days in the regular locations. Postings of vacancies occurring during the summer shall be posted in the District Office.

Subd. 2. An employee wishing to receive postings during the summer shall have the right to provide the District with self-addressed envelopes to be used in mailing the postings to the employee.

Subd. 3. District employees will be given first consideration for posted positions or vacancies or new positions, including summer positions. Consideration for hiring District employees for these vacancies or new positions will be based upon the bidding employee's qualifications and the principle of seniority. Provisions of this subdivision are not subject to the grievance process.

Subd. 4. The final decision as to the employment of District employees for new positions or vacancies will remain with the School District.

Subd. 5. There will be no postings of new supervisory positions or vacancies in such positions; however, head jobs, lead jobs, and maintenance positions will be posted.

Subd. 6. The association chief steward will be furnished with a copy of all job postings and also notified as to who the successful applicant was.

ARTICLE XI PROBATION, DISMISSAL/RETIREMENT, RESIGNATION

Section 1. Probationary Period:

An employee under the provisions of this Agreement shall serve a probationary period of nine (9) calendar months of service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; during this probationary period, the employee shall have no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated.

Subd. 1. If a new member to the bargaining group does not have a two year degree, four year degree, or sixty (60) college credits (Highly Qualified), members assigned as special education paraeducators must take the PARA Assessment through "The Master Teacher" (or like assessment) and will have 90 days to pass the assessment. If the para assessment is not passed within 90 days, the employee is eligible to substitute in the district. If the employee doesn't pass after ninety (90) days, the District will terminate their employment or they could apply for other available positions that are not in special education.

Subd. 2. Any paraeducator not Highly Qualified will be compensated for two (2) hours of time to complete the assessment outlined in Subd. 1 up to six (6) total hours (3 tests).

Section 2. Probationary Period; Change of Classification:

In addition to the initial probationary period, an employee transferred or promoted to a different classification shall serve a new probationary period of three (3) calendar months in any such new classification. During this three (3) month probationary period, if it is determined by the school district that the employee's performance in the new classification is unsatisfactory, the school district shall have the right to reassign the employee to their former classification.

Section 3. Completion of Probationary Period:

An employee who has completed the probationary period may be suspended without pay or discharged only for cause. An employee who has completed the probationary period and is suspended without pay or discharged shall have access to the grievance procedure.

Section 4. Seniority Date:

Employees shall acquire seniority upon completion of the probationary period as defined in this Agreement and, upon acquiring seniority, the seniority date shall revert back to the first date of continuous service in a position governed by this agreement. If

more than one employee commences work on the same date, seniority ranking for such employees shall be determined by their employee number assigned by the district.

Section 5. Seniority List:

An updated seniority list will be posted in each building every year during the month of October. Employees shall have thirty (30) calendar days after the seniority list is posted to notify the District that the employee disagrees with their seniority date, and requests adjustment of their placement.

Section 6. Retirement-Resignation:

Subd. 1. To be eligible for the provisions of this section, an employee must be at least fifty (50) years of age and have more than fifteen (15) years of service in the School District.

Subd. 2. To be eligible for the provisions of this section, 10, 11, or 12 month employees must provide at least ten (10) weeks notice and 9 month employees must provide four (4) weeks notice upon their retirement or resignation.

Subd. 3. An employee eligible for the provisions of this section shall receive:

- A. 50% of the employee's annual salary as severance pay if the employee has 20 years of service in the School District.
- B. 36% of the employee's annual salary as severance pay if the employee has 15 years of service in the School District.

Severance payments to an employee under the provisions of this Section shall be reduced by any amounts which have been contributed on behalf of the employee pursuant to Article VIII hereof. If the total contribution pursuant to Article VIII hereof exceeds the amount of severance pay, the employee will not receive any severance pay nor have any liability to the School District.

Subd. 4. If the employee dies after separation from the School District, but prior to the payment of any severance pay due hereunder, any remaining payments shall be paid to the employee's named beneficiary, if any, or otherwise to the employee's estate.

Subd. 5. Any employee hired after July 1, 1998, will not qualify for the benefits of this section. Such employees will have the opportunity to participate in the 403 (b) plan as defined in Article VIII of this agreement.

**ARTICLE XII
GRIEVANCE PROCEDURE**

Section 1. Grievance Definition:

A "grievance" shall mean an allegation by an employee resulting in a dispute or disagreement between the employee and the school district as to the interpretation of application of terms and conditions contained in the Agreement.

Section 2. Representative:

The employee, administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act on their behalf.

Section 3. Definitions and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all week days not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver:

Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district's designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the employee and the school district's designee.

Section 5. Adjustments of Grievance:

The school district and the employee shall attempt to adjust all grievances which may arise during the course of employment of any employee within the school district in the following manner:

Subd. 1. Level I. If the grievance is not resolved through informal discussions, the school district designee shall give a written decision on the grievance to the parties involved within ten days after receipt of the written grievance.

Subd. 2. Level II. In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent of Schools, provided such appeal is made in writing within five days after receipt of the decision in Level I. If a grievance is properly appealed to the superintendent, the superintendent or his designee shall set a time to meet regarding grievance

within fifteen days after receipt of the appeal. Within ten days after the meeting, the superintendent or his designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III. In the event the grievance is not resolved in Level II. The decision rendered may be appealed to the School Board, provided such appeal is made in writing within five days after receipt of the decision in Level II. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within twenty days after receipt of the appeal. Within twenty days after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or a representative(s) of the board may be designated by the board to hear the appeal at this level, and report its findings and recommendations to the School Board. The School Board shall then render its decision within 10 days.

Section 6. School Board Review:

The School Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the School Board or its representative notify the parties of its intention to review within ten days after the decision has been rendered. In the event the School Board reviews a grievance under this section, the School Board reserves the right to reverse or modify such a decision.

Section 7. Denial of a Grievance:

Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance and the employee may appeal to the next level.

Section 8. Arbitration Procedures:

In the event that the employee and the School Board are unable to resolve any grievance the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request. A request to submit a grievance to arbitration must be in writing, signed by the aggrieved party, and such request must be filed in the office of the superintendent within ten days following the decision in Level III of the grievance procedure.

Subd. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions unless mutually agreed by both parties.

Subd. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the BMS (Bureau of Mediation Services) to submit a panel of seven arbitrators to the parties, pursuant to PELRA, provided such a request is made within twenty days after request for arbitration. Within ten days after receipt of the panel, the parties shall alternately strike names and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. The request

shall ask that the panel be submitted within ten days after the receipt of said request. The failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Submission of Grievance Information.

- A. Upon appointment of the arbitrator, the appealing party shall within five days after notice of appointment forward to the arbitrator, with a copy to the School Board, the submission of the grievance which shall include the following:
1. The issues involved.
 2. Statement of the facts.
 3. Position of the grievant.
 4. The written documents relating to Article XII, Section 5 of the grievance procedure.
- B. The School District shall make a similar submission of information relating to the grievance at the same time as provided in (a) above to the Union and the arbitrator.

Subd. 5. Hearing. The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd. 6. Decision. The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before them shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided by the P.E.L.R.A. The arbitrator shall issue a written decision and order including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 7. Expenses. Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the expense of the party requesting the same. The parties shall share equally fees and expenses of the arbitrator, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration.

Subd. 8. Jurisdiction. The arbitrator shall have the jurisdiction over dispute or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written agreement; nor shall an arbitrator have jurisdiction over

any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public-school boards to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Subd. 9. Election of Remedies and Waiver. A party instituting any action, proceeding or complaint in a federal or state court of law, or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this Article. Upon instituting a proceeding in another forum as outlined herein, the employee shall waive their right to initiate a grievance pursuant to this Article or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in the Agreement or to enforce the award of an arbitrator.

ARTICLE XIII MISCELLANEOUS

Section 1. Physical Examinations:

Physicals, x-rays, Mantoux tests or any other examination required will be given at the expense of the School District.

Section 2. Travel

Subd. 1. Between School Travel. Employees required to travel between Central Elementary School and Central High School shall be reimbursed at the rate of 25 cents per one-way trip.

Employees eligible to receive this reimbursement must make an application to the Superintendent for approval.

Subd. 2. Other Travel. Employees required to travel for school approved activities will be reimbursed for mileage at the current IRS maximum nontaxable reimbursement amount. Employees eligible to receive this reimbursement must have prior approval from the Superintendent or their designee.

ARTICLE XIV DURATION

Section 1. Term and reopening Negotiations:

This Agreement shall remain in full force and effect for a period commencing on July 1, 2024, through June 30, 2026, and thereafter pursuant to the P.E.L.R.A. If either party desires to modify or amend this agreement commencing at its expiration, it shall give written notice of such intent pursuant to the P.E.L.R.A. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this agreement.

Section 2. Effect:

This agreement constitutes the full and complete agreement between the School Board and the exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Finality:

Any matters relating to the terms and conditions of employment, whether or not referred to in this agreement, shall not be open for negotiation during the term of this agreement except by mutual consent.

Section 4. Severability:

The provisions of this agreement shall be severable and if any provision thereof or the application of any provision under any circumstances is held invalid it shall not affect any other provision of this agreement or the application of any provision thereof.

IN WITNESS WHEREOF: The parties have signed this agreement:

FOR MINNESOTA SCHOOL
EMPLOYEES ASSOCIATION

FOR INDEPENDENT SCHOOL
DISTRICT NO. 108

Staff Representative

Chair

Association Representative

Clerk

Association Representative

Date

Date

APPENDIX A
2024-2025

Year 1	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Paraeducator	\$16.32	\$16.57	\$16.82	\$17.07	\$17.32	\$17.57	\$17.82	\$18.07	\$18.32
Office Staff	\$19.89	\$20.39	\$20.89	\$21.39	\$21.89	\$22.39	\$22.89	\$23.39	\$23.89

2025-2026

Year 2	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Paraeducator	\$16.56	\$16.81	\$17.06	\$17.31	\$17.56	\$17.81	\$18.06	\$18.31	\$18.56
Office Staff	\$20.19	\$20.69	\$21.19	\$21.69	\$22.19	\$22.69	\$23.19	\$23.69	\$24.19

MEMORANDUM OF UNDERSTANDING

BETWEEN

CENTRAL PUBLIC SCHOOLS

AND

MINNESOTA SCHOOL EMPLOYEES ASSOCIATION

WHEREAS Central Public Schools (District) and Minnesota School Employees Association (MSEA or Association) agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

NOW THEREFORE, be it resolved; that for the 2024-26 contract the following language supplements the language in the collective bargaining agreement between the parties:

1. All MSEA members will be allowed to convert one (1) sick leave day to a personal day in each of the contract years for a total of two (2) days converted over the duration of this agreement.
2. MSEA members who have more than fifty (50) accrued days of sick leave and have more than twenty (20) years of service with the District can convert three (3) days of sick leave to personal leave for a total of six (6) days converted over the duration of this agreement.
3. Both parties agree this MOU does not constitute past practice and expires fully at the end of this contract.

Board Chair Date

MSEA Representative/Date

ARTICLE I

PURPOSE

Section 1. Parties: THIS AGREEMENT is entered into between Independent School District 108, Norwood Young America, Minnesota, hereinafter, referred to as the school district, and the Central Principals' Association, hereinafter, referred to as the exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for legally qualified and certified principals who agree to perform the duties of Administrator in the public schools of the District during the duration of this Agreement commencing July 1, 2024 through June 30, 2026. This contract is subject to the provisions of M.S. 125.12 and to all laws, rules, and regulations of the State of Minnesota relevant to qualifications, certification, employment, termination, and discharge. This contract will remain in full force and effect except if modified by mutual consent of the school board and the exclusive representative.

ARTICLE II

RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition: In accordance with the P.E.L.R.A., the school district recognizes the Central Principals' Association as the exclusive representative of principals employed by the school district, which exclusive representative shall have those rights and duties as prescribed by the P.E.L.R.A., and as described in the Agreement.

Section 2. Appropriate Unit: The exclusive representative shall represent all the principals of the district as defined in this Agreement and in said Act.

ARTICLE III

SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Policy. The exclusive representative recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel.

Section 2. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this agreement are reserved to the school district.

Section 3. Effect of Laws, Rules and Regulations. The exclusive representative recognizes that all principals covered by this Agreement shall perform the services prescribed by the School Board and shall be subject to School Board rules, regulations, directives and orders issued by properly designated officials of the School District. The exclusive representative also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement.

ARTICLE IV

DUTY YEAR AND LEAVES

Section 1. Basic Work Year: The principal's duty year shall be for the entire year as provided herein and the principal shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. The Principal shall be on duty during any emergency, natural or unnatural, unless he is otherwise excused in accordance with the school board administrative policy.

Section 2. Vacation. The principal shall earn 25 working days of annual vacation each contract year. Vacation earned in a contract year must be used during the contract year in which it is earned, except up to five (5) days may be carried forward to the next contract year but must be taken within six months following the contract year in which it is earned (December 31). Principals will use no more than eight (8) vacation days per school year on student contact days. Any member of the association working less than 260 days will have their vacation days prorated.

Section 3. Holidays: The principal shall be entitled to 12 paid holidays each contract year as designated by the School Board. Namely: July 4th, Labor Day, Memorial Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Juneteenth, and 2 floating holidays. The School Board, however, reserves the right, if school is in session, to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the principal under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays, which fall within any employees' vacation period, shall not be counted as a vacation.

Section 4. Sick Leave: The principal shall earn sick leave at the rate of 15 days(s) annually, which may be accumulated to a maximum of 130 days.

Section 5. Emergency Leave. The principal may be granted emergency leave during the contract year at the discretion of the Superintendent and/or School Board.

Section 6. Medical Leave: If the principal is unable to perform his duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall upon request be granted a medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the condition of health and estimated time at which the principal is expected to be able to assume his normal responsibilities. The principal, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

Section 7. Bereavement Leave:

Subd. 1. There may be an allowance of four (4) days annually for absence because of the death of relatives and friends. Prior approval must be obtained from the appropriate administrator before leave is granted.

Subd. 2. Leaves granted under this section shall be deducted from sick leave.

ARTICLE V

INSURANCE

Section 1. Health and Hospitalization: The School District shall provide a fully funded VEBA insurance plan for head principals. The amount to fund the savings portion of the plan is \$2400 per year. Annual participant fee will not be covered by the district. If a principal elects to decline family insurance coverage, an amount of \$6000 shall be deposited into a health retirement account (HRA) as allowed by law. The principal shall be responsible for any fees or taxes associated with this account.

Section 2 . Health and Hospitalization: The School District shall contribute a sum not to exceed \$16,000 per year for health and hospitalization insurance for assistant principals for the purchase of any policy provided under the District's health and hospitalization plan. Any unpaid portion of the premium will be paid by the assistant principal through a payroll deduction.

Section 3. Long Term Disability Insurance: Each principal shall pay monthly premiums for a School District long term disability insurance plan for the principal providing a benefit of 66 2/3% of the principal's regular monthly compensation, with a waiting period of not more than ninety

(90) calendar days after the date of disability, with such benefits to continue until the principal reaches the age of sixty-five (65) and as long as the principal remains disabled.

Section 4. Liability Insurance: The School District shall provide an errors and omissions liability insurance policy in the amount of the present policy.

Section 5. Term Life Insurance: The School District shall pay the premium for term life insurance in an amount equal to their salary to the nearest thousand, provided the principal is insurable and eligible to be insured under a group insurance plan to be provided for the school district. If life insurance is available the effective date shall be the first of the month following approval by the insurable carrier.

Section 6. Dental Insurance: The District shall pay the full premium toward the individual plan for the principal in the Delta Dental Plan.

Section 7. Claims Against the School District: The parties agree that any description of insurance benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

ARTICLE VI

GRIEVANCE PROCEDURE

Section 1. Grievance Definition: A "grievance" shall mean an allegation by a principal resulting in a dispute or disagreement between the principal and the school district as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative: The principal or school board may be represented during any step of the procedure by any person or agent designated by such party to act on his/her behalf.

Section 3. Definition and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all weekdays not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time

begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or services of any notice or document herein shall be timely if it is personally served and the copies countersigned by each party and dated or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district's designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty (20) days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall constitute a waiver of the grievance. Failure to appeal a grievance from one level to another within the time limits thereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the principal and the school district's designee.

Section 5. Adjustment of Grievance: The school district and the principal shall attempt to adjust all grievances which may arise during the course of employment of any principal within the school district in the following manner:

Sub. 1. Level I: If the grievance is not resolved through informal discussions, the Superintendent or designee shall give a written decision on the grievance to the parties involved within ten (10) days after receipt of the written grievance.

Sub. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board may elect to review the matter and render a written decision within twenty (20) days after receipt of the written appeal. However, at the option of the School Board, the School Board may determine to set a hearing on the grievance within twenty (20) days after receipt of the written appeal, and in such case within twenty (20) days after the hearing, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to process the appeal at this level and report the findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. Denial of Grievance. Failure by the School Board or its representative(s) to issue a decision within the time period provided in this article shall constitute a denial of the grievance, and the principal may appeal it to the next level.

Section 7. Arbitration Procedures. In the event that the principal and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined in this article.

Sub. 1. Request. A request to submit a grievance to arbitration must be in writing signed by the aggrieved party and such request must be filed in the office of the Superintendent within ten (10) days following the decision in Level II of the grievance procedure.

Sub. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not first been duly processed in accordance with the grievance procedure and appeal provisions.

Sub. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties may, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner of the Bureau of Mediation Services to submit a panel of seven (7) arbitrators to the parties, pursuant to P.E.L.R.A., provided such request is made within twenty (20) days after request for arbitration. The request shall ask that the panel be submitted within ten (10) days after the receipt of said request. Within ten (10) days after receipt of the panel, the parties shall alternately strike names, and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Commissioner within the time period as provided in this article shall constitute a waiver of the grievance.

Sub. 4. Hearing: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo (anew: starting again).

Sub. 5. Decision: The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided by in the P.E.L.R.A.

Sub. 6. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share, equally, fees and expenses of the arbitrator, the cost of the transcript or recording if requested by both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, if one party orders a copy of such transcript that party shall pay for such copy.

Sub. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator

have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but not be limited to such areas of discretion or policy as the functions and programs of the District, its overall budget, use of technology, the organizational structure, and selection and direction and number of personnel. In consideration of any issue in dispute, the decision

of the arbitrator shall give due consideration to the statutory right and obligation of the Public School District to efficiently manage and conduct its operation within legal limitations surrounding the financing of such operations.

Sub. 8. Notwithstanding the expiration of Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

ARTICLE VII

OTHER BENEFITS

Section 1. Tax Sheltered Annuities: The Principal shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the Principal and as described and allowed by Minnesota Statute.

Section 2. Health Care Savings Plan: The principals are eligible to participate in the Minnesota Post Employment Health Care Savings Plan (HCSP) established under Minnesota Statutes, section 352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents. All funds paid by the district on behalf of the principal will be deposited into the employee's post-employment health care savings plan account.

The district shall contribute a lump sum payment in the amount of \$3,000 to each principal's HCSP account at the end of each fiscal school year. If an employee leaves during the school year, the lump sum payment of \$3,000 will be prorated.

Section 3. Mileage: The principal will be responsible to use his own vehicle for school purposes. Mileage will be reimbursed at the rate of reimbursement allowed by the Internal Revenue Service in that particular year pursuant to M.S. 471.665, Sub. 1.

Section 4. Conferences and Meetings: The School District shall pay all legally valid expenses to a maximum of \$750 per year, for participation in professional conferences, seminars, or

college coursework which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

ARTICLE VIII

OTHER PROVISIONS

Section 1. Dues: The School Board will pay the full cost of the Principal's State and National professional dues.

Section 2. National Convention: The School District will provide an opportunity for the Administrator to attend a National Convention or Conference of his choice every three years and pay for registration, and ordinary and reasonable transportation, meals and lodging subject to School District policies relating thereto.

Section 3. Nightly Activity Supervision. Nightly activity supervision for grades 9 – 12 will be reimbursed \$100 per night for such activities as approved by the Superintendent.

Section 4. Weekend Activity Supervision. Weekend activity supervision for grades 9 – 12 will be reimbursed \$200 per day for such activities as approved by the Superintendent.

Section 5. Personnel Files: Pursuant to M.S 122A.40, Sub. 19, as amended, all evaluations and files relating to each individual principal shall be available during regular school business hours to said principal upon reasonable written notice. The principal shall have the right to reproduce any of the contents of the files at the principal's expense and to submit for inclusion in the file written information in response to any material contained therein. The school district may destroy such files as provided by law.

Section 6. Technology Allowance: Up to \$120 per month will be allowed for business cell-phone use and purchase of other job related technology.

Section 7: Negotiations may be re-opened in the event the district is approved for Q Comp.

ARTICLE IX

SALARY

Section 1. The Principals will be paid an annual salary as follows:

	Days	2024-25 Base	2025-26 Base	Responsibility Factor
Secondary Principal	260	122,997	126,071	2x (6-12) Oct. 1 enrollment x \$1

	Days	2024-25 Base	2025-26 Base	Responsibility Factor
Elementary Principal	260	114,387	117,246	1x (K-5) Oct. 1 enrollment x \$1
Assistant Principal	230	99,343	101,826	

ARTICLE X

DURATION

Section 1. Terms and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing upon the date of its execution through June 30, 2026, and thereafter pursuant to PELRA. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a principal shall be compensated according to the previous year’s compensation until such time that a successor Agreement is executed. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, 2026, it shall give written notice of such intent no later than May 1, 2026, including complete language and detail of proposed changes. If such notice is not timely served, the School District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the exclusive representative. The provision herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, and School District policies, rules, or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the School District to continue or discontinue existing or past practices or prohibit the School District from exercising all management rights, functions, and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

IN WITNESS WHEREOF, we subscribe our signature this _____ day of _____,
_____.

Administrator/Association President

Chairman of Board

Clerk of Board

Memorandum of Understanding

WHEREAS, the School District and the Association agree that Ron Erpenbach was once a principal at the secondary level and was moved to an elementary position for which he was licensed;

NOW, THEREFORE, in consideration of the promises and agreements hereinafter set forth, Ron Erpenbach will continue to be compensated at the secondary principal level, just like he has been since his employment with the School District, until his retirement, resignation or termination from Central Public Schools.

Nothing Follows

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT # _____
(City)
STATE OF MINNESOTA

108, Pursuant to due call and notice thereof, School Board meeting of School District No. 108, State of Minnesota, was held on 6/24/24, at 6 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's Long-Term Facility Maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. 108, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the Fiscal Year 2026 in the amount of \$142,106. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programming its long-term facility maintenance revenue application.
3. The proportionate share of the cost of the intermediate school district's Long-Term Facility Maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Long-Term Facility Maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue

application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. _____, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. _____, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANSCRIPT INsofar AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2024

Clerk

School District No. _____

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT # _____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. 108, State of Minnesota, was held on 6/24/24, at 6 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT
NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF
A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S
APPLICATION FOR SAFE SCHOOL REVENUE

BE IT RESOLVED by the School Board of District No. 108, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the Fiscal Year 2026 in the amount of **\$224,400**. The various components of the program budget include costs for a School Resource Officer, safety equipment, and non-instructional technology hardware.
2. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe School program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe School costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.
3. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. _____, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. _____, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANSCRIPT INsofar as THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2024

Clerk

School District No. _____

**AMENDMENT TO THE
2022/2023 - 2024/2025 SUPERINTENDENT CONTRACT**

The School Board of Independent School District No. 108, Norwood-Young America, Minnesota (hereinafter “School District”) and Timothy R. Schochenmaier (hereinafter “Superintendent”) are parties to a Superintendent’s Contract, effective July 1, 2022 through June 30, 2025 (“Contract”). The parties have agreed to amend the Superintendent’s contract as follows:

1. Additional Duties/Pay. Due to staffing shortages, the Superintendent has taken on duties of other positions beyond that of his position of Superintendent including, but not limited to, duties of the Human Resources Director. Combining these positions results in a cost savings for the School District but requires additional work by the Superintendent, which he affirms he has the capacity to perform. The parties, therefore, agree that the School District shall employ the Superintendent to perform the additional duties of the position of Human Resources Director, commencing July 1, 2024, through the remaining term of his contract, June 30, 2025. In consideration of this agreement, the School District shall add \$19,000 to the Superintendent’s annual base salary of \$146,873 for the 2024-2025 school year. The assignment of these duties and corresponding pay shall be contingent upon the Superintendent’s continued employment during as Superintendent during the contract term. The assignment of these additional duties to the Superintendent may be terminated at any time upon mutual agreement of the School Board and Superintendent.

2. Insurance. The School District has offered and provided group health and hospitalization and dental insurance coverage for the Superintendent and the Superintendent’s dependents/family or, at the Superintendent’s election, single health and hospitalization and dental insurance coverage in conjunction with a contribution to the Superintendent’s HRA, HSA or other annuity pursuant to Article VII, Sections 1 and 2 of the Contract. The Superintendent is voluntarily choosing to decline such coverage and discontinue participation in this group health coverage at the earliest possible date, which may be during the School District’s open enrollment period in 2024, based on exiting coverage through another group plan provided by the Superintendent’s spouse.
 - a. To effectuate this waiver of insurance coverage, the Superintendent shall be required to execute and submit the required health care waiver form to the School District’s group health and hospitalization and dental insurer(s) with the understanding that he may reenroll in the insurance coverage offered by the School District and its insurers

pursuant to the Contract at a later date should said alternate coverage end, pursuant to any eligibility requirements for reenrollment pursuant to the policy of the insurer(s) and/or state or federal law.

- b. The Superintendent understands and agrees that notwithstanding the additional compensation provided to him as remuneration for his performance of the duties as Human Resources Director, there shall be no cash or other benefit offered in lieu of health and dental insurance coverage provided pursuant to the Contract. The Superintendent understands and agrees that upon submission of the aforementioned waiver the School District's contractual obligations pursuant to Article VII, sections 1 and 2, shall end, subject to written notice by the Superintendent to the School District to reenroll in the School District's group insurance policies and submission of any required application and eligibility terms of the School District's insurer(s).
 - c. To the extent paragraph 2 of this Agreement will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Superintendent's healthcare benefits as a result of addressing any additional fines or penalties owed to the Superintendent shall be placed into another School District provided benefit as agreed upon between the parties.
3. Except as otherwise provided herein, the Superintendent's Contract covering the period of July 1, 2022 through June 30, 2025, shall remain in full force and effect.

These amendments to the Superintendent's Contract shall be effective only upon being signed by the Superintendent and the officers of the School Board after authorization for such signatures by the officers is given by the School Board at a public meeting and properly reflected in School Board minutes.

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, I have
subscribed my signature this 24th day of
June, 2024.

Timothy R. Schochenmaier
Superintendent

IN WITNESS WHEREOF, I have
subscribed my signature this 24th day of
June, 2024.

School Board Chair

School Board Clerk

Certification of Updated District Population Estimate

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2024 PAYABLE 2025 LEVY OF INDEPENDENT SCHOOL DISTRICT ISD #108.

WHEREAS, the Independent School District #108 has experienced an increase in population from the 2020 census figure of 8,697, to the current census figure of 9,006 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #108 that the census figure of 9,006 be certified to the State Demographer for approval of use in the 2024 payable 2025 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against: _____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)

_____ (Clerk Name)

School Board Clerk

Once the resolution is formally approved at a June 2024 school board meeting, please scan and email the signed copy to megan.dayton@state.mn.us

Finance Committee Report



July 22, 2024

Purpose

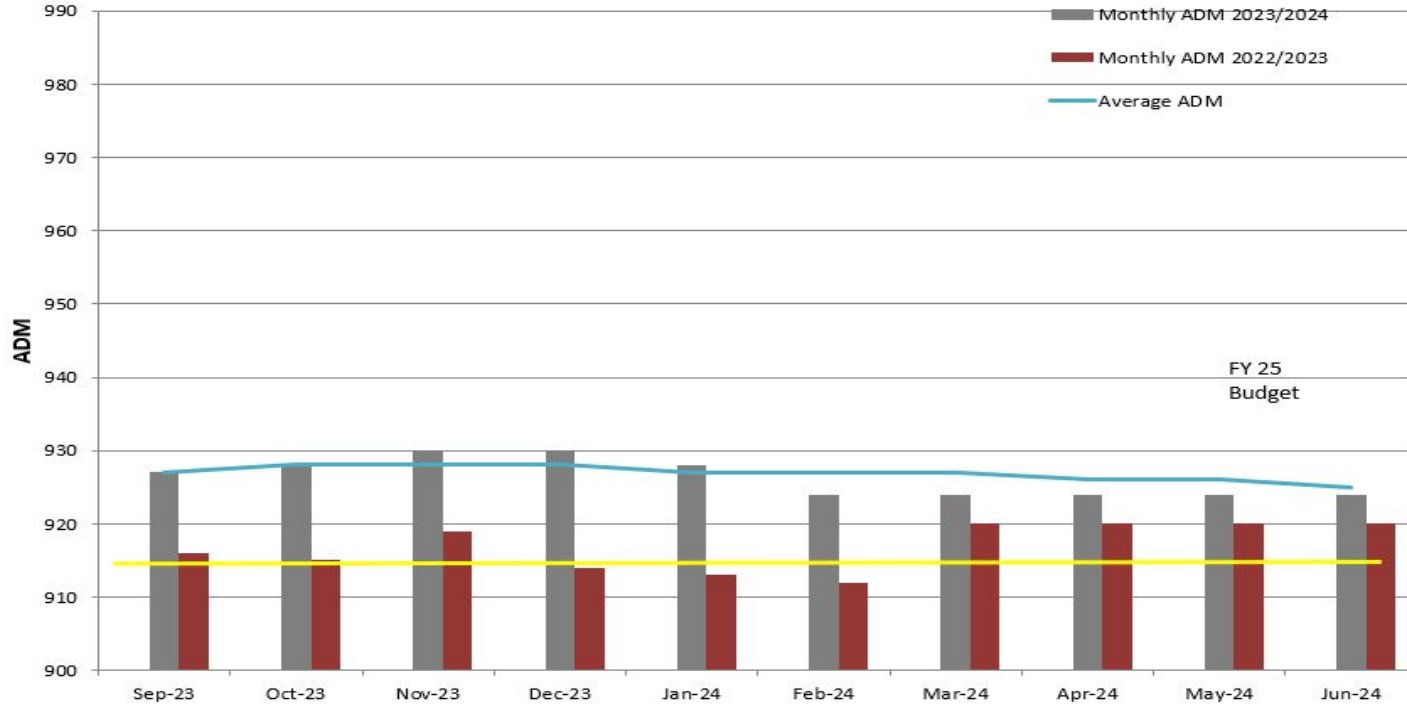


- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



Monthly Revenue/Expense



June 2024 Data

Using FY24 Budget

YTD Revenues						
	23-24 Revenue Budget	23-24 Revenue to Date	% of Budget	22-23 Revenue Budget	22-23 Revenue to Date	% of Budget
General Fund	\$ 13,617,282	\$ 12,782,592	93.9%	\$ 12,426,742	\$ 12,128,295	97.6%
Food Services	\$ 670,550	\$ 661,025	98.6%	\$ 649,132	\$ 570,846	87.9%
Community Services	\$ 880,913	\$ 876,888	99.5%	\$ 991,834	\$ 992,484	100.1%
Debt Services	\$ 2,930,801	\$ 3,093,227	105.5%	\$ 2,253,133	\$ 1,980,947	87.9%
Scholarships	\$ 6,000	\$ 4,350	72.5%	\$ 4,000	\$ 2,915	72.9%
Student Activities	\$ 69,775	\$ 79,435	113.8%	\$ -	\$ 81,044	0.0%
Total Revenue	\$ 18,175,321	\$ 17,497,516	96.3%	\$ 16,324,841	\$ 15,756,532	96.5%
YTD Expenses						
	23-24 Expense Budget	23-24 Expenses to Date	% of Budget	22-23 Expense Budget	22-23 Expenses to Date	% of Budget
General Fund	\$ 14,211,210	\$ 13,283,577	93.5%	\$ 12,394,073	\$ 12,639,641	102.0%
Food Services	\$ 629,400	\$ 660,033	104.9%	\$ 555,628	\$ 662,449	119.2%
Community Services	\$ 1,106,479	\$ 1,069,271	96.6%	\$ 939,134	\$ 1,081,441	115.2%
Debt Services	\$ 2,538,762	\$ 2,533,387	99.8%	\$ 2,158,536	\$ 2,154,986	99.8%
Scholarships	\$ 6,000	\$ 5,850	97.5%	\$ 4,000	\$ 3,200	80.0%
Student Activities	\$ 80,165	\$ 97,903	122.1%	\$ -	\$ 102,231	0.0%
Total Expenses	\$ 18,491,851	\$ 17,650,020	95.4%	\$ 16,051,371	\$ 16,643,948	103.7%
Favorable/(Unfavorable)	\$ (316,530)	\$ (152,504)	48.18%	\$ 273,470	\$ (887,416)	-324.5%

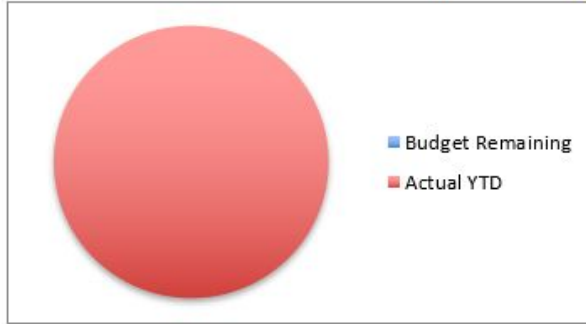
23-24 Fund Balance					
	Audited Fund Balance 7/1/23	23-24 Revenues to Date	23-24 Expenses to Date	Fund Balance 6/30/23	Favorable/(Unfavorable)
General Fund	\$ 2,125,114	\$ 12,782,592	\$ 13,283,577	\$ 1,624,129	\$ (500,985)
Food Services	\$ 152,689	\$ 661,025	\$ 660,033	\$ 153,681	\$ 992
Community Services	\$ 172,917	\$ 876,888	\$ 1,069,271	\$ (19,466)	\$ (192,383)
Debt Services	\$ 20,979	\$ 3,093,227	\$ 2,533,387	\$ 580,819	\$ 559,840
Scholarships	\$ 31,492	\$ 4,350	\$ 5,850	\$ 29,992	\$ (1,500)
Student Activities	\$ 81,865	\$ 79,435	\$ 97,903	\$ 63,397	\$ (18,468)
Total Fund Balance	\$ 2,585,056	\$ 17,497,516	\$ 17,650,020	\$ 2,432,552	\$ (152,504)

ISD 108 Promise to Voters



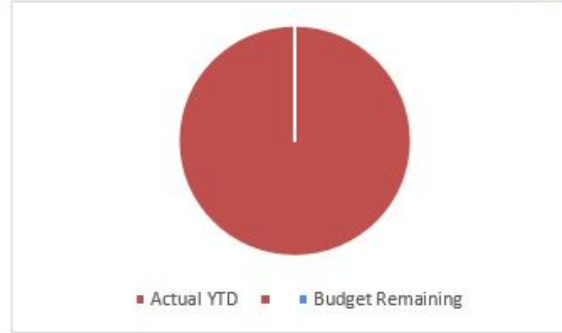
Q1 Curriculum

Budget Remaining Actual YTD
0 156,000



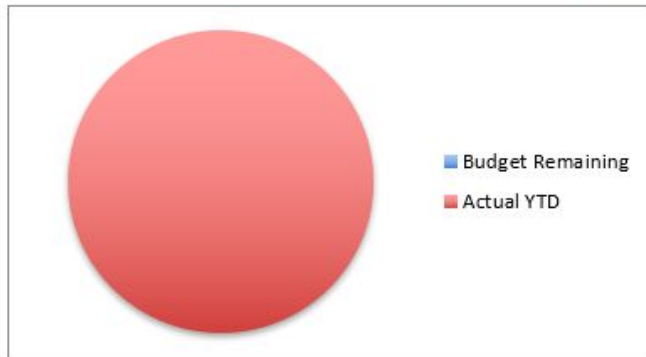
Q1 Staff Development

Actual YTD Budget Remaining
71000 0



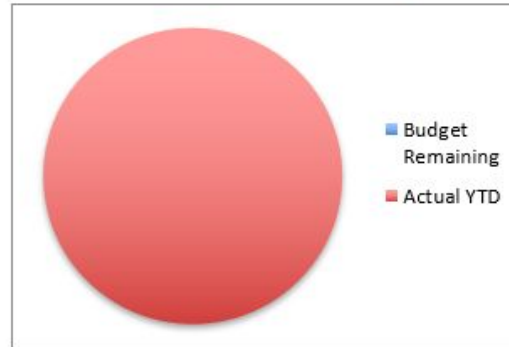
Q2 Tech Levy

Budget Remaining Actual YTD
0 350,000



Q1 Maintain Class Size

Budget Remaining Actual YTD
0 347,772



January

Organizational meeting
Reduction of Licensed Positions
Resolution

February

Highlights from CE
Revised Budget
Budget parameters set

March

Highlights from Secondary

April

Legislative updates
Parent Survey Formation
Highlights from Activities

May

Discussion about next FY budget
IOWA Resolution
MSHSL Resolution
Highlights from Curriculum
Census Certification
End-of-Year Results on Goals

June

Approve next FY budget (required by
law by June 30)
Parent Survey Results

July

Organization meeting #2
Set lunch prices, pay for workers, adjust
meeting dates, set legal, publication,
etc...
Set superintendent and board goals for
the next FY
LTFM Plan Due to MDE

August (was discussed to have this
meeting 2nd week of Aug so not to
overlap with Stif Fest and workshop
week)

School, Activity and CE Handbooks

September

Approve preliminary levy by Sept. 30 by
law
Curriculum and Activities Yearly
Forecast

October

Vision Card results based on MDE and
local data
Principal/Dept Goals to Board

November

Audit from previous FY
School Calendar First Draft
On an election year- canvassing results
Highlights from Student Services

December

Truth in Taxation meeting (required by
law)
Finalize levy for two FYs from now
School Calendar Final Draft
Highlights from Elementary

2023-24 Superintendent Evaluation

Budget Development and Maintenance (ongoing goal)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

Facilities Management/Construction

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures facilities management plan is in place and effectively communicates the progress of the current construction projects to the board and community.	Ensures facilities management plan is in place and includes the current status of the buildings.	Discusses facilities needs internally, but no plan is created, addresses issues on an as-needed basis.	Facilities management plan is not created; maintenance is performed when absolutely needed..

Human Resources Management

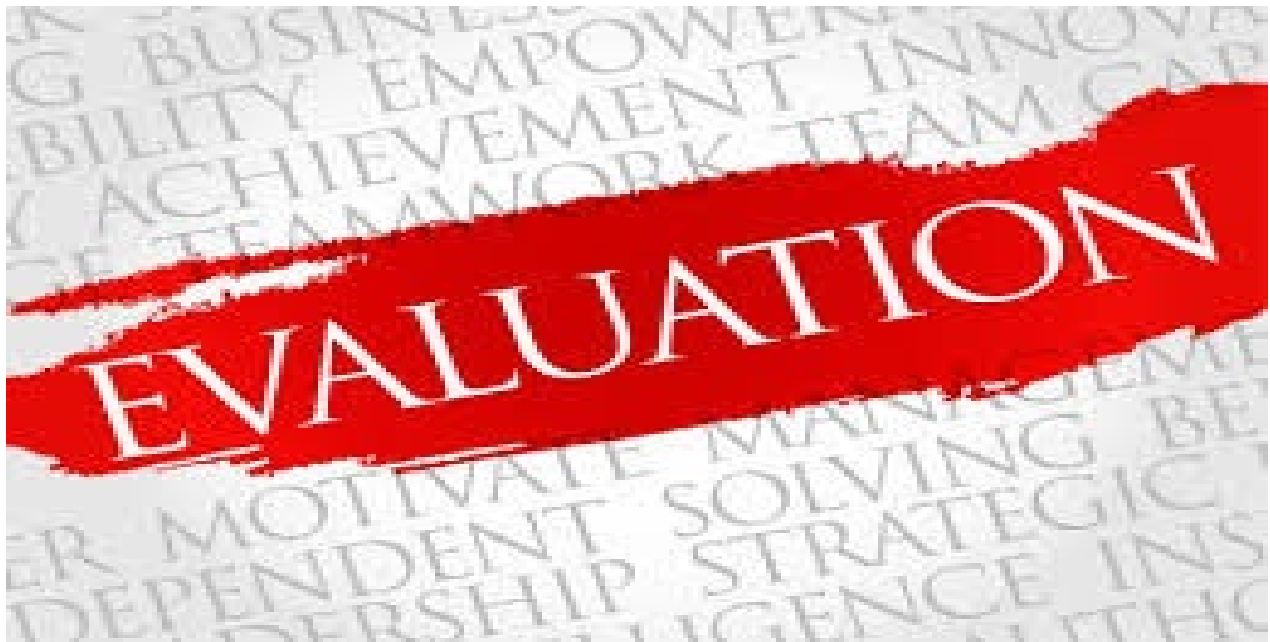
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</p>	<p>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</p>	<p>Assures evaluations are completed, but are consistent or not in compliance with state law</p>	<p>No performance evaluation system in place; evaluations not completed as required by state law</p>

Teaching and Learning: Staff Development

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</p>	<p>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</p>	<p>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</p>	<p>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</p>

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members
and Superintendents



MASA

Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

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Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

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PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
 - Reasons to Evaluate the Superintendent
 - Components of a Comprehensive Superintendent Evaluation
 - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the <i>entire</i> school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide only the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent’s progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

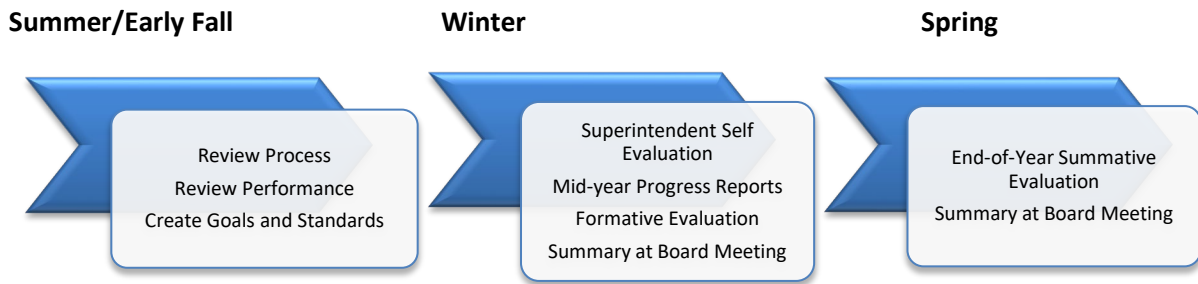
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board’s mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota’s Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share assessments of the superintendent’s formative evaluation performance.
 - The superintendent may offer clarification and/or progress reports on goals and/or standards.
 - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent’s personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent’s performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent’s presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share their assessments of the superintendent’s summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent’s personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent’s personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent’s performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
 - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
 - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board’s conclusions regarding the superintendent’s evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
 - The names of attendees;
 - The performance areas that were reviewed, including
 - Whether expectations were met
 - Areas of strength
 - A summary statement of each goal
 - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent’s evaluation. The ‘next open meeting’ applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards
 - Standard 1: Governance Team
 - Standard 2: School District Finances
 - Standard 3: Communication and Community Relations
 - Standard 4: School District Operations
 - Standard 5: Human Resources
 - Standard 6: Teaching and Learning
 - Standard 7: Student Support
 - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
 - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
 - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. [Minnesota Rules 3512.0510](#), which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	<ul style="list-style-type: none"> • Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	<ul style="list-style-type: none"> • Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	<ul style="list-style-type: none"> • Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	<ul style="list-style-type: none"> • Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	<ul style="list-style-type: none"> • Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	<ul style="list-style-type: none"> • Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	<ul style="list-style-type: none"> • Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	<ul style="list-style-type: none"> • Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>	<i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>	<i>Occasionally acts without following school board policy</i>	<i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i>	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

**Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place</i>	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i>	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>	<i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i>	<i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i>	<i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice.</i>	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>No plan to achieve equity has been developed</i>	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).^{*} Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
 - Sample Form 1 – Establish Goals and Standards
 - Sample Form 2 – Mid-Year Formative Evaluation
 - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
 - Sample Form 4 – Final Performance Summary Sheet
 - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent’s performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent’s performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent’s goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board’s Final End-of-Year Summative Evaluation

The superintendent’s goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board’s Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS				
Goal 1: Provide leadership to maximize use of school district resources	Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.			
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.			
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.			
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” that “the school district provides timely and informative communication about the school district” on the school district’s climate survey.			
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable
<i>Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals</i>	<i>Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed.</i>	

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

- * No more than three standards should be evaluated at one time.
- ** Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*

Goal 1: Provide leadership to obtain and maximize use of the school district’s resources.

Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.

Overall Comments:

Goal 1: The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals.

Goal 2: Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				
<p>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why? Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.</p> <p>B. For the goals and standards, which presented the superintendent with the greatest challenge and why? The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.</p> <p>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges? Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.</p> <p>D. Superintendent’s Comments: We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.</p>				

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *

Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.

Summary Statement: The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Summary Statement: The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team

Element 1.b. Goals and/or Strategic Plan

Summary Statement: The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)

<p>Superintendent Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.</p>	<p>Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</p>
	<p>Evidence of Performance 2: By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</p>
	<p>Evidence of Performance 3: On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</p>
<p>Evidence of Progress and/or Growth Goal 1 to Date: This year, I facilitated the school board’s strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district’s resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district’s capital improvement plan into the strategic plan. I am cognizant of the school board’s goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</p>	
<p>Goal 2: Provide leadership to strengthen school/community communications and relationships.</p>	<p>Evidence of Performance 1: Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</p>
	<p>Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” with the statement “The school district provides timely and informative communication about the school district” on the school district’s climate survey.</p>
	<p>Evidence of Performance 3: Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>
<p>Evidence of Progress and/or Growth Goal 2 to Date: Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</p>	


Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
<i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>	<i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed</i>	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board’s planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year’s successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board’s goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board’s fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board’s annual review and revision of the school district’s strategic plan. This is a priority that is essential to support the school board’s work.				

Evaluation Period: _____ to _____

* Recommend no more than three standards be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		nly	ED - 02478-10
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneso					
District Info.		(REQUIRED) Enter Information			
District Name:	Central Public Schools				
District Number:	108				
District Contact Name:	Tim Schochenmaier				
Contact Phone #	952-467-7000				
Expenditure Categories					
		2033	2034		
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.					
Finance Code		Category (1)			
347	Physical Hazards	\$0	\$0		
349	Other Hazardous Materials	\$0	\$0		
352	Environmental Health and Safety Management	\$46,000	\$48,000		
358	Asbestos Removal and Encapsulation	\$0	\$0		
363	Fire Safety	\$6,000	\$6,000		
366	Indoor Air Quality	\$4,000	\$4,000		
Total Health and Safety Capital Projects		\$56,000	\$58,000		
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue					
Finance Code		Category (2)			
358	Asbestos Removal and Encapsulation	\$0	\$0		
363	Fire Safety	\$0	\$0		
366	Indoor Air Quality	\$0	\$0		
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0		
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151					
Finance Code		Category 3 (a)			
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0		
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0		
Remodeling for Gender-Neutral Single-User Restrooms					
Finance/Course Codes		Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025			
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	\$0	\$0		
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0		
Accessibility					
Finance Code		Category (4)			
367	Accessibility	\$0	\$0		
Total Accessibility Projects		\$0	\$0		
Deferred Capital Expenditures and Maintenance Projects					
Finance Code		Category (5)			
368	Building Envelope	\$85,000	\$90,000		
369	Building Hardware and Equipment	\$0	\$0		
370	Electrical	\$35,000	\$35,000		
379	Interior Surfaces	\$50,000	\$55,000		
380	Mechanical Systems	\$0	\$0		
381	Plumbing	\$60,000	\$60,000		
382	Professional Services and Salary	\$0	\$0		
383	Roof Systems	\$0	\$0		
384	Site Projects	\$0	\$0		
Total Deferred Capital Expense and Maintenance		\$230,000	\$240,000		
Total Annual 10-Year Plan Expenditures		\$286,000	\$298,000		
Fund Balance Section					
Fund 01					
Beginning Fund Balance 01-467-XX		\$50,033	\$48,132		
LTFM Fiscal Year Revenue - Levy		\$245,186	\$246,236		
LTFM Fiscal Year Revenue - AID if Applicable		\$38,913	\$41,538		
LTFM Fiscal Year Revenue Other		\$0	\$0		
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT if applicable - Special Legislation		\$0	\$0		
LTFM Estimated Fiscal Year Expenditures		\$286,000	\$298,000		
Ending Fiscal Year Fund Balance 01-467-XX		\$48,132	\$37,906		
Fund 06					
Beginning Fund Balance 06-467-XX		\$0	\$0		
LTFM Fiscal Year Bonded Revenue		\$0	\$0		
LTFM Fiscal Year Revenue Other		\$0	\$0		
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0		
Other Transfers		\$0	\$0		
LTFM Estimated Fiscal Year Expenditures		\$0	\$0		
Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$0		

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2025 and FY 2026. The later years can be a rough estimate. Fiscal 2024 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2024 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2024 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System. Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation, fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2024, FY 2025 and FY 2026 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2024, FY 2025 and FY 2026 H&S projects costing \$100,000 or more on a separate line in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

Category 3(a): Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 3(b): Remodeling for Gender Neutral Single-User Restroom per site (Effective FY 2025)

For districts who budget for a remodeling project for a gender-neutral single user restroom at least one at each school site.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2025 or FY 2026 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost **-narrative from contractor/professional engineer - on company letterhead and signed by a company contractor/engineer.**
- b. For **fire safety projects**, include a project description and an estimate of the cost **from the professional engineer.** If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, **submit State Fire Marshal orders to substantiate.** Voice activated systems cannot be installed in existing systems unless there are Fire Marshal orders authorizing replacement due to in operable system.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings (current and projected ratings at completion of project) **- narrative from professional engineer on company letterhead and signed by professional engineer.**

Category 3(a) Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 3(b) Gender Neutral Single-User Restrooms - Remodeling Costs

For districts who budget for a remodeling or construction project for a gender-neutral, single user restroom at each school site, include a narrative describing the project scope and cost to remodel existing instructional space to accommodate a single-user restroom (at least one per school site). In the narrative, describe the square footage and changes to be made to the facility, and the final square footage and features of the bathroom space. Include a schematic of the remodeled area. **Narrative information is required to be submitted on vendor/contractor letterhead and signed by the appropriate staff member. If the work is to be done by school facilities staff, please include the narrative information on the school's letterhead and signed by authorized personnel.**

Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2025 or FY 2026 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - narrative from professional engineer/architect.

Updating the Health and Safety Database (Does not include Deferred Maintenance Fina

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2024, FY 2025 and FY 2026 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2026 and later, MDE is asking school districts to enter totals by finance code from the expenditure spreadsheet in the Health and Safety Data Submission System (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for **final, audited UFARS H&S financial data** (reference the 23-24 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 23-24 school year, under Report select "All" and then List Reports.

Facilities Age and Square Footage Reporting

Memo Sent to Superintendents/Business Managers: **Mid-October 2024**

Next Reporting Period: Mid - October to December 15, 2024 for 25PAY26 Levy for FY 2

Districts, Schools and Educators > Business and Finance > Data Submissions, then select

or on Main MDE Webpage: <https://education.mn.gov/MDE/index.htm>, select "Data S

Facilities Age and Square Footage Report

All K-12 independent and special school districts are required to submit information using the Facilities Age and Square Footage Report (accessible below). Login requires a district's four-digit district number and an assigned four-digit password used for accessing the Health and Safety system.

Districts are required to annually review and update the district's inventory of buildings prior to the beginning of the fiscal year. This data is necessary to calculate the operating capital portion of general education revenue under Minnesota Statutes, section 123B.595, for qualifying districts to calculate aids and levies for operating capital and long-term facilities maintenance, as well as to calculate health and safety budget on a biennium basis.

A memo is sent to superintendents, with instructions, when the submission window is open.

[> Enter the Facilities Age and Square Footage Report.](#)

[Age and Square Footage Report - 10/13/23](#)

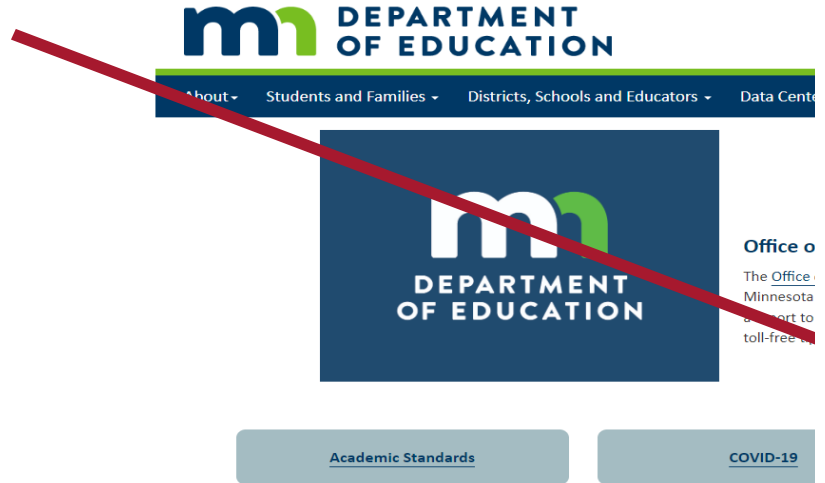
027

in left grey column, "Facilities Age and Square Footage Report"

submissions" radial button.

Age and Square Footage Report
ord. This same password is also

inning of each calendar year. This
ta Statutes, section 126C.10, and
istricts. The data is used
late district's finance code 352



Search Search

er ▾ Office of the Inspector General

Office of the Inspector General

The Office of the Inspector General is responsible for protecting the Minnesota Department of Education against fraud, waste and abuse. Make inquiries to the office at MDE.Inspector.General@state.mn.us or with the toll-free line at 833-819-8090.

▶ 1 2 3 4 5

[Data Submissions](#)

Long-Term Facilities Ma
A

Pay as Yo

Project Expenditures Fund	Project Description
A - Fund 01	Project(s) \$1 to \$1,999,999 per site/year for finance codes 358, 363 and 366 funded on a pay as you go basis . The project is completed with excess funds remaining.
B - Fund 06	Project(s) \$2 million or more per site/year for Finance Codes 358, 363 and 366, funded on a pay as you go basis . The project is completed with excess funds remaining.
E - Fund 06	Funding in Fund 01 has accumulated over time providing for a project \$2 million or more per site/year funded on a pay as you go basis . The project is completed with excess funds remaining.

Bonde

Project Expenditures Fund	Project Description
---------------------------	---------------------

D - Fund 06	Project(s) \$2,000,000 or more per site/year for Finance Codes 358, 363 and 366, funded with debt issued . The project is completed with excess funds remaining.
G - Fund 06	Project(s) under \$2 million per site funded with debt issued . The project is completed with excess funds remaining.
H - Fund 06	Project(s) \$2 million or more per site funded with debt issued , project is completed with excess funds remaining.
end of worksheet	

**Maintenance (LTFM) Fund Transfers
as of 05/2024**

On go Basis		
Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for \$2 million or more project/site/year . At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects (\$2 million or more per project/site/year) . At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Outstanding Debt		
Conclusion	Minnesota Statutes	Funds

<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65). Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
866	358, 363 and 366		
866 868	358, 363 and 366	910	649
865 868	Not including Finance Codes 358, 363 or 366	910	649

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
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867	358, 363 and 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649

Journal Entry

No Entry Required

Entry 1:

Debit Expense 01-005-866-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-866-3XX-910-000

Entry 1

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds (Under \$2 Million)

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-865-3XX-910-000

Journal Entry

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

2024-2025 Organization Items –July 2024

Rate of Pay: School Board Members – \$65 per meeting

Mileage rate: Federal IRS Rate

Facilities designated as official depositories for the District are Citizens State Bank of NYA, Old National Bank, Security Bank, MN School District Liquid Asset Fund, and MN Trust.

Designation of Amy Groschen and Lynn Peterson to have authority to make Electronic Fund Transfers (EFT) for financial and payroll purposes.

Regular Board meetings: Fourth (4) Monday of each month at 6:00 PM, Central High School - exceptions: December move to 3rd Monday (December 16; August 2024 move to 2nd Monday (August 12)

Official school newspaper: Sun Patriot

Committees remain in place until January 2024 Board Meeting.

Non-Certified Substitute Rate for 2024-2025 School Service Employee General Salary Schedule, Level 1, Minimum

2024-2025 Substitute Pay for Certified Teachers: \$125 per day

2024-2025 Meet & Confer Dates and Time:

September 26, 2024, November 7, 2024, February 13, 2025.

2024-2025 Lunch Prices

	Elementary	Middle & High School
Breakfast	\$2.40	\$2.40
Lunch	\$5.00	\$5.00
Milk	\$0.60	\$0.60
Adult Breakfast	\$2.40	\$2.40
Adult Lunch	\$5.00	\$5.00

****Please note Breakfast and Lunch are free for students, these prices reflect a 2nd meal/Adult meal/extra milk**

****The USDA sets prices at the end of July. This will not change any regular meal prices, but it may change the adult meal and second meal price.**

2024-2025 Admission Fee Schedule

Gate Admissions:

- Adult - \$7
- Student - \$5
- Central High school students in grades 9-12 - free admission with student ID
- Preschool Student – Free with adult
- Golden Age Pass – Free to all persons 65+ years

Athletic Activity Pass (Non-transferable)

- Single Activity Pass - \$120 (39)
- Single Adult - \$80
- K-8 Student - \$50

Other Event Admissions:

Other events such as Triple A, Prom, Homecoming, and Concerts, will be charged an admission or a free-will offering collected. (School age and up, till age 65.)

Free Activity Passes:

Anyone who is a non-paid volunteer for any extra-curricular activity for District #108, including Community Education, will receive one single person Central Raider free activity pass. This pass will allow these individuals free admission into any and all school extra-curricular activities, excluding tournaments. This pass will be issued to individuals who are termed “regular volunteers” and will be given out to those who help out more than twice in an activity. These passes will be good for the entire school year and will be given out once the volunteers are determined by the Community Education Director, Activities Director, or building Principal.

A Central Activity pass will be provided for any staff members upon request from a building principal. These passes will be issued with the purpose of encouraging attendance at Central activities and basic supervision of students.

2024-2025 Participation Fees:

High School Athletics

All activities listed are \$175

- Football
- Volleyball
- Cross Country
- Boys Soccer (7-12)
- Girls Soccer (7-12)
- Boys Basketball
- Girls Basketball
- Wrestling (7-12)
- Golf (7-12)
- Baseball
- Softball
- Track
- Gymnastics (7-12)
- Girls Hockey

Middle School Athletics

All activities listed are \$100

- 7th & 8th Grade Football
- 7th & 8th Grade Volleyball
- 7th & 8th Grade Boys Basketball
- 7th & 8th Grade Girls Basketball
- 7th & 8th Grade Baseball
- 7th & 8th Grade Softball
- 7th & 8th Grade Track
- 7th & 8th Grade Cross Country

Other Activities

- Knowledge Bowl - \$80
- Musical/Play - \$80
- Speech - \$100
- One Act Play- \$80
- Robotics - \$100
- E-Sports - \$80

★ **Maximum Per Family – \$700**

★ **All fees must be paid by the conclusion of the first week of practice**

2024-2025 Auxiliary Pay Schedule

Football

- One Timekeeper/Scoreboard Operator - \$50/person
- One Announcer - \$40
- Chains Worker: \$15/person/per game
- Student Worker: \$10.85/hr.

Soccer

- One Announcer - \$40
- One Scorebook - \$50
- One Student Worker \$10.85/hour

Basketball (Boys and Girls, A&B games)

- One Timekeeper/Scoreboard Operator - \$50/person
- One Scorer - \$50
- One Announcer \$50
- One Shot clock operator - \$50
- The same person will work both A&B matches
- Student Worker: \$10.85/hr.

Wrestling (A & B games)

- Two people at the table - \$50/person
- The same person will work both A&B matches
- Student Worker: \$10.85/hr.

Volleyball (A&B games)

- One Timekeeper - \$50
- One Scoreboard Operator - \$50
- Libero Tracker - \$50
- The same person will work both A&B games
- Two adults on the line for both A&B - \$25/person/match
- Student Worker: \$10.85/hr.

Track

- One Starter - \$135/meet or a negotiated amount
- Timers - \$45/meet
- Field Events - \$45/meet
- Student Workers - \$10.85/hr.

Cross Country

- Adult Workers - \$50/meet
- Student Workers - \$10.85/hr.

Speech

- Judge - pay decided by host school

Softball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Baseball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Athletic Officials

- "B" Squad - \$65/game/official or negotiated amount
- "C" Squad - \$60/game/official or negotiated amount
- 8th Grade - \$55/game/official or negotiated amount
- 7th Grade - \$55/game/official or negotiated amount
- Community Education - \$35 an hour or previous rate for returning officials
- *Umpires and Referees negotiable*

Ticket Takers

- \$40.00 per night

Post-Season Athletic Activities

- Bus Chaperone \$75/person



Ad Proof

Not Actual Size

**ISD #108 CENTRAL
PUBLIC SCHOOLS
NORWOOD
YOUNG AMERICA, MN
NOTICE OF ELECTION FOR
SCHOOL BOARD MEMBERS**

-Public Notice Ad Proof-

This is the proof of your ad scheduled to run on the dates indicated below. Please proof read carefully. If changes are needed, please contact us prior to deadline at Cambridge (763) 691-6000 or email at publicnotice@apgecm.com

NOTICE IS HEREBY GIVEN that the Central Public Schools will have an election for School Board Members.

The offices and terms are as follows:

Board Members, FOUR SEATS:

Seat 1, for a four (4) year term

Seat 2, for a four (4) year term

Seat 3, for a four (4) year term

Seat 4, for a four (4) year term

The file period shall commence July 30, 2024, and shall close on August 13, 2024. The final date of Candidate Affidavit withdrawal is August 15, 2024.

All candidates shall file at:

Central Public Schools:

District Office

531 Morse Street

NYA, MN 55368

A candidate for this office must file the required paperwork within file period (including the \$2.00 file fee), be an eligible voter, be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same general election.

Published in the

Patriot

July 18, 2024

1408905

Date: 07/15/24

Account #: 424408
Customer: CENTRAL PUBLIC SCHOOLS ISD #108 ~

Address: PO BOX 247
531 MORSE STREET
NYA

Telephone: (952) 467-7100
Fax:

Publications:
Patriot

Ad ID: 1408905
Copy Line: School Board Elections

PO Number:
Start: 07/18/24
Stop: 07/18/2024

Total Cost: \$52.50
of Lines: 45
Total Depth: 5.0
of Inserts: 1
Ad Class: 135
Phone # (763) 691-6000
Email: publicnotice@apgecm.com
Rep No: SW700

Contract-Gross

NOTICE OF ELECTION FOR SCHOOL BOARD MEMBERS

ISD #108 CENTRAL PUBLIC SCHOOLS
NORWOOD YOUNG AMERICA, MN

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Seat 3, for a four (4) year term

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Central Public Schools: District Office
531 Morse Street
NYA, MN 55368

A candidate for this office must file the required paperwork within file period (including the \$2.00 file fee), be an eligible voter, be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same general election.

Adopted: _____

MSBA/MASA Model Policy 907

Orig. 2005

Revised: _____

Rev. 2022

907 REWARDS

[Note: A school board must formally adopt a policy authorizing rewards for information leading to the conviction of the person committing or conspiring to commit the specified crimes before a reward may be offered.]

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall develop directives and procedures to address the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (General Powers of Independent School Districts Reward)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 805

Orig. 1996

Revised: _____

Rev. 202216

805 WASTE REDUCTION AND RECYCLING

[Note: The obligations stated in this policy are substantial and ~~are~~ virtually all are governed by statute. Accordingly, you will see statutory references throughout the policy. Obviously a A school district may choose to add obligations by policy.]

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (~~Minn. Stat. § 115A.15, Subd. 1~~)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (~~Minn. Stat. § 116.93, Subd. 1~~)
- B. "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (~~Minn. Stat. § 115A.03, Subd. 21~~)
- C. "Packaging" means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (~~Minn. Stat. § 115A.03, Subd. 22b~~)
- D. "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (~~Minn. Stat. § 115A.03, Subd. 24b~~)
- E. "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Minnesota Pollution Control Agency (PCA) (Commissioner). (~~Minn. Stat. § 115A.9157~~)

- F. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. ~~(Minn. Stat. § 115A.15, Subd. 1a(a))~~
- G. "Recyclable materials" means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. ~~(Minn. Stat. § 115A.03, Subd. 25a)~~
- H. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. ~~(Minn. Stat. § 115A.03, Subd. 25b)~~
- I. "Resource conservation" means the reduction in the use of water, energy, and raw materials. ~~(Minn. Stat. § 115A.03, Subd. 26a)~~
- J. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. ~~(Minn. Stat. § 115A.15, Subd. 1a(b))~~
- K. "Source-separated compostable materials" means materials that:
1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.
- ~~(Minn. Stat. § 115A.03, Subd. 32a)~~
- L. "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
1. reusing the product in its original form;
 2. increasing the life span of a product;

3. reducing material or the toxicity of material used in production or packaging;
or
4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

~~(Minn. Stat. § 115A.03, Subd. 36b)~~

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
 1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. ~~(Minn. Stat. § 115A.151)~~
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. ~~(Minn. Stat. § 115A.151)~~
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
 1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
 2. develop and implement a plan for managing the potential liability; and
 3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. ~~(Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)~~

- E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
2. the land unless approved by the PCA; or
3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

~~(Minn. Stat. § 115A.916)~~

- F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in solid waste; or
 2. in a wastewater disposal system.

~~(Minn. Stat. § 115A.932, Subd. 1(a))~~

- G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:
1. in a solid waste processing facility; or
 2. in a solid waste disposal facility.

~~(Minn. Stat. § 115A.932, Subd. 1(b))~~

- H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under ~~Minn. Stat. § Minnesota Statutes section 216B.241, subdivision~~Subds. 2. ~~(Minn. Stat. § 115A.932, Subd. 1(c))~~

- I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or

used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (~~Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2~~)

J. The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
4. in a plastic bag unless exempt as specified in ~~Minn. Stat. § Minnesota Statutes section 115A.931(c), (d), or (e).~~

~~(Minn. Stat. § 115A.931)~~

K. The school district may not place a telephone directory:

1. in solid waste;
2. in a disposal facility; or
3. in a resource recovery facility, except a recycling facility.

~~(Minn. Stat. § 115A.951, Subd. 2)~~

L. The school district may not:

1. place major appliances in mixed municipal solid waste; or
2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

~~(Minn. Stat. § 115A.9561)~~

M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (~~Minn. Stat. § 115A.9565~~)

N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (~~Minn. Stat. § 115A.961, Subd. 3~~)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (~~Minn.~~)

~~Stat. § 16C.073, Subd. 3(a))~~

- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~
- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
 3. purchase paper which has not been dyed with colors, excluding pastel colors;
 4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
 5. use reusable binding materials or staples and bind documents by methods that do not use glue;
 6. use soy-based inks;
 7. purchase printer or duplication cartridges that:
 - a. have 10 percent post-consumer material; or
 - b. are purchased as remanufactured; or
 - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in ~~Minn. Stat. § Minnesota Statutes section~~ 115A.03, ~~subdivision~~Subd. 25b;
 8. produce reports, publications, and periodicals that are readily recyclable;
 9. purchase paper which has been made on a paper machine located in Minnesota; and
 10. print documents on both sides of the paper where commonly accepted publishing practices allow.

~~(Minn. Stat. § 16C.073, Subd. 2)~~

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. ~~(Minn. Stat. § 115A.9651)~~
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. ~~(Minn. Stat. § 16C.073, Subd. 3(b))~~
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in

their bids. (~~Minn. Stat. § 16C.073, Subd. 3(b)~~)

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References: Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (~~Recycling Requirements; Public Entities; Commercial Buildings; Sports Facilities~~) (~~State and Local Facilities~~)
Minn. Stat. § 115A.46 (~~Regional and Local Solid Waste Management Plan; Requirements~~)
Minn. Stat. § 115A.471 (Public Entities; ~~Management of~~ Solid Waste)
Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Dispos~~ing~~al of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste~~;~~ Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products~~;~~ Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 ~~and 4~~ (~~Public Utilities; Energy Conservation and Optimization~~)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 801

Orig. 1995

Revised: _____

Rev. 202206

801 EQUAL ACCESS TO SCHOOL FACILITIES

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

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
 - 5. sanction meetings that are otherwise unlawful;
 - 6. limit the rights of groups of students based on the size of the group;
 - 7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

- B. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- C. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.
- D. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- E. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
 - D. The building principal has responsibility to:
 1. Keep a log of application information.
 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 3. Note the condition of the facilities and equipment before and after use.
 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.
 - E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
 - F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
 - G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
 - H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, ~~1105 S.Ct. 2356~~ (1990)
Good News Club v. Milford Central School, 533 U.S. 98, ~~1215 S.Ct. 2093~~ (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
~~MSBA Service Manual, Chapter 13, School Law Bulletin "O" (Equal Access Act)~~

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.

Adopted: _____

MSBA/MASA Model Policy 706

Orig. 1995

Revised: _____

Rev. 202207

706 ACCEPTANCE OF GIFTS

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

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

[Note: This voting requirement and gift use provision is specified by Minnesota Statutes section, Stat. § 465.03.]

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References:

Minn. Stat. § 123B.02, Subd. 6 ([General Powers of Independent School Boards](#) ~~Bequests, Donations, Gifts~~)

Minn. Stat. § 465.03 ([Gifts to Municipalities](#))

Cross References:

_____ [None](#)

Adopted: _____

MSBA/MASA Model Policy 705

Orig. 1995

Revised: _____

Rev. 202209

705 INVESTMENTS

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

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minn. Stat. Minnesota Statutes chapter~~ Ch. 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The _____ of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in ~~Minn. Stat. §§Minnesota Statutes sections~~ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to ~~Minn. Stat. §Minnesota Statutes section~~ 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 118A or ~~Minnesota Statutes section~~§ 356A.06, ~~subdivision~~Subd. 7. Investment of funds in an OPEB trust account under ~~Minn. Stat. § Minnesota Statutes section~~ 356A.06, ~~subdivision~~Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed

between the investment officer, as designed _____ herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
 - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
 - 3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in ~~Minn. Stat. § Minnesota Statutes section~~ 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by ~~Minn. Stat. § Minnesota Statutes section~~ 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The

report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

- C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.
- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of [Minn. Stat. § Minnesota Statutes section 118A.03](#) and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with [Minn. Stat. § Minnesota Statutes section 471.38](#).

Legal References:

Minn. Stat. § 118A.01 (~~Definitions~~~~Public Funds; Depositories and Investments~~)
Minn. Stat. § 118A.02 (~~Depositories; Investing; Sales, Proceeds, Immunity~~~~Authorization for Deposit and Investment~~)
Minn. Stat. § 118A.03 (~~When and What Collateral Required~~~~Depositories and Collateral~~)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (~~Delivery and Safekeeping; Acknowledgements~~)
Minn. Stat. § 356A.06, Subd. 7 (~~Investments; Additional Duties~~~~Authorized Investment Securities~~)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:

MSBA/MASA Model Policy 703 (Annual Audit)
~~MSBA Service Manual, Chapter 7, Education Funding~~
Minnesota Legal Compliance Audit Guide [for School Districts](#) Prepared by the Office of the State Auditor

Adopted: _____

MSBA/MASA Model Policy 703

Orig. 1995

Revised: _____

Rev. 2019-2022

703 ANNUAL AUDIT

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the [Minnesota](#) Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by ~~Minn. Stat. §~~[Minnesota Statutes section](#) 123B.14, ~~subdivision~~[Subd.](#) 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act, and the Minnesota Legal Compliance Audit Guide [for School Districts](#) issued by the Office of the State Auditor.
- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to

correct any deficiencies or exceptions noted in the audit.

- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in [Minnesota Statutes chapter](#)~~Minn. Stat. Ch.~~ 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (~~General Powers of Independent School Districts~~[School District Powers](#))
Minn. Stat. § 123B.09 (~~Boards of Independent School Districts~~[School Board Powers](#))
Minn. Stat. § 123B.14, Subd. 7 (~~Officers of Independent School Districts~~[Duties of School Board Clerk](#))
Minn. Stat. § 123B.77, Subds. 2 and 3 (~~Audited Financial Statements; Statement for Comparison and Correction~~[Accounting, Budgeting, and Reporting Requirement](#))

Cross References: MSBA/MASA Model Policy 702 (Accounting)
~~MSBA Service Manual, Chapter 7, Education Funding~~

Adopted: _____

MSBA/MASA Model Policy 702

Orig. 1995

Revised: _____

Rev. 202206

702 ACCOUNTING

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to ~~Minn. Stat. §~~ Minnesota Statutes section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minnesota Statutes section Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minnesota Statutes section Minn. Stat. §123B.10 in the manner specified therein.

Legal References: Minn. Stat. § 123B.02 (~~General Powers of Independent School Districts~~)School District Powers)
Minn. Stat. § 123B.09 (~~Boards of Independent School Districts~~)School Board Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (~~Officers of Independent School Districts~~)Duties of School Board Clerk)
Minn. Stat. § 123B.75 (Revenue; Reporting)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow; School District Revenues; Borrowing for

Current Operating Costs; Capital Expenditure, Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
~~MSBA Service Manual, Chapter 7, Education Funding~~

Adopted: _____

MSBA/MASA Model Policy 701

Orig. 1995

Revised: _____

Rev. 2022~~11~~

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with ~~Minn. Stat. §~~ [Minnesota Statutes section](#) 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the [Minnesota Commissioner of Education](#) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other

information required by [Minn. Stat. §Minnesota Statutes section](#) -123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but [the superintendent](#) maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the [Minnesota Commissioner of Education](#) as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
~~MSBA Service Manual, Chapter 7, Education Funding~~

Adopted: _____

MSBA/MASA Model Policy 619

Orig. 1998

Revised: _____

Rev. 2024

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Paraprofessionals

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers and Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World’s Best Workforce~~)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2024~~2~~

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[NOTE: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.
 - a. Designate a district assessment coordinator and district technology coordinator.
 - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
 - c. Annually review and recertify staff who have access to MDE secure systems.
 - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]
 - e. Establish a culture of academic integrity.
 - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
 - g. Ensure student information is current and accurate.
 - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
 - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for

tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test

administrators so they can become familiar with the script and prepare for test administration.

- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[NOTE: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.~~0640-3501.0660~~55 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Adopted: _____

MSBA/MASA Model Policy 611

Orig. 1996

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Rev. 202219

611 HOME SCHOOLING

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

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (~~Minn. Stat. §~~Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. § 120A.22, Subd. 1~~)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section~~Minn. Stat. §~~ 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by ~~Minn. Stat. §~~ Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (~~Minn. Stat. § 121A.15, Subd. 8~~)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided ~~in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540 under state law.~~ The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48 state law~~ for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided ~~by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540 under state law.~~ The school

district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.state law.~~

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. ~~(Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)~~

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not ~~make a determination as to determine~~ whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League ~~Bylaw 403.00~~bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
- c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120A.24 (Reporting)
 Minn. Stat. § 120A.26 (Enforcement and Prosecution)
 Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
 Minn. Stat. § 123B.36 (~~School Boards May Require~~ Authorized Fees)
 Minn. Stat. § 123B.41 (Definitions)
 Minn. Stat. § 123B.42 (Textbooks;~~L7~~ Individual Instruction or Cooperative Learning Material;~~L7~~ Standard Tests)
 Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 Minn. Stat. § 123B.49 (~~Cocurricular and~~ Extracurricular Activities; Insurance)
 Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
 Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 Minn. Stat. § 124D.03 (Enrollment Options Program)
 Minn. Rules Ch. 3540 (~~Textbooks, Individualized Instruction Materials, Standardized Tests~~)Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
 MSBA/MASA Model Policy 510 (School Activities)

Adopted: _____

MSBA/MASA Model Policy 608

Orig. 1995

Revised: _____

Rev. 2024²

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]

IV. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special

education and related services for ~~disabled~~ children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Child with a Disability Defined)
Minn. Stat. § 125A.027 (Rulemaking)
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards))
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 530

Orig. 1999

Revised: _____

Rev. ~~2011~~ 2017

530 IMMUNIZATION REQUIREMENTS

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

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), stating affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
 2. a medical statement ~~from a physician or a public clinic which provides immunizations, stating affirming~~ that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement ~~of a physician or public clinic which administers immunizations~~. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent

or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a **physician's** signed **medical** statement **stating affirming** that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
 - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 - 3. review student health records to determine whether the required information has been provided; and
 - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, C, and D.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district

also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

- Legal References:** Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)
- Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: _____

MSBA/MASA Model Policy 528

Orig. 1999

Revised: _____

Rev. 202203

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

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

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated _____ [title, name, office address, and telephone number] as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522, ~~— Student Sex Nondiscrimination.~~

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 ([Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#))~~Student Sex Nondiscrimination~~)

Adopted: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2024

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

[NOTE: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between

employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 - 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 - 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 - 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[NOTE: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes, section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such funding and the type of funding sought.]

ALTERNATIVE NO. 1

[NOTE: For a school district that does not seek either state or federal funding in connection with its computer system, the following language should be adopted. It reflects a mandatory requirement under Minnesota Statutes, section 125B.15.]

All computers equipped with Internet access and available for student use at each school site will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

[NOTE: The purchase of filtering technology is not required by state law if the school site would incur more than incidental expense in making the purchase. In the absence of filtering technology, school sites still are required to use "other effective methods" to restrict student access to such materials.]

ALTERNATIVE NO. 2

[NOTE: Technology revenue is available to school districts that meet the additional condition of also restricting adult access to inappropriate materials. School districts that seek such state technology revenue may adopt or retain the following language. However, the school district is not required to do so.]

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

ALTERNATIVE NO. 3

[NOTE: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the

genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
 - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[NOTE: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to

limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 - 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 - 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 - 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

Under the new law, the Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals will collaborate to make best practices available to schools on a range of different strategies to achieve the goals stated above.]

~~Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~

~~If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~

~~Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.~~

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
[Minn. Stat. § 121A.73 \(School Cell Phone Policy\)](#)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: _____

MSBA/MASA Model Policy 503

Orig. 1995

Revised: _____

Rev. 2024

503 STUDENT ATTENDANCE

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

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

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

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's

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

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

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.]

- b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

[NOTE: The school district may choose to include subparagraph (b).]

- c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

- (a) child illness, medical, dental, or orthodontic treatment,

~~or a counseling appointments; including appointments conducted through telehealth;~~

~~(b) family emergencies;~~

~~(c) the death or serious illness or funeral of an immediate family member;~~

~~(d) active duty in any military branch of the United States;~~

~~(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or~~

~~(f) other exemptions included in this attendance policy.~~

~~(2) that the child has already completed state and district standards required for graduation from high school; or~~

~~(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.~~

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

~~(1) Illness.~~

~~(2) Serious illness in the student's immediate family.~~

~~(3) A death or funeral in the student's immediate family or of a close friend or relative.~~

~~(4)~~

~~(5) Court appearances occasioned by family or personal action.~~

~~(6) Religious instruction not to exceed three hours in any week.~~

~~(7) Physical emergency conditions such as fire, flood, storm, etc.~~

~~(8) Official school field trip or other school-sponsored outing.~~

~~(9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~

~~(10) Family emergencies.~~

~~(11) Active duty in any military branch of the United States.~~

~~(12) A student's condition that requires ongoing treatment for a mental health diagnosis.~~

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

c. Consequences of Excused Absences

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

2. Unexcused Absences

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

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Vacations with family.
- (6) Personal trips to schools or colleges.
- (7) Absences resulting from cumulated unexcused tardies (____ tardies equal one unexcused absence).

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

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students with unexcused absences shall be subject to discipline in the following manner:
 - (a) From the first through the _____ cumulated unexcused absence in a [quarter or semester] the student will not be allowed to make up work missed due to such absence.
 - (b) After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.
 - (c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.
 - (d) After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.
 - (e) After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.

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

[NOTE: MSBA encourages school boards to consider whether imposition of academic penalties for unexcused absences is consistent with the district's mission and pedagogical approach. If a school board determines that academic penalties should not be imposed, section 2(b) should be deleted or rewritten.]

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a. Students tardy at the start of school must report to the school office for an admission slip.
 - b. Tardiness between periods will be handled by the teacher.
3. Excused Tardiness

Valid excuses for tardiness are:

 - a. Illness.
 - b. Serious illness in the student's immediate family.
 - c. A death or funeral in the student's immediate family or of a close friend or relative.
 - d. Medical, dental, orthodontic, or mental health treatment.
 - e. Court appearances occasioned by family or personal action.
 - f. Physical emergency conditions such as fire, flood, storm, etc.
 - g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
4. Unexcused Tardiness
 - a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
 - b. Consequences of tardiness may include detention after ____ unexcused tardies. In addition, ____ unexcused tardies are equivalent to one unexcused absence.

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

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

III. RELIGIOUS OBSERVANCE ACCOMMODATION

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

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

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

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

B. Reporting Responsibility

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

1. That the child is truant;

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

[NOTE: Where truancy services and programs under Minnesota Statutes, chapter 260A are available within the school district, the following provisions should also be included in the policy.]

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing

Truant)

Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)

Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)

Goss v. Lopez, 419 U.S. 565 (1975)

Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)

Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)

Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)

Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)

Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)

Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

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

Adopted: _____

MSBA/MASA Model Policy 420

Orig. 1995

Revised: _____

Rev. 202215

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, ~~Minn. Stat. §Minnesota Statutes section~~ 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case

basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's

policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and -Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. §Minnesota Statutes section 121A.23 ~~which-that~~ includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 ([Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases](#))
Minn. Stat. § 144.441-~~442~~ (Tuberculosis [Screening in Schools](#))
[Minn. Stat. § 142 \(Testing in School Clinics\)](#)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (~~Occupational Exposure to~~ Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, ~~110 S.Ct. 239~~ (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, ~~107 S.Ct. 1123~~ (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 416

Orig. 1995

Revised: _____

Rev. 2024~~3~~ (Dec.)

416 DRUG, ALCOHOL, AND CANNABIS TESTING

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by [Minnesota Statutes](#), section 181.952; or
 - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

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

A. General Statement of Policy

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

B. Definitions

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of

the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

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

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

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

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

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

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

[NOTE: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she received a copy of these materials. 49 Code of Federal Regulations, section 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

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

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

E. Specific Prohibitions for Drivers

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

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

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

F. Other Alcohol-Related Conduct

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

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

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect

the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

[NOTE: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

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

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

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

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

[NOTE: Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations, section 382.413, and 49 Code of Federal Regulations, section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more

than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

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

2. Post-Accident Testing

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

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

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

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

3. Random Testing

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

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

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

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

4. Reasonable Suspicion Testing

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

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

with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

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

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

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

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

[NOTE: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations, sections 40.191, 40.261, and 382.211. They are more specifically

addressed in 49 Code of Federal Regulations, sections 382.501-382.507 and in 49 United States Code, section 521(b).]

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

I. Testing Procedures

1. Drug Testing

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

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

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

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

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

J. Driver/Driver Applicant Rights

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

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

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test

after completion of the program.

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

K. Testing Laboratory

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

L. Confidentiality of Test Results

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

M. Recordkeeping Requirements and Retention of Records

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

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

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

Basic records 5 years

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

Information obtained from previous employers 3 years

Alcohol and controlled substance collection procedures 2 years

Negative and cancelled controlled substance tests 1 year

Alcohol tests with less than 0.02 concentration 1 year

Education and training records indefinite

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

3. Personal Information

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

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

N. Training

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

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment
 - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

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

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

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

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

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

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

P. Other Testing

The school district may request or require that drivers submit to cannabis testing or drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo cannabis testing or drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of

drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[NOTE: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes, sections 181.950-181.957. See Minnesota Statutes, section 221.031, subdivision 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. Report to Clearinghouse

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

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.
2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition

applies with respect to the individual to operate a CMV for the school district.

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

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

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

A. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

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

8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

[NOTE: The 2024 Minnesota legislature added oral fluid tests.]

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

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

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

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

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

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

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

B. Circumstances Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

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

[NOTE: The 2024 Minnesota legislature amended this provision.]

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

2. Cannabis Testing Exceptions

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

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

3. Job Applicant Testing

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

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

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

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

4. Oral fluid testing

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

[NOTE: The 2024 Minnesota legislature enacted this provision.]

5. Random Testing

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

6. Reasonable Suspicion Testing

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

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

7. Treatment Program Testing

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

8. Routine Physical Examination Testing

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

C. No Legal Duty to Test

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

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

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

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

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

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

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

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

E. Reliability and Fairness Safeguards

1. Pretest Notice

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

2. Notice of Test Results

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

3. Notice of and Right to Test Result Report

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

4. Notice of and Right to Explain Positive Test Result

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

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

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

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

Attachments F and G to this policy provide the Notices described in Paragraphs

2. through 6. of this Section E.

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

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or

was impaired by medical cannabis on school district property during the hours of employment.

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

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

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

H. Chain-of-Custody Procedures

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

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

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

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

2. Confidentiality Limitations

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

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

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

4. Privilege

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

J. Notice of Testing Policy to Affected Employees

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

V. POSTING

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: _____

MSBA/MASA Model Policy 415

Orig. 1995

Revised: _____

Rev. 201522

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. "Abuse" means:

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

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

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

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

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

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

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

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

F. "Mandated Reporters" means a professional or professional's delegate while engaged in education. any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.

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

H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

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

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

IV. REPORTING PROCEDURES

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

V. INVESTIGATION

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

VI. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 13.02 ([Government Data Practices; Collection, Security, and Dissemination of Records](#); Definitions)
[Minn. Stat. Ch. 245A \(Human Services Licensing\)](#)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232-34 ([Crimes Against Vulnerable PersonsAdults; Definitions](#))
~~Crimes Against the Person~~
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

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

Adopted: _____

MSBA/MASA Model Policy 414

Orig. 1995

Revised: _____

Rev. 202219

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with [Minnesota Statutes chapter- 260E§ 626.556](#) requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. "Child" means one under age 18 and, for purposes of [Minnesota Statutes chapter 260C \(Juvenile Safety and Placement\) Child Protection](#) and [Minnesota Statutes chapter 260D \(Child in Voluntary Foster Care for Treatment\)](#), includes an individual under age 21 who is in foster care pursuant to [Minnesota Statutes chapter 260C.451 \(Foster Care Benefits Past Age 18\)](#).
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Mandated reporter" means any school personnel who knows or has reason to believe a child is being ~~neglected or physically or sexually abused~~maltreated, or has been ~~neglected or physically or sexually abused~~maltreated within the preceding three years.
- E. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

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

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical ~~care~~, or other care required for the child’s physical or mental health when reasonably able to do so, ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors ~~such~~ as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for ~~the child’s his or her~~ own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, ~~or~~ medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision. 6, clause (5);
7. chronic and severe use of alcohol or a controlled substance by a ~~parent or~~ person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
8. emotional harm from a pattern of behavior ~~which that~~ contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect ~~does not occur solely because the child’s parent, guardian, or other person responsible for the child’s care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care. does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child’s health.~~

GF. “Nonmaltreatment mistake” means occurs when: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan

required under [Minnesota Rules part 9503.0045](#); (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under [Minnesota Rules chapter 9503](#).

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

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

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

Actions ~~which that~~ are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions ~~which that~~ result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in [Minnesota Statutes section Minn. Stat. § 609.02, subdivision Subd. 6](#); (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances ~~which that~~ were not prescribed for the child by a practitioner, in order to control or punish the child, or ~~giving the child~~ other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or ~~that~~ subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under [Minnesota Statutes section 609.379](#), including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under [Minnesota Statutes section 121A.58](#).

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

for the ~~maltreatment, neglect or abuse~~, if known.

- ~~KI.~~ "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- ~~LJ.~~ "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in [Minnesota Statutes section Minn. Stat. § 609.341, subdivision Subd. 15](#)), or by a person in a current or recent position of authority (as defined in [Minnesota Statutes section Minn. Stat. § 609.341, subdivision Subd. 10](#)) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor ~~which that~~ constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation ~~which that~~ requires registration under [Minnesota Statutes section 243.166, subdivision Subd. 1b\(a\) or \(b\) \(Registration of Predatory Offenders\)](#).
- ~~M.~~ "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.
- ~~K.~~ "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- ~~L.~~ "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- ~~M.~~ "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter ~~as defined herein~~ shall immediately report the information neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. ~~If the immediate report has been made orally,~~ An oral report shall be made immediately, by telephone or otherwise, ~~and~~ The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing assisting or investigating ~~maltreatment~~ the report. ~~Any The written~~ report shall be of sufficient content to identify the child, any person believed to be responsible for the ~~abuse or neglect~~ maltreatment of the child if the person is known, the nature and extent of the ~~abuse or neglect~~ maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- ~~G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.~~
- ~~G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.~~
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. ~~and the reckless~~ Knowingly or recklessly making ~~of a~~ false report also may result in discipline. ~~The court may also award attorney's fees.~~

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more

than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment neglect or physical or sexual abuse rests rests with the appropriate state, county, ~~state~~, or local agency or agencies. The agency responsible for assessing or investigating reports of ~~child~~ maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetratoroffender, and any other person with knowledge of the abuse or neglect maltreatment for the purpose of gathering ~~the~~ facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator-offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator-offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials

prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

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

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

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

VIII. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
[Minn. Stat. Ch. 260E \(Reporting of Maltreatment of Minors\)](#)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
~~Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)~~
~~Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)~~
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

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

Adopted: _____

MSBA/MASA Model Policy 204

Orig. 1995

Revised: _____

Rev. 2024

204 SCHOOL BOARD MEETING MINUTES

[NOTE: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.

- e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.

Under Chapter 115 (2024), the Minnesota legislature enacted the following:

(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Meetings Must be Open to the Public; Exceptions Open Meeting Law)

Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)

Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)

Minn. Stat. § 331A.01 (Definitions)

Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)

Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)

Op. Atty. Gen. 161-a-20, December 17, 1970

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
7/9/24 19:06	ACGC	Yes	100.00	Per Meeting	100.00	Per Meeting	100.00	Per Meeting	100.00	Per Meeting	0.00	NA	No	
7/19/24 21:48	Ada-Borup-West	Yes	80.00	Per Meeting	325.00	NA	0.00	NA	125.00	NA	0.00	NA	Yes	
7/19/24 21:48	Adrian	Yes	1500.00	Annual	1700.00	NA	1500.00	NA	1600.00	NA	1500.00	NA	No	
7/9/24 19:06	Aitkin	Yes	250.00	Per Month	25.00	NA	0.00	NA	0.00	NA	15.00	Per Month	Yes	District pays \$30 per month toward dental insurance.Negotiators receive \$15 per hour in actual meetings with employees.Out of District Meetings - \$12.00 per hour up to \$75 a day.
7/19/24 21:48	Albany Area	Yes	50.00	Per Meeting	350.00	NA	0.00	NA	300.00	NA	200.00	Annual	No	
5/30/24 19:33	Albert Lea Area	Yes	3600.00	Annual	600.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Alden-Conger	Yes	0.00	Per Meeting	0.00	Per Meeting	0.00	NA	0.00	Per Meeting	0.00	Per Meeting	No	
7/19/24 21:48	Alexandria	Yes	3935.00	Annual	500.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Annandale	Yes	70.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/23/24 15:45	Anoka-Hennepin	Yes	1200.00	Per Month	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Ashby	Yes	50.00	Per Meeting	300.00	NA	0.00	NA	100.00	NA	0.00	NA	No	
5/30/24 19:34	Austin	Yes	4000.00	Annual	5200.00	NA	4000.00	Annual	4000.00	NA	4000.00	Annual	No	
7/1/24 5:01	Badger	Yes	95.00	Per Meeting	105.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Bagley	Yes	65.00	Per Meeting	7.50	Per Meeting	0.00	NA	5.00	Per Meeting	5.00	Per Meeting	No	
7/5/24 13:34	Barnesville	Yes	65.00	Per Meeting	300.00	NA	50.00	Annual	125.00	NA	250.00	Annual	No	
7/3/24 14:13	Barnum	Yes	60.00	Per Meeting	90.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Battle Lake	Yes	70.00	Per Meeting	450.00	NA	0.00	NA	75.00	NA	75.00	Annual	No	
7/19/24 21:48	Becker	Yes	50.00	Per Meeting	250.00	NA	0.00	NA	150.00	NA	0.00	NA	No	
7/19/24 21:48	Belgrade-Brooten-Elrosa	Yes	750.00	Annual	950.00	Annual	0.00	Annual	850.00	Annual	850.00	Annual	No	
5/30/24 19:34	Belle Plaine	Yes	1800.00	Annual	200.00	NA	150.00	Annual	150.00	NA	150.00	Annual	No	
5/30/24 19:34	Bemidji Area Schools	Yes	525.00	Per Month	675.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Benson	Yes	1800.00	Annual	1200.00	NA	0.00	NA	1000.00	NA	0.00	NA	Yes	Health Insurance offered at Board Members expense.
5/30/24 19:34	Bertha-Hewitt	Yes	100.00	Per Meeting	600.00	NA	400.00	Annual	400.00	NA	400.00	Annual	No	
7/9/24 19:10	Big Lake	Yes	75.00	Per Meeting	700.00	Annual	0.00	NA	0.00	NA	500.00	Annual	No	
7/9/24 14:34	Blackduck	Yes	110.00	Per Meeting	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Blooming Prairie	Yes	100.00	Per Meeting	100.00	NA	0.00	NA	100.00	NA	100.00	Annual	No	
7/23/24 12:30	Bloomington	Yes	9840.00	Annual	102.50	Per Month	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Blue Earth Area	Yes	50.00	Per Meeting	600.00	NA	0.00	NA	600.00	NA	0.00	Annual	No	
5/30/24 19:34	BOLD	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Braham Area	Yes	600.00	Annual	800.00	NA	800.00	Annual	800.00	NA	800.00	Annual	No	
7/8/24 19:21	Brainerd	Yes	4800.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Brandon-Evansville	Yes	750.00	Annual	850.00	NA	800.00	Annual	800.00	NA	800.00	Annual	No	
5/30/24 19:34	Breckenridge	Yes	0.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
6/12/24 15:47	Brooklyn Center	Yes	6800.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Browerville	Yes	1200.00	Annual	400.00	NA	0.00	NA	200.00	NA	100.00	Annual	No	
5/30/24 19:35	Browns Valley	Yes	50.00	Per Meeting	400.00	NA	0.00	NA	100.00	NA	100.00	Annual	No	
7/1/24 21:18	Buffalo Lake-Hector-Stewart	Yes	50.00	Per Meeting	350.00	NA	250.00	Annual	250.00	NA	300.00	Annual	No	
5/30/24 19:35	Buffalo-Hanover-Montrose	Yes	75.00	Per Meeting	10.00	Per Meeting	0.00	NA	10.00	Per Meeting	0.00	NA	Yes	Life insurance
7/3/24 13:54	Burnsville-Eagan-Savage	Yes	450.00	Per Month	50.00	Per Month	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Butterfield-Odin	Yes	50.00	Per Meeting	400.00	NA	0.00	NA	400.00	NA	400.00	Annual	No	
7/19/24 21:48	Byron	Yes	1300.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/3/24 13:45	Caledonia Area	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Cambridge-Isanti	Yes	250.00	Per Month	100.00	Per Month	0.00	NA	60.00	Per Month	60.00	Per Month	No	
7/19/24 21:48	Campbell-Tintah	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Canby	Yes	70.00	Per Meeting	700.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Cannon Falls Area	Yes	1250.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Carlton	Yes	1000.00	Annual	0.00	NA	0.00	Annual	0.00	NA	0.00	Annual	No	

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
7/19/24 21:48	Cass Lake-Bena	Yes	300.00	Per Month	400.00	Per Month	300.00	Per Month	300.00	Per Month	300.00	Per Month	No	
6/25/24 20:59	Cedar Mountain	Yes	42.00	Per Meeting	250.00	NA	30.00	Per Meeting	80.00	NA	80.00	Annual	No	
7/3/24 13:48	Centennial	Yes	5000.00	Annual	5800.00	Annual	5600.00	Annual	5600.00	Annual	5200.00	Annual	No	
7/9/24 19:06	Central Schools	Yes	65.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Chatfield	Yes	1200.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Chisago Lakes	Yes	45.00	Per Meeting	600.00	NA	0.00	NA	600.00	NA	300.00	Annual	No	
7/1/24 21:18	Chisholm	Yes	175.00	Per Meeting	400.00	Per Month	350.00	Per Month	350.00	Per Month	350.00	Per Month	Yes	Life insurance
5/30/24 19:35	Chokio-Alberta	Yes	50.00	Per Meeting	10.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Mileage and Meal Reimbursement
7/3/24 18:22	Clearbrook-Gonvick	Yes	75.00	Per Meeting	80.00	NA	0.00	NA	80.00	NA	80.00	Per Meeting	No	
7/1/24 5:00	Cleveland	Yes	150.00	Per Month	200.00	Per Month	150.00	Per Month	150.00	Per Month	150.00	Per Month	No	
5/30/24 19:34	Climax-Shelly	Yes	75.00	Per Meeting	25.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/3/24 13:43	Clinton-Graceville-Beardsley	Yes	700.00	Annual	250.00	Annual	100.00	Annual	100.00	Annual	50.00	Annual	No	
7/19/24 21:48	Cloquet	Yes	300.00	Per Month	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	\$85.00 per additional committee meeting
5/30/24 19:35	Columbia Heights	Yes	6000.00	Annual	1200.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Comfrey	Yes	40.00	Per Meeting	50.00	NA	0.00	NA	25.00	NA	0.00	NA	No	
5/30/24 19:35	Cook County	Yes	3300.00	Annual	700.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Cromwell-Wright	Yes	50.00	Per Meeting	150.00	NA	0.00	NA	150.00	NA	150.00	Annual	No	
5/30/24 19:35	Crookston	Yes	4000.00	Annual	2500.00	Annual	0.00	NA	2000.00	Annual	2000.00	Annual	No	
7/8/24 13:12	Crosby-Ironton	Yes	350.00	Per Month	400.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Life insurance
5/30/24 19:35	Dassel-Cokato	Yes	60.00	Per Meeting	70.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	No	
7/3/24 19:43	Dawson-Boyd	Yes	50.00	Per Meeting	225.00	NA	0.00	Annual	275.00	NA	175.00	Annual	Yes	Telehealth membership
5/30/24 19:33	Deer River	Yes	3000.00	Annual	350.00	NA	0.00	NA	200.00	NA	0.00	NA	No	
7/9/24 19:06	Delano	Yes	60.00	Per Meeting	300.00	NA	0.00	NA	250.00	NA	0.00	NA	Yes	FICA Medicare
5/30/24 19:33	Detroit Lakes	Yes	200.00	Per Month	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Dilworth-Glyndon-Felton	Yes	300.00	Per Month	100.00	NA	0.00	NA	50.00	NA	125.00	Annual	No	
5/30/24 19:33	Dover-Eyota	Yes	1350.00	Annual	500.00	NA	200.00	Annual	250.00	NA	200.00	Annual	Yes	Matching 457 Plan District Contribution up to \$1,000 per year
7/8/24 14:41	Duluth	Yes	630.00	Per Month	682.50	Per Month	630.00	Per Month	630.00	Per Month	630.00	Per Month	No	
5/30/24 19:33	East Central Schools	Yes	60.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 5:01	East Grand Forks	Yes	5800.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Eastern Carver County Schools	Yes	4000.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Eden Prairie	Yes	400.00	Per Month	150.00	NA	75.00	Per Month	0.00	NA	0.00	NA	Yes	By Election
5/30/24 19:33	Eden Valley-Watkins	Yes	45.00	Per Meeting	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/2/24 17:20	Edgerton	Yes	80.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/15/24 15:19	Edina	Yes	4500.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Elk River Area	Yes	7000.00	Annual	8000.00	Annual	0.00	NA	0.00	NA	0.00	NA	Yes	\$25000 term life, 1/2 single dental
7/5/24 5:01	Ellsworth	Yes	40.00	Per Meeting	45.00	NA	40.00	Per Meeting	40.00	NA	40.00	Per Meeting	No	
7/1/24 21:18	Ely	Yes	296.00	Per Month	66.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$30,000 Life Insurance
7/9/24 19:06	Esko	Yes	60.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Life insurance
7/22/24 14:39	Fairmont Area Schools	Yes	2400.00	Annual	3000.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Faribault	Yes	275.00	Per Month	25.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Farmington Area	Yes	4740.00	Annual	1157.00	NA	579.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Fergus Falls	Yes	475.00	Per Month	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Fertile-Beltrami	Yes	85.00	Per Meeting	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Fillmore Central	Yes	1080.00	Annual	360.00	NA	0.00	NA	0.00	NA	270.00	Annual	No	
7/19/24 21:48	Fisher	Yes	0.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/12/24 17:56	Floodwood	Yes	175.00	Per Meeting	12.50	NA	0.00	Annual	8.33	NA	0.00	Annual	Yes	Free fitness center admission and game admission.
7/1/24 21:18	Foley	Yes	4000.00	Annual	500.00	NA	0.00	NA	100.00	NA	100.00	Annual	No	Board member family passes to all district events and to the field house.

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
7/9/24 19:06	Forest Lake	Yes	435.00	Per Month	400.00	Annual	200.00	Annual	200.00	Annual	200.00	Annual	No	
5/30/24 19:33	Fosston	Yes	60.00	Per Meeting	350.00	Annual	0.00	NA	175.00	Annual	175.00	Annual	No	
5/30/24 19:33	Frazee-Vergas	Yes	85.00	Per Meeting	600.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
7/14/24 17:07	Fridley	Yes	5137.00	Annual	235.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Fulda	Yes	1300.00	Annual	200.00	Annual	0.00	Annual	100.00	Annual	0.00	Annual	No	
5/30/24 19:33	GFW	Yes	50.00	Per Meeting	500.00	Annual	0.00	NA	300.00	Annual	500.00	Annual	No	
7/9/24 19:06	Glencoe-Silver Lake	Yes	2600.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$50,000 life insurance
7/3/24 13:52	Glenville-Emmons	No	0.00	NA	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Goodhue	Yes	60.00	Per Meeting	750.00	NA	0.00	Annual	0.00	NA	0.00	Annual	No	
7/19/24 21:48	Goodridge	Yes	1000.00	Annual	300.00	Annual	0.00	Annual	100.00	Annual	100.00	Annual	No	
7/1/24 21:18	Granada-Huntley-East Chain	Yes	45.00	Per Meeting	400.00	NA	100.00	Annual	300.00	NA	100.00	Annual	Yes	Activity Pass
7/9/24 19:06	Grand Meadow	Yes	375.00	Annual	450.00	NA	375.00	Annual	425.00	NA	400.00	Annual	No	
7/9/24 19:06	Grand Rapids	Yes	2500.00	Annual	425.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$5,000 in life insurance
5/30/24 19:34	Greenbush-Middle River	Yes	67.00	Per Meeting	270.00	NA	0.00	NA	270.00	NA	270.00	Annual	No	
7/9/24 19:06	Greenway	Yes	250.00	Per Month	300.00	Per Month	250.00	Per Month	250.00	Per Month	250.00	Per Month	No	
5/30/24 19:34	Grygla-Gatzke	Yes	600.00	Annual	500.00	NA	0.00	NA	400.00	NA	400.00	Annual	No	
7/19/24 21:48	Hancock	Yes	40.00	Per Meeting	200.00	Annual	0.00	NA	75.00	Annual	75.00	Annual	No	
7/19/24 21:48	Hastings	Yes	4250.00	Annual	4750.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Hawley	Yes	75.00	Per Meeting	500.00	NA	100.00	Annual	300.00	NA	400.00	Annual	No	
6/7/24 19:14	Hayfield	Yes	1400.00	Annual	400.00	NA	0.00	NA	250.00	NA	350.00	Annual	No	
5/30/24 19:33	Hendricks	Yes	75.00	Per Meeting	125.00	NA	0.00	NA	100.00	NA	0.00	NA	No	
5/30/24 19:33	Henning	Yes	75.00	Per Meeting	20.00	NA	0.00	NA	20.00	NA	0.00	NA	No	
7/4/24 3:55	Herman-Norcross	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Hermantown	Yes	60.00	Per Meeting	10.00	NA	0.00	NA	5.00	NA	0.00	NA	No	
5/30/24 19:33	Heron Lake-Okabena	Yes	75.00	Per Meeting	30.00	Per Meeting	0.00	NA	55.00	Per Meeting	15.00	Per Meeting	No	
5/30/24 19:33	Hibbing	Yes	400.00	Per Month	450.00	Per Month	400.00	Per Month	400.00	Per Month	400.00	Per Month	No	
7/8/24 15:04	Hill City	Yes	60.00	Per Meeting	450.00	Annual	0.00	NA	450.00	Annual	450.00	Annual	No	
7/19/24 21:48	Hills-Beaver Creek	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Hinckley-Finlayson	Yes	60.00	Per Meeting	600.00	Annual	15.00	Per Meeting	315.00	Annual	315.00	Annual	No	
5/30/24 19:33	Holdingford	Yes	60.00	Per Meeting	300.00	Annual	0.00	NA	100.00	Annual	100.00	Annual	No	
7/1/24 21:18	Hopkins	Yes	5803.00	Annual	6597.20	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$50,000 life insurance
7/23/24 18:25	Houston	Yes	50.00	Per Meeting	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Howard Lake-Waverly-Winsted	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$20,000 life insurance
6/10/24 20:43	Hutchinson	Yes	4500.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Intermediate District 287	Yes	4000.00	Annual	1000.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Intermediate District 916	Yes	5100.00	Annual	700.00	Annual	100.00	Annual	200.00	Annual	100.00	Annual	No	
7/19/24 21:48	Intermediate District 917	Yes	5000.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/17/24 17:15	International Falls	Yes	3120.00	Annual	312.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$20,000 life insurance
7/3/24 15:54	Inver Grove Heights	Yes	4800.00	Annual	600.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Isle	Yes	50.00	Per Meeting	10.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Ivanhoe	No	0.00	NA	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	free Pass to the fitness center at school
5/30/24 19:34	Jackson County Central Schools	Yes	55.00	Per Meeting	65.00	Per Meeting	55.00	Per Meeting	65.00	Per Meeting	55.00	Per Meeting	No	
6/13/24 21:36	Janesville-Waldorf-Pemberton	Yes	50.00	Per Meeting	400.00	NA	175.00	Annual	175.00	NA	175.00	Annual	No	
5/30/24 19:34	Jordan	Yes	2500.00	Annual	500.00	Annual	300.00	Annual	300.00	NA	300.00	Annual	No	
7/1/24 5:00	Kasson-Mantorville	Yes	1000.00	Annual	1300.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Kelliher	Yes	75.00	Per Meeting	600.00	NA	0.00	NA	500.00	NA	500.00	Annual	No	
5/30/24 19:34	Kenyon-Wanamingo	Yes	1000.00	Annual	300.00	Annual	150.00	Annual	200.00	Annual	0.00	Annual	Yes	events pass - free admission to sports activities
7/1/24 21:18	Kerkhoven-Murdock-Sunburg	Yes	75.00	Per Meeting	10.00	NA	0.00	NA	0.00	NA	0.00	NA	No	

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
7/9/24 19:06	Kimball	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Kingsland	Yes	22.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Kittson Central	Yes	50.00	Per Meeting	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	La Crescent-Hokah	Yes	200.00	Per Month	300.00	Per Month	200.00	Per Month	200.00	Per Month	200.00	Per Month	No	
7/8/24 13:41	Lac qui Parle Valley	Yes	100.00	Per Meeting	100.00	Annual	50.00	Annual	50.00	Annual		Annual	No	
7/1/24 21:18	Lake Benton	Yes	55.00	Per Meeting	200.00	NA	0.00	NA	200.00	NA	0.00	NA	No	
7/19/24 21:48	Lake City	Yes	1500.00	Annual	600.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/8/24 13:43	Lake Crystal Wellcome Memorial	Yes	70.00	Per Meeting	625.00	Annual	0.00	NA	325.00	NA	325.00	Annual	No	
7/19/24 21:48	Lake of the Woods	Yes	75.00	Per Meeting	100.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Lake Park Audubon	Yes	80.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 5:01	Lake Superior	Yes	3300.00	Annual	3600.00	NA	3600.00	Annual	3600.00	NA	3600.00	Annual	No	
7/22/24 14:44	Lakeview	Yes	75.00	Per Meeting	550.00	NA	0.00	NA	300.00	NA	0.00	NA	No	
7/19/24 21:48	Lakeville Area	Yes	6750.00	Annual	50.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Mileage Reimbursement for activities and events attended as a board representative.
7/19/24 21:48	Lancaster	Yes	80.00	Per Meeting	20.00	NA	0.00	NA	5.00	NA	0.00	NA	No	
7/1/24 21:18	Lanesboro	Yes	1000.00	Annual	500.00	NA	0.00	NA	200.00	Annual	200.00	Annual	No	
7/19/24 21:48	Laporte	Yes	55.00	Per Meeting	750.00	Annual	0.00	NA	500.00	Annual	500.00	Annual	No	
5/30/24 19:34	Le Sueur-Henderson	Yes	1750.00	Annual	500.00	Annual	125.00	Annual	250.00	Annual	250.00	Annual	No	
7/1/24 21:18	LeRoy-Ostrander	Yes	35.00	Per Meeting	400.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Lester Prairie	Yes	40.00	Per Meeting	15.00	NA	0.00	NA	30.00	NA	15.00	Per Meeting	No	
7/9/24 19:06	Lewiston-Altura	Yes	65.00	Per Meeting	15.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Litchfield	Yes	60.00	Per Meeting	5.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Little Falls	Yes	300.00	Per Month	300.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	- \$50,000 term life insurance policy; - A \$100.00 per day stipend for any Board Member required to perform official business for the District for a full day of at least six (6) hours; -A \$50.00 stipend for any Board Member required to perform official business for the District for at least three (3) hours and less than six (6) hours;-The establishment of a development fund for mileage, other District-related travel costs, registrations, etc. with an annual cap of \$2,500.00 per Board Member
7/9/24 19:06	Littlefork-Big Falls	Yes	40.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Long Prairie-Grey Eagle	Yes	425.00	Per Month	350.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Luverne	Yes	60.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Lyle	Yes	830.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Lynd	Yes	65.00	Per Meeting	25.00	Per Meeting	100.00	Annual	100.00	Annual	100.00	Annual	No	
7/23/24 17:06	Mabel-Canton	Yes	70.00	Per Meeting	20.00	Per Meeting	10.00	Per Meeting	10.00	Per Meeting	10.00	Per Meeting	No	
7/19/24 21:48	MACCRAY	Yes	100.00	Per Meeting	500.00	NA	0.00	NA	100.00	NA	100.00	Annual	No	
5/30/24 19:33	Madelia	Yes	1000.00	Annual	200.00	NA	0.00	Annual	0.00	NA	0.00	Annual	No	
5/30/24 19:33	Mahnomen	Yes	1400.00	Annual	625.00	NA	0.00	NA	400.00	NA	225.00	Annual	No	
5/30/24 19:33	Mahtomedi	Yes	5380.00	Annual	6008.00	Annual	5536.00	Annual	5536.00	Annual	5482.00	Annual	Yes	Fees & Mileage for Workshops/Events
5/30/24 19:33	Mankato Area	Yes	3400.00	Annual	600.00	Annual	0.00	NA	200.00	Annual	200.00	Annual	No	
5/30/24 19:33	Maple Lake	Yes	65.00	Per Meeting	110.00	NA	55.00	Annual	110.00	NA	55.00	Annual	No	
7/19/24 21:48	Maple River	Yes	75.00	Per Meeting	525.00	Annual	175.00	Annual	175.00	Annual	175.00	Annual	No	
7/9/24 19:06	Marshall	Yes	3000.00	Annual	3300.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Marshall County Central	Yes	50.00	Per Meeting	60.00	NA	0.00	Per Meeting	40.00	NA	0.00	Per Meeting	No	
5/30/24 19:33	Martin County West	Yes	2000.00	Annual	750.00	NA	0.00	NA	600.00	NA	100.00	Annual	No	
7/23/24 15:58	McGregor	Yes	55.00	Per Meeting	450.00	Annual	100.00	Annual	100.00	Annual	25.00	Per Month	Yes	Life insurance, single dental insurance
7/9/24 19:06	Medford	Yes	600.00	Annual	100.00	NA	0.00	NA	60.00	NA	60.00	Annual	No	

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5/30/24 19:33	Melrose Area	Yes	65.00	Per Meeting	350.00	Annual	300.00	Annual	275.00	Annual	275.00	Annual	No	
5/30/24 19:33	Menahga	Yes	75.00	Per Meeting	150.00	NA	250.00	Annual	250.00	NA	250.00	Annual	No	
7/15/24 14:56	Mesabi East	Yes	3000.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$35,000 life insurance
5/30/24 19:33	Milaca	Yes	60.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Milroy	Yes	25.00	Per Meeting	40.00	NA	0.00	NA	25.00	Per Meeting	25.00	Per Meeting	No	
7/22/24 21:55	Minneapolis	Yes	20000.00	Annual	22000.00	NA	22000.00	Annual	20000.00	NA	20000.00	Annual	No	
5/30/24 19:34	Minneota	Yes	75.00	Per Meeting	600.00	NA	0.00	NA	350.00	NA	0.00	NA	No	
7/9/24 14:27	Minnnetonka	Yes	4500.00	Annual	1500.00	NA	750.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Minnewaska Area	Yes	50.00	Per Meeting	500.00	NA	0.00	NA	150.00	NA	150.00	NA	No	
7/1/24 21:18	Montevideo	Yes	60.00	Per Meeting	20.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/23/24 14:41	Monticello	Yes	320.00	Per Month	221.50	Per Month	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Moorhead Area	Yes	11760.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Moose Lake	Yes	1500.00	Annual	1200.00	Annual	0.00	NA	300.00	Annual	0.00	NA	No	
5/30/24 19:34	Mora	Yes	3500.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Morris Area	Yes	1800.00	Annual	800.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
	Mound Westonka	Yes	2400.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	\$50,000 basic life insurance
7/19/24 21:48	Mounds View	Yes	6500.00	Annual	500.00	NA	300.00	NA	0.00	NA	0.00	NA	No	
7/8/24 11:36	Mountain Iron-Buhl	Yes	225.00	Per Month	75.00	NA	25.00	Per Month	25.00	NA	25.00	Per Month	No	Committee Meeting Compensation:Under 2-hours - \$25.00 per meetingOver 2-hours - \$50.00 per meeting
7/1/24 5:00	Mountain Lake	Yes	3000.00	Annual	200.00	NA	100.00	Annual	100.00	NA	100.00	Annual	No	
7/3/24 13:48	Murray County Central	Yes	70.00	Per Meeting	500.00	NA	0.00	NA	250.00	NA	0.00	NA	No	
5/30/24 19:34	Nashwauk-Keewatin	Yes	250.00	Per Month	50.00	NA	0.00	NA	0.00	NA	0.00	Per Month	Yes	Life Insurance, Dental Insurance paid at 50%, \$50 for any Special Meeting or Work Session
6/7/24 20:14	Nebraska Association of School B	No		NA		NA		NA		NA			No	
7/19/24 21:48	Nett Lake	Yes	280.00	Per Meeting	150.00	Annual	120.00	Annual	120.00	Annual	120.00	Annual	No	
5/30/24 19:34	Nevis	Yes	1020.00	Annual	408.00	Annual		NA	178.50	Annual	153.00	Annual	No	
7/3/24 15:52	New London-Spicer	Yes	3372.00	Annual	500.00	Annual	300.00	Annual	100.00	Annual	100.00	Annual	Yes	MSBA/NSBA Conference mileage and room expenses covered.
5/30/24 19:34	New Prague Area	Yes	2475.00	Annual	500.00	NA	0.00	NA	300.00	NA	300.00	Annual	No	
7/22/24 15:06	New Ulm	Yes	3000.00	Annual	300.00	Annual	0.00	NA	100.00	Annual	0.00	NA	Yes	Single annual pass for activities. \$250 value.
5/30/24 19:34	New York Mills	Yes	100.00	Per Meeting	600.00	NA	400.00	Annual	400.00	NA	400.00	Annual	No	
5/30/24 19:34	Nicollet	Yes	50.00	Per Meeting	1000.00	NA	0.00	NA	700.00	NA	100.00	Annual	No	
7/9/24 19:06	Norman County East	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	North Branch Area	Yes	60.00	Per Meeting	800.00	NA	500.00	Annual	500.00	NA	300.00	Annual	No	
7/1/24 21:18	North St. Paul-Maplewood-Oakd	Yes	5900.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Northfield	Yes	330.00	Per Month	86.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Northland Community Schools	Yes	55.00	Per Meeting	350.00	NA	35.00	NA	300.00	NA	300.00	Annual	No	Board members are reimbursed the federal rate for mileage
5/30/24 19:34	NRHEG	Yes	100.00	Per Meeting	200.00	NA	0.00	NA	150.00	NA	100.00	Annual	No	
7/11/24 15:41	Ogilvie	Yes	350.00	Per Month	800.00	Annual	200.00	Annual	500.00	Annual	300.00	Annual	Yes	\$10,000 life insurance
7/19/24 21:48	Onamia	Yes	4500.00	Annual	500.00	NA	0.00	NA	175.00	NA	175.00	Annual	No	
5/30/24 19:34	Orono	No	0.00	NA	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/5/24 14:50	Ortonville Public Schools	Yes	50.00	Per Meeting	10.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Osakis	Yes	65.00	Per Meeting	250.00	Annual	0.00	NA	200.00	Annual	0.00	NA	No	
7/19/24 21:48	Osseo Area Schools	Yes	1250.00	Per Month	100.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Owatonna	Yes	3700.00	Annual	600.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Park Rapids Area	Yes	3900.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Parkers Prairie	Yes	1600.00	Annual	245.00	Annual	245.00	Annual	245.00	Annual	245.00	Annual	No	
7/9/24 19:06	Paynesville Area	Yes	100.00	Per Month	300.00	Annual	0.00	NA	200.00	Annual	200.00	Annual	No	

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7/22/24 15:34	Pelican Rapids	Yes	75.00	Per Meeting	600.00	Annual	300.00	NA	300.00	Annual	0.00	NA	No	
7/19/24 21:48	Pequot Lakes	Yes	250.00	Per Month	100.00	Per Month	0.00	NA	50.00	Per Month	50.00	Per Month	No	
5/30/24 19:34	Perham-Dent	Yes	1848.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Pierz	Yes	120.00	Per Meeting	20.00	NA	0.00	NA	20.00	NA	0.00	NA	No	
7/19/24 21:48	Pillager	Yes	2700.00	Annual	300.00	Annual	0.00	NA	0.00	NA	0.00	NA	Yes	PERA
5/30/24 19:34	Pine City	Yes	90.00	Per Meeting	620.00	NA	0.00	NA	600.00	NA	520.00	Annual	No	
7/22/24 14:10	Pine Island	Yes	1500.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Our board members receive an Activities Pass each school year.
7/9/24 19:06	Pine Point	Yes	150.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Pine River-Backus	Yes	175.00	Per Meeting	25.00	NA	0.00	NA	25.00	NA	25.00	Per Month	Yes	\$20,000 life insurance
7/19/24 21:48	Pipestone Area Schools	Yes	60.00	Per Meeting	400.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Plainview-Elgin-Millville Commur	Yes	100.00	Per Meeting	250.00	Annual	75.00	Annual	100.00	Annual	100.00	Annual	Yes	Free entry to all sporting events.
7/9/24 19:06	Princeton	Yes	500.00	Per Month	100.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Prior Lake-Savage Area Schools	Yes	6000.00	Annual	500.00	Annual	0.00	Annual	300.00	Annual	300.00	Annual	No	
6/11/24 19:12	Proctor	Yes	50.00	Per Meeting	100.00	NA	0.00	Per Month	60.00	NA	0.00	NA	No	
7/9/24 19:06	Randolph	Yes	100.00	Per Meeting	180.00	NA	0.00	NA	180.00	NA	180.00	Annual	No	
7/9/24 19:06	Red Lake	Yes	18000.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Health, dental, life insurance, mileage
7/1/24 21:18	Red Lake County Central	Yes	1500.00	Annual	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:35	Red Lake Falls	Yes	200.00	Per Meeting	50.00	Per Month	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Red Rock Central	Yes	50.00	Per Meeting	400.00	Annual	0.00	NA	300.00	Annual	200.00	Annual	No	
7/15/24 22:33	Red Wing	Yes	3200.00	Annual	700.00	NA	0.00	Annual	500.00	NA	0.00	Annual	No	
7/1/24 21:18	Redwood Area	Yes	600.00	Annual	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Renville County West	Yes	1800.00	Annual	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
6/14/24 17:57	Richfield	Yes	600.00	Per Month	900.00	Annual	0.00	NA	300.00	Annual	0.00	NA	No	
7/1/24 5:00	Robbinsdale Area	Yes	7800.00	Annual	9000.00	NA	8400.00	Annual	7800.00	NA	7800.00	Annual	No	
7/19/24 21:48	Rochester	Yes	7200.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Rock Ridge Public Schools	Yes	250.00	Per Month	50.00	Per Month	25.00	Per Month	0.00	NA	0.00	NA	Yes	They have the option to elect DCP PERA coverage.
7/9/24 19:06	Rockford Area Schools	Yes	3000.00	Annual	500.00	NA	0.00	NA	300.00	NA	300.00	NA	No	
5/30/24 19:34	ROCORI	Yes	272.00	Per Month	54.00	NA	0.00	NA	0.00	NA	26.00	Per Meeting	Yes	Board Negotiators additional \$1,492 annually
5/30/24 19:34	Roseau	Yes	96.00	Per Meeting	1751.00	Annual	0.00	NA	696.00	Annual	696.00	Annual	Yes	Members of the Board of Education are entitled to enroll in the school district's group insurance program. The school district's contribution toward the cost of participation shall be equivalent to that received by an employee having a 0.35 full-time equivalent status with the school district. A board member shall be entitled to continue participation in any group insurance program after leaving the Board of Education by paying the full cost of such continuation.
7/1/24 5:00	Rosemount-Apple Valley-Eagan	Yes	9000.00	Annual	900.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/1/24 21:18	Roseville Area	Yes	4960.00	Annual	1280.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Rothsay	No	0.00	NA	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Round Lake-Brewster	Yes	75.00	Per Meeting	300.00	NA	0.00	Annual	300.00	NA	200.00	Annual	No	
5/30/24 19:34	Royalton	Yes	2500.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	RTR Public Schools	Yes	50.00	Per Meeting	25.00	NA	10.00	Per Meeting	25.00	NA	10.00	Per Meeting	No	
7/9/24 19:06	Rush City	Yes	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:33	Rushford-Peterson	Yes	1200.00	Annual	300.00	Annual	50.00	Annual	50.00	Annual	50.00	Annual	No	
7/3/24 14:22	Sartell-St. Stephen	Yes	3000.00	Annual	400.00	NA	0.00	NA	0.00	NA	400.00	Annual	No	
5/30/24 19:34	Sauk Centre	Yes	70.00	Per Meeting	400.00	Annual	100.00	Annual	250.00	Annual	250.00	Annual	No	
7/19/24 21:48	Sauk Rapids-Rice	Yes	175.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
7/22/24 15:46	Sebeka	Yes	70.00	Per Meeting	700.00	Annual	125.00	Annual	300.00	Annual	125.00	Annual	No	
7/1/24 21:18	Shakopee	Yes	4500.00	Annual	500.00	NA	500.00	Annual	0.00	NA	0.00	NA	No	
7/3/24 13:57	Sibley East	Yes	1500.00	Annual	500.00	Annual	125.00	Annual	125.00	Annual	125.00	Annual	No	
7/19/24 21:48	Sleepy Eye	Yes	125.00	Per Meeting	450.00	NA	0.00	NA	300.00	NA	0.00	NA	No	
7/1/24 21:18	South Koochiching-Rainy River	Yes	50.00	Per Meeting	120.00	NA	0.00	NA	95.00	NA	120.00	Per Month	Yes	\$30,000 life insurance
7/9/24 19:06	South St. Paul	Yes	4900.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	School Board members may elect to participate in PERA.
7/9/24 19:06	South Washington County	Yes	5700.00	Annual	5700.00	Annual	5700.00	Annual	5700.00	Annual	5700.00	Annual	No	
5/30/24 19:34	Southland	Yes	50.00	Per Meeting	500.00	Annual	250.00	Annual	100.00	Annual	100.00	Annual	No	
7/3/24 14:06	SouthWest Metro Intermediate L	Yes	100.00	Per Meeting		NA		NA		NA		NA	No	
5/30/24 19:34	Spring Grove	Yes	700.00	Annual	300.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Spring Lake Park	Yes	5350.00	Annual	600.00	NA	100.00	NA	100.00	NA	100.00	Annual	No	
7/19/24 21:48	Springfield	Yes	1000.00	Annual	500.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/22/24 15:02	St. Anthony-New Brighton	Yes	5364.00	Annual	6437.00	NA	5900.00	NA	5364.00	NA	5900.00	NA	No	
7/16/24 18:05	St. Charles	Yes	1250.00	Annual	878.00	NA	250.00	Annual	250.00	NA	250.00	Annual	No	
5/30/24 19:34	St. Clair	Yes	75.00	Per Meeting	600.00	Annual	0.00	Annual	400.00	Annual	400.00	Annual	No	
5/30/24 19:34	St. Cloud	Yes	748.00	Per Month	859.63	Per Month	748.00	Per Month	748.00	Per Month	748.00	Per Month	No	
7/8/24 13:15	St. Francis	Yes	5909.00	Annual	6579.00	Annual	5794.00	Annual	5794.00	Annual	5794.00	Annual	Yes	\$50,000 life insurance
5/30/24 19:34	St. James	Yes	50.00	Per Meeting	250.00	Annual	0.00	NA	250.00	Annual	0.00	NA	No	
7/9/24 19:06	St. Louis County	Yes	400.00	Per Month	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
6/7/24 17:29	St. Louis Park	Yes	5423.00	Annual	6518.00	Annual	5975.00	Annual	5975.00	Annual	5975.00	Annual	No	
7/9/24 19:06	St. Michael-Albertville	Yes	3700.00	Annual	900.00	NA	0.00	NA	700.00	NA	300.00	Annual	No	Negotiation committee members \$500 additional per year / per committee member, \$300 for superintendent contract
5/30/24 19:36	St. Paul	Yes	18000.00	Annual	2000.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Board members are eligible for employer contribution toward a cafeteria benefits plan qualified under the tax codes. The employer contribution shall be equal to 41% of the cost for family coverage premiums in the lowest cost HMO nondeductible plan. Currently the HealthPartners Distinctions Plan is the lowest cost HMO nondeductible plan.
7/9/24 19:06	St. Peter	Yes	300.00	Per Month	500.00	Per Month	300.00	Per Month	350.00	Per Month	400.00	Per Month	No	
5/30/24 19:36	Staples-Motley	Yes	3550.00	Annual	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:36	Stephen-Argyle Central	Yes	100.00	Per Meeting	25.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:36	Stewartville	Yes	1900.00	Annual	600.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/22/24 14:51	Stillwater Area	Yes	5339.00	Annual	633.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:36	Swanville	Yes	50.00	Per Meeting	150.00	NA	50.00	Annual	250.00	NA	10.00	Annual	No	
5/16/24 17:24	Test Organization	Yes	20.00	Annual	25.00	NA	45.00	Annual	55.00	NA	65.00	NA	No	Test
5/30/24 19:34	Thief River Falls	Yes	3675.00	Annual	4824.00	Annual	4193.00	Annual	3905.00	Annual	3905.00	Annual	No	
7/19/24 21:48	Tracy Area Public Schools	Yes	900.00	Annual	300.00	NA	0.00	NA	0.00	NA	100.00	Annual	No	
7/19/24 21:48	Tri-City United	Yes	55.00	Per Meeting	600.00	NA	300.00	Annual	400.00	NA	0.00	NA	No	
7/1/24 21:18	Tri-County	Yes	100.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Triton	Yes	40.00	Per Meeting	250.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Truman	Yes	50.00	Per Meeting	500.00	Annual	0.00	Annual	325.00	Annual	325.00	Annual	Yes	Health Insurance if they choose but at full cost to them
5/30/24 19:34	Ulen-Hitterdal	Yes	60.00	Per Meeting	80.00	Per Meeting	70.00	Per Meeting	70.00	Per Meeting	70.00	Per Meeting	No	
7/19/24 21:48	Underwood	Yes	80.00	Per Meeting	10.00	NA	0.00	Per Meeting	0.00	NA	0.00	Per Meeting	No	
7/22/24 14:25	United South Central	Yes	75.00	Per Meeting	800.00	Annual	0.00	NA	300.00	Annual	300.00	Annual	No	
7/19/24 21:48	Upsala	No	0.00	NA	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/9/24 19:06	Verndale	Yes	80.00	Per Meeting	50.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Wabasha-Kellogg	Yes	1600.00	Annual	300.00	NA	200.00	Annual	200.00	NA	200.00	Annual	No	

(Do Not Modify) Modified On	Account Name	Board Compensation	Member Amount	Member Frequency	Chair Amount	Chair Frequency	Vice Chair Amount	Vice Chair Frequency	Clerk Amount	Clerk Frequency	Treasurer Amount	Treasurer Frequency	Fringe Benefits	Fringe Benefit List
5/30/24 19:34	Wabasso	Yes	40.00	Per Meeting	800.00	NA	0.00	NA	800.00	NA	400.00	Annual	No	
7/3/24 14:02	Waconia	Yes	4600.00	Annual	600.00	Annual	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Wadena-Deer Creek	Yes	2131.00	Annual	600.00	NA	0.00	NA	135.00	NA	135.00	Annual	No	
7/9/24 19:06	Walker-Hackensack-Akeley	Yes	140.00	Per Meeting	25.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
5/30/24 19:34	Warren-Alvarado-Oslo	Yes	75.00	Per Meeting	100.00	NA	0.00	NA	0.00	NA	0.00	NA	Yes	Life Insurance of 10,000.00
7/9/24 19:06	Warroad	Yes	45.00	Per Meeting	0.00	NA	0.00	NA	0.00	NA	0.00	NA	No	
7/19/24 21:48	Waseca	Yes	100.00	Per Meeting	50.00	NA	25.00	Per Meeting	25.00	NA	25.00	Per Meeting	No	
	Watertown	Yes	2400.00	Annual	3000.00	Annual	2600.00	Annual	2600.00	Annual	2600.00	Annual	No	

Secondary School

24-25 Handbook Proposed Changes

Added to Page 13 as a new policy before “fees”

Chromebook Misuse Policy:

- Lost or intentionally damaged case fee: \$30 (replacement cost)
- Chromebook replacement:
 - 1st time with damage: Free (covered by insurance)
 - Subsequent replacement: Full cost or repair or replacement
 - Intentional Damage: Full cost of repair or replacement
- Lost charger: \$15 Replacement fee
- Replacement charger required for unintentional damage: Free
- Each teacher has two chargers with their name on it for students to use if their chromebook is not charged. Repeated failure to charge the chromebook may result in a disciplinary referral. Students will not receive chargers from the office because they forgot theirs at home.
- Students are not allowed to put stickers on their school issued chromebooks.

- Students who forget their chromebook may receive a loaner 1 time per semester. Subsequent incidents may result in lunch detention. Consideration is given for circumstances outside of the student's control.

New cell phone policy (pg 13)

Student Personal Device Policy

Purpose:

The purpose of this policy is to promote a productive learning environment, ensure student safety, and minimize disruptions caused by the inappropriate use of personal electronic devices.

Policy Guidelines:

1. Personal Device Use

- A) Students in grades 6-12 may use personal smartphones and accessories (smartwatch, airpods, etc) before school, during designated breaks, and after school hours. Students may use their phone during study hall

when explicit permission has been given by the supervising staff member. Students in grades P-5 are not permitted to use cell phones during the school day.

- B) Phones, smartwatches, etc must be turned off or on silent mode during instructional time unless otherwise permitted by a teacher for educational purposes. Air pods must be put away during instructional time. Classroom cell phone holders will be provided for each classroom.
- C) Absolutely no phone use is permitted in flexible learning spaces at any time during the school day.

2. Prohibited Activities

- A) Taking photos, videos, or audio recordings of individuals without their explicit permission, in any school setting, including the bus.
- B) Posting or sharing inappropriate content, including but not limited to bullying, harassment, or materials that violate school policies.
- C) Using devices for non-academic purposes during instructional time, unless explicitly permitted by the teacher.
- D) Locker Rooms and bathrooms will be 100% device free at all times. Confiscation and search of any devices is standard procedure if found in these areas.

3. Device Storage and Usage

- A) Each classroom will have a cell phone holder and students are required to leave their phones in the designated pouch. Students who place a burner phone in the pouch will receive appropriate consequences.
- B) Students may store their phones in a locker.

4. Enforcement and Consequences

- A) All school staff are responsible for enforcing this policy.
- B) Consequences for violating the policy may include warnings, temporary confiscation of the device, detention, or further disciplinary action as deemed appropriate by school administration.
 - a) **1st Offense** - Staff member has student place phone in a designated area within the classroom until the end of the class period
 - b) **2nd Offense** - Staff member turns in the phone into the front office for the remainder of the day. Student or parent pick up.
 - c) **3rd Offense** - Staff member turns phone into the front office for the remainder of the school day. Parent pick up.

- d) **4th Offense** - Cell phone plan created. Phone may be held by administration during days or not allowed onsite.
Parents/Guardians devise a plan together with school administration
**Or Phone no longer allowed onsite

5. Exceptions and Special Circumstances

- A) Teachers may allow the use of devices for educational purposes as part of their lesson plans. Ex: Tuning an instrument.
- B) Students with documented special needs requiring ongoing access to electronic devices may receive accommodations as determined by the Individualized Education Program (IEP) or 504 Plan.
- C) Students who use their cell phones to monitor a medical condition (i.e. diabetes, epilepsy) may have their cell phone with them at all times, but must adhere to all other expectations of the cell phone policy.
 - a) In the case of a medical necessity, students are required to have a health plan or prior approval

6. Parent and Guardian Involvement

- A) Parents/guardians are encouraged to support the school's policy and monitor their child's use of electronic devices outside of school hours.
- B) The school will communicate this policy to parents/guardians through student handbooks, the school website, and other appropriate channels.

7. Review and Updates

- A) This policy will be reviewed annually to ensure it aligns with current educational practices and addresses emerging issues related to technology use.

8. School Responsibility

- A) Lost, Stolen, or Damaged Devices are not the responsibility of the school nor is the school required to investigate any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

9. Implementation

Effective implementation of this policy requires cooperation and understanding from students, parents/guardians, teachers, and school staff. By adhering to these guidelines, we aim to create a positive and focused learning environment for all students at Central

Pg 13 under fees

1. Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, limit on Holocaust expenses, funerals, get wells, etc.
 - 9th Grade - \$25.00
 - 10th Grade - \$25.00
 - 11th Grade - \$25.00
 - 12th Grade - \$25.00

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MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- Students will receive a “Loss of Credit” (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A “Loss of Credit” **does not** negatively affect a student’s GPA.
- Students will receive a “Fail” (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A “Fail” **does** affect a student’s GPA.

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29. **Technology**

Using a personal or school issued device to record a student altercation regardless of intent.

(grades 6-12)..... 1 day susp. 3 day susp.

24-25 Registration Handbook change:

- Students in 9-11th grade who fail 1st semester of a math class must retake the 1st semester during the following year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.
- If students fail a 2nd semester math class, they must retake that semester of math during the next school year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- If a student fails both semesters of a math class, they must retake the entire year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.
- Students who fail will not be required to take two math classes at the same time. They will take the next course the following year in person.

2024-25 HEALTH SERVICES PROCEDURES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Early Childhood Screening: All children entering into Kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes. There are no exemptions.**

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date BEFORE of school entrance. These can be completed by your family physician or through Carver County Public Health Services (442-4493). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (ie. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)
- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving
If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide.
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- **Prescription medications** can be administered under these circumstances:
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 - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
 - A current written physician's order. Must be received for **ALL** prescription and controlled medications (i.e. ADD or ADHD). Written order must include:
 - Student name
 - reason medication is needed
 - Medication name, dose, route, and time of administration
 - termination date for administration
 - Possible side effects
 - Physician signature
 - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two

bottles with proper labels to avoid transporting medication daily. The label should include the following information:

- Student name
 - Physician name
 - Medication name and directions for use
 - Name/telephone number of pharmacy
 - Date of issue or renewal
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 - If a student can demonstrate the ability to self-carry/administer an inhaler appropriately, an “Authorization to Self-Carry/Self-Administer Medication Form” can be signed by the parent, student, and School Nurse in the Health Officer.

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hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

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 7:40 – 8:00 a.m. for all other students

The cost of breakfast will be \$1.45 for students on regular lunch. Breakfast will be *free* for students who are generally on Free and/or Reduced Lunches and students enrolled in kindergarten.

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Taher Inc provides lunch and breakfast to our students in the Central Public Schools. They aim to provide a healthy, tasty, reasonably priced breakfast and lunch option.

Lunch account balances are kept for each family, and students are given a unique student number to deduct the appropriate amount from their family account. Computer software monitors account balances, and balance amounts can be checked through the Parent Portal. Students can add to their account balances by bringing money to the kitchen between 8:00-8:30 a.m. This money is credited to their lunch account within the next business day. Checks should be made payable to ***CENTRAL PUBLIC SCHOOLS***. Prices for school lunch are as follows:

Regular lunch: \$2.75
 Milk/Juice: \$0.75

If you feel your child would qualify for free or reduced lunch, you must fill out the appropriate form (which can be found in the District Newsletter, sent out to all District residents at the end of August). Forms can also be obtained in the District Office. The completed form is to be returned to the Superintendent's Office. Students must pay for their lunch until the Superintendent's Office notifies the elementary office that they have qualified for free or reduced lunches.

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When a student's account falls below \$10.00, an email and text will be sent.

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Milk/Juice: Milk or juice can be purchased for milk break at \$40 a semester. (Kindergarten students can receive free milk for their break. If they prefer to have juice, they will have to pay the semester rate.) If your child has milk or juice for the break, the money must be paid annually or at the beginning of each semester. Students on free or reduced lunches must pay for milk or juice if they wish to have it for a break or with their bag lunch.

Snack: Snacks can be purchased at \$25 a semester for a snack break or brought from home. If your child has a school snack, the money must be paid annually or at the beginning of each semester. Students on free or reduced lunches must pay for snacks if they wish to have them for the break.

If you have questions regarding your child's lunch account, please contact Taher, Inc. at 467-7349.

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Taher Inc. provides lunch and breakfast to our students in all of the Central Public Schools. They aim to provide a healthy, tasty breakfast and lunch option. We participate in the State of Minnesota's Free School Meals for Kids Program. This legislation provides a free breakfast and lunch to all students. *For more information on this program, please visit the [Minnesota Department of Education](#) website.*

Breakfast: Central Elementary provides free breakfast for all students through the Minnesota Free School Meals for Kids program. Kindergarten & 1st grades are served breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom. *An additional breakfast or milk is available for purchase.*

Lunch: Central Elementary provides free lunch for all students through the Minnesota Free School Meals for Kids program. *An additional lunch or milk is available for purchase.*

Note: Single item purchases and non-reimbursable meals are not free. Some examples include: carton of milk, snack items, second entrée, a second breakfast or a second lunch, meals that do not meet the minimum requirements and meals served to teachers, staff, and other adults.

The cost for an adult meal or for a student to purchase a second complete breakfast or complete lunch will be \$2.40 for a breakfast, \$5.00 for a lunch and an additional milk can be purchased for \$.60.

As a convenience to our families, Central Elementary School and Taher Foods offers a snack and milk/juice option for our K-5 th grade students, mid-morning. Students that participate in this program have multiple choices daily that include options such as whole fruit, raisins, Craisins, Cheez Its, Chocolate Elf Grahams, and Scooby Bones.

Snack Options:*

Snacks Only - \$30 for first semester, or \$60 for both semesters

Milk/Juice Only** - \$45 for first semester, or \$90 for both semesters

Both Snacks & Milk/Juice - \$75 for first semester, or \$150 for both semesters

Those who choose not to participate in the snack and milk program are still welcome to send water bottles and healthy snacks from home.

****Kindergarten students do not need to purchase milk as this is provided free of charge through a government program.** If you chose to participate in the snack program, please select Snacks Only and milk will be automatically given to the kindergarten students if they want it.

Please use our Payment Portal via <https://isd108.revtrak.net/> to deposit funds into your child's account for food related purchases. Click on "**Lunch Account**" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and on "**Child Nutrition**" for our snack program. NOTE: **Snack options can **ONLY** be paid through the payment portal (we cannot accept cash or check for snacks).*

If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front. Checks should be made payable to Central Public Schools.

It is still important for families to complete the Application for Educational Benefits form. Applications for Educational Benefits determine how much funding your child's school receives for educational programs and supports. Additionally, eligible families can qualify for other benefits. See the Minnesota Department of Education <https://education.mn.gov/MDE/dse/FNS/SNP/free/> for additional information. You can access this form on the Central Public School website via [Application for Educational Benefits](#) or forms can be obtained in the District or Elementary Offices. Completed forms should be returned to the District Office.

Please contact finance@isd108.org with any payment portal questions. If you have any additional questions, please contact Taher Food Service at 952-467-7147 or the Elementary Office at 952-467-7300.

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The school district's policy is that students shall be responsible for their personal property. Therefore, neither the school district nor its employees shall be liable for ensuring a student's property security.

Preschool Handbook Executive Summary of Changes

By Sue Forster

- Updated the transportation section to reflect no mid-day transportation
- Health policies aligned with K-12
- Updated language in core values
- Aligned the grievance procedure with k-12
- Updated screening information to reflect correct protocols for completion dates related to School Readiness and pathway II
- Updated snack guidelines for the full day preschool and added the free lunch and breakfast program information.
- Updated the emergency closing policy to reflect k-12
- Updated tuition to reflect increases
- Added student absence expectations

2024-25 Elementary Changes

2024-25 HEALTH SERVICES PROCEDURES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Early Childhood Screening: All children entering into Kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes. There are no exemptions.**

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date BEFORE of school entrance. These can be completed by your family physician or through Carver County Public Health Services (442-4493). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment

during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (ie. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.

- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)
- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide.
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

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Central Elementary School



Parent/Student Handbook 2024-2025

Dear Central Elementary Families:

It is exciting to welcome you to Central Elementary School! We are honored to have you and your child as a part of our school community. At Central Elementary School, you will find a highly talented group of caring and dedicated employees who set high expectations for themselves and our students. Their commitment to our students is evident in the hard work that has been done over the summer as we continue our professional growth and improvement while also preparing to meet the needs of every one of our students.

As a staff, we are committed to our district's Mission, Vision, and Values, as we use them to drive all that we do to educate our students. We are ready to live up to our mission statement, which is to **“Educate, Inspire, Empower - Every Student, Every Day.”** The Central Elementary School staff is eager to partner with you and your child in providing a meaningful learning experience. We know that this partnership is essential to delivering the genuinely world-class experience that each child deserves. As a parent, we encourage you to become involved through volunteering, working with your student at home, maintaining regular communication with your student's teachers, and having daily conversations about school with your student.

This parent handbook contains many of the expectations and procedures that we will follow this school year. They result from a concerted effort on the part of the staff and the administration and will be an aid in helping you become an integral part of the elementary school. We suggest that you keep a copy of the handbook for reference purposes should a question arise. In addition, newsletters and various memos should help keep you informed. Please feel free to contact me with any questions.

Central Elementary is a wonderful place for students to learn and grow. We have a terrific community of parents and businesses that provide support for all of our activities. As principal, I am looking forward to meeting our students and helping provide them with what they need to reach their fullest potential.

This is going to be a great year!

Ron Erpenbach

Mr. Ron Erpenbach
Principal
Central Elementary School
(952)467-7301
rerepenbach@isd108.org

CENTRAL SCHOOLS MISSION, VISION AND VALUES STATEMENTS:

“Ready, Set Thrive!”

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Vision:

Ensuring the next generation will identify ways to positively impact our communities.

Value Definitions:

Community- Collaborating together to share our success and accomplish our goals.

Kindness- Genuine effort to show compassion for others and realize the value and potential of all

Integrity- Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation- discovering creative opportunities and solutions for purposeful improvement.

Relationships- Creating positive connections that last a lifetime.

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL:

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

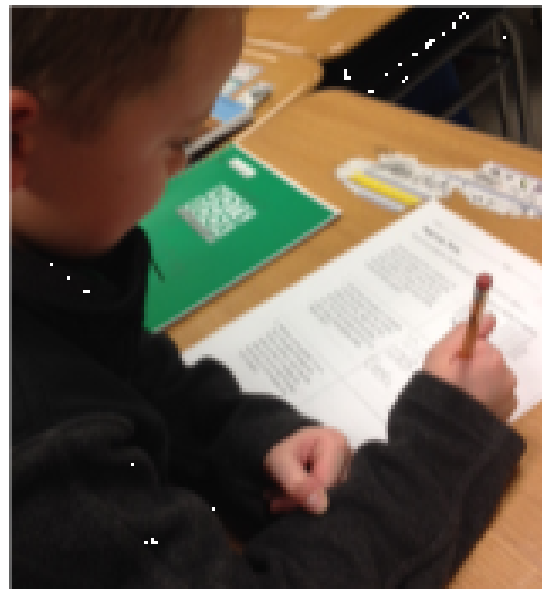
- a. Effort and attention will be given to the basic skills.
- b. Educational programs and classroom instructional activities need to be tailored individually to fit the needs of the student.
- c. The goals of self-concept development and a feeling of self-worth are of utmost importance.
- d. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and teachers teach to those different learning styles. Therefore, the staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts

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2024-2025 School Year Central Elementary Staff Phone Numbers/ Email Addresses

All extensions begin with (952) 467- ####. Teachers will not be available to answer their phones during the school day but will respond to messages promptly.

Office

Ron Erpenbach 7301 rerpenbach@isd108.org
 Janet Sykes 7302 jsykes@isd108.org

Health Office

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 Allison Cruse 7176 acruse@isd108.org
 Lindsay Hanish 7316 lhansih@isd108.org
 Jessica Solberg 7360 jsolberg@isd108.org

ECSE

TBD 7332
 Lisa Stiele 7352 lstiele@isd108.org
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Counselor

Sarah Beadling 7108 sbeadling@isd108.org

Title I

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 Kathy Dvorak 7317 kdvorak@isd108.org

Curriculum Leader

Andrea Kolstad 7310 akolstad@isd108.org

Media Center

Kelly Street 7323 kstreet@isd108.org

Music

Emma Melick 7308 emelick@isd108.org

Band

Adam Halpaus 7327 ahalpaus@isd108.org

Physical Education

Darrin Fox 7326 dfox@isd108.org

Psychologist

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Grade 1

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 Sarah Thomason 7333 sthomason@isd108.org
 Angie Honkomp 7335 ahonkomp@isd108.org

Grade 2

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 Rachel Jensen 7338 rjensen@isd108.org
 Tina Ackermann 7336 tackermann@isd108.org

Grade 3

Alissa Friend 7339 afriend@isd108.org
 Jennifer Daus 7340 jdaugs@isd108.org
 Abbey Schwob 7341 aschwob@isd108.org

Grade 4

Kyle Evenski 7342 kevenski@isd108.org
 Jacob Schrupp 7344 jschrupp@isd108.org

Grade 5

TBD 7345
 Grace Kosek 7346 gkosek@isd108.org
 David Rauch 7347 drauch@isd108.org

Community Ed

Sue Forster 7394 sforster@isd108.org
 Phil Hendrycks 7173 phendrycks@isd108.org

Maintenance/

Custodians 7008 canderson@isd108.org

Kitchen

Chantelle Eshleman 7147 ceshleman@isd108.org

Steve Anderson 7070 sanderson@isd108.org

Other Important Contact Information

The following telephone numbers may be helpful to you if you need to reach someone at the Elementary, Secondary, District Office or Community Education.

Central Public Schools website: <http://isd108.org>

Elementary School Office:	952-467-7300
Principal (Ron Erpenbach):	952-467-7301
Elementary Fax:	952-467-7303
Elementary Attendance Line:	952-467-7304
School Nurse:	952-467-7306
Taher Food Service (Chantelle Eshleman):	952-467-7147
Transportation:	952-467-7009
Pre-School Screening:	952-467-7390
District Office:	952-467-7000
Secondary Office:	952-467-7100
Secondary Attendance:	952-467-7104
Community Education:	952-467-7391
Technology Director (Steve Anderson):	952-467-7070

2024-2025 Central Elementary School Calendar

Please use the following tentative schedule to help you plan for family vacations, shopping trips, dental/doctor appointments, or other obligations that may prevent your child from attending school.

Aug 26-29	Teacher Workshop Days
Aug 28 & 29	Assessment Day K-5 by appointment
Sept 3	No School; Labor Day
Sept 4	First Day of School; K-5
Oct 10 & 15	K-5 Conferences
Oct 17 & 18	No School; Fall Recess
Nov 1	End of the First Quarter; Early Release
Nov 4	No School; Staff Development
Nov 27-29	No School; Thanksgiving Break
Dec 23-Jan 1	No School; Winter Break
Jan 2	School Resumes
Jan 17	End of Second Quarter; Early Release
Jan 20	No School; Staff Development
Feb 6	25-26 Kindergarten Registration
Feb 13 & 17	K-5 Conferences
Feb 17	No School; Staff Development
Mar 21	End of the Third Quarter; Early Release
Mar 24-28	No School; Spring Break
Apr. 18	No School
May 23	Last Day of School; Early Release
May 23	High School Graduation

EDUCATIONAL PROGRAMS

Students who attend Central Elementary School work hard and consistently achieve above the state average. Because we view our students as individuals, various instructional methods are offered, and we strive to find the best strategies for each child. Reading/Language Arts, Math, and Science are emphasized, and our curriculum's core is rooted in developing a solid foundation.

Reading/Language Arts: Expectations for literacy instruction are defined by the Central Elementary School Literacy Guidelines and utilize a balanced literacy approach focusing on the five literacy pillars. These pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students will have access daily to grade-level instruction through the core curriculum. Students will also be provided small group or individualized instruction regularly. Additionally, students will receive robust modeling of fluent reading while being encouraged to develop a lifelong love for reading. Grades K-5 use the Amplify CKLA, which was purchased in 2023. This curriculum focuses on the science of reading.

Mathematics Program: Central Elementary students are provided a strong foundation in the standards set by the National Council for the Teachers of Mathematics and the State of Minnesota. All teachers in grades K-5 use Houghton-Mifflin Expressions, which was adopted in June 2016. Students are active participants in their learning and growth through a combination of direct instruction and discovery. Teaching encompasses the exploration of mathematics and knowledge to discover new and creative ways to approach problems. Real-life problem-solving and group work are emphasized while students learn how to express their mathematical thinking verbally.

Science: emphasizes knowledge and the process of science through a hands-on approach. Scientific attitudes and thinking processes are learned through classroom, field, and lab experiences using various materials to carry out the planned scope and sequence. All students in grades K-5 use the 2020 edition of Foss Next Generation curriculum materials.

Health: instruction uses primary health goals, which include several objective areas. The student goals include developing the ability to make decisions, cope, communicate, solve problems, plan, evaluate, and act to have optimum health. In addition, the program's goals include consumer, dental, mental, and environmental health, health services, fitness, wellness, and nutrition. Also included are safety and first aid, disease prevention, growth and development, and substance use and abuse.

Social Studies: focuses on American history and includes studying the geography, culture, and peoples of the United States and the world. Global and current events emphasis is also recognized. Grades K-5 use the Harcourt Social Studies Curriculum

STEAM: Central's STEAM Lab is a JOY-filled place where students cultivate 21st-century skills using exploration, which leads to lasting community impact. Students visit the STEAM lab regularly to receive hands-on instruction to further their understanding of core concepts. Students can learn coding, robotics, engineering design, digital citizenship, and other important 21st-century skills.

Physical Education: is taught by a specialist to students in grades K-5. Physical activities occur in units of games and cooperative significant group movement. The emphasis in physical education is on lifelong physical fitness and developing skills toward that goal. Students are required to wear athletic shoes to physical education classes for the safety and health of the student and the protection of the floor.

Elementary Music: is taught by a specialist to students in grades K-5. The students address the national standards in music. Some of these experiences will include singing alone and with others, playing classroom instruments, studying masterworks, and playing folk song games. All students in grades K-5 will perform in one program per school year. Some grade levels will perform together. Kindergarten and first grade will perform individually. Second grade is paired with third grade, and fourth grade is paired with fifth grade.

Art: instruction is taught through activities incorporated into another curriculum and in special art studies. Our art curriculum was developed to provide students with an organized, well-balanced introduction to the world of art. In the same lesson, students learn specific art terms, concepts, and skills by combining art appreciation and production. For example, a new art element or principle is often introduced by teaching students to recognize and describe it in the environment and carefully select famous works of art that are clear examples of that concept or skill. Students are then asked to apply their new knowledge to a related art project. These assignments also allow ample room for exploration, creativity, and self-expression. Through this program, students learn how to create art and look at, understand, and appreciate art in the world around them.

Overdue/Lost Books: Students with an overdue book(s) of 60 days or more will no longer be allowed to check out additional library books. The overdue book must be returned, replaced, or paid for if they wish to resume-library privileges. If a student has not returned or paid for a book by the end of the year, s/he will not be allowed to check out books the following school year.

Title I: Students who are not making the expected progress at their grade level may be offered help by (Federally funded) certified teaching staff. This program serves students needing additional reading comprehension support in grades K-5.

Special Education: Services are offered to all students who are determined, through testing, to be physically, emotionally, or academically impaired. Students receive help from specially certified teachers in direct service (individually or in small groups) or supplemental services. Parent decisions are an integral component of the services and programs offered.

Early Childhood Special Education: Children from birth through 5 years of age are identified through screening as needing early intervention. Once identified, licensed special education and speech teachers serve students through a preschool program.

Community Education: offers classes in languages, hobbies, crafts, and varied skills. These classes are offered after school, evenings, and throughout the summer. Please read the available Community Ed brochure for current offerings.

- **Connections:** an after-school program from 3:00 – 4:15 p.m. / 2 days a week that offers extra help to students in grades K-5 during October through April. Students also have an opportunity to receive assistance in developing their math fact skills with a math program scheduled before school (7:30 a.m.) each day from October through May.
- **Kids Company:** offers pre and after-school child care for children in grades K-5.
- **Kurious Kids Preschool:** an early childhood program designed to promote a child's physical, social, emotional, and cognitive growth. This program fosters curiosity, self-esteem, cooperation, creativity, learning, and fun.

* **Contact Community Education for more information about any of these programs.**

Student Support Services: Central Elementary has a licensed School Nurse, a School Counselor, and a School Psychologist. This is important for our students' health, education, and special needs. In addition, they can serve as a resource to staff, students, and families in these areas and the areas of abuse, dependency, family life education, testing, truancy/absences, ill health, and injuries. To assist all of our students in reaching their full potential and maintaining their learning opportunities, we offer a full complement of supplemental and direct service programs to students with various physical, social, emotional, and intellectual needs.

STUDENT ASSESSMENT AND PROGRESS REPORTING

Reporting/Testing: Students in grades 3, 4, and 5 will take the M.N. Comprehensives Tests in April. In addition, students in grades 1-5 will take the Fast Assessment quarterly. The testing results will provide a general assessment of individual student achievement. Data will also report comparisons with state and national averages and indicate the amount of growth our students make. This will help identify successes and needs in curricular areas. In addition, parents may request to look at any material in their child/ren's cumulative record folder. Test results by grade level may also be shared publicly. In addition, student progress is shared with parents at a parent-teacher conference in October and February (see calendar page).

Conferences: Grades K-5 will have parent-teacher conferences in the fall on October 10 and 15 from 3:30-8:00 p.m. Conferences will be held again on February 13 and 17 from 3:30 – 8:00 p.m. Parents or guardians will visit their child/ren's teacher(s) for a conference at a scheduled time. This will allow the parents and teachers to monitor students' learning and share information. Teachers may call parents/guardians for other conferences, and parents may also request a meeting at any time to discuss their child's progress in school.

Student Record Information: The school district recognizes its responsibility concerning the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

Student records contain the following information:

- Student's name
- Address
- Telephone number
- Date of birth
- Attendance

Identifying information on a student's religion, race, color, or nationality is omitted.

- The above information shall be public information the school district may disclose from a student's education records.
- Should the parent or the student desire, any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- To make any or all of the directory information listed above "private" (i.e., subject to consent before disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice.

This written request must include the following information:

1. Name of Student
2. Home Address
3. Parent legal relationship to student (if applicable)
4. Specific directory information should not be made public without the parent's prior written consent.

SCHOOL PROCEDURES

Pledge of Allegiance: Elementary students are taught the "Pledge of Allegiance" and flag courtesy. Students begin each day reciting the Pledge of Allegiance. Anyone who does not wish to participate in reciting the Pledge of Allegiance for personal reasons may elect not to do so; however, students must respect another person's right to make that choice. M.N. Statute 121A.11

Classroom Placement: Professional staff members are responsible for forming appropriate instructional groups that reflect students' needs. We aim to create balanced groups to enable every child to achieve the school's educational goals. Parents/guardians may provide information to assist the school in this process. Examples include

- Learning styles (such as interests at home, preference for specific kinds of activities, and interactions with other children, etc.).
- Type of learning environment that is most helpful (less structured, more structured, etc.).
- Unique personality traits of the child (compassionate, talkative, quiet, etc.).
- Specific needs (hearing, vision, speech, etc.)
- Any other relevant information.
- Specific names of staff should not be listed.

The school will attempt to honor this request in the best interest of your child and within the educational program philosophy of the district. The school cannot, however, guarantee the honoring of specific parent/guardian requests.

Input forms are available to all parents/guardians during the spring of the year to allow a scheduling process to make out class lists. Parents/guardians having specific questions should contact the building principal.

School Closing: The school will be in session except as indicated on the calendar. When school is to be closed early or canceled because of an emergency or the weather, the official announcement will be made over radio station 830 AM – W.C.C.O. as well as through local television stations. The district office will also send a courtesy call to all contacts provided. Would you please make arrangements for your child(ren) in advance? This way, your child will know where to go if school should be dismissed due to an emergency or severe weather.

Use of the Telephone: Students must get the teacher's permission to use the school phone. **Approval** will be granted only in cases of emergencies. Phone use will not be permitted for such things as arranging to go home with a friend after school. We would appreciate it if parents would ensure their child/ren has homework, band instruments, lunch money, etc., and know where to go after school before leaving home in the morning.

Cell Phones: Cell phones are **not** allowed during the day. If a student brings a cell phone to school, it is NOT to be used during the school day hours (8:00 – 3:00 p.m.) The phone will be kept in the child's school bag and turned off.

Friends: No school-age friends can visit more than one school day yearly. Prior approval from the principal is required. Visitations during the first or last two weeks of school are discouraged.

Pets: We know pets are essential to our families, and students are excited to share them with their classmates and teachers. Because of allergies and student fears, we do not allow them to visit our classrooms. We do, however, encourage students to share pictures and stories.

Student's Personal Property at School: Students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure their safety.

The school district's policy is that students shall be responsible for their personal property. Therefore, neither the school district nor its employees shall be liable for ensuring a student's property security.

□ Central Elementary students cannot *buy, sell, or trade* items on the school bus or property.

Classroom Movies: (Movies, as used in this policy, shall mean full-length commercial movies or made-for-T.V. movies but shall not include educational films whose function is to inform.)

Teachers utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, they are evaluated based on their ratings, age appropriateness, and recommendation. Therefore, no "R" or "PG-13" films will be shown.

- A parent or student may request that the student be excused from viewing any movie. However, the student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

Care of Textbooks/Materials: Materials, such as books and equipment, are the property of the School District. Students use these books on a loan basis. They are responsible for the care and use of the materials. Textbooks and library books will be examined at the end of the school year for damage in the following areas:

- writing in books
- damaged binding
- torn pages
- water damage
- missing pages, etc.

Upon identification of damage, the student will be responsible for its correction. If the damage to the book cannot be corrected, the student will be required to make restitution. Fines will be based on the following schedule.

Books with two or more missing pages, mutilated or lost.

- **1st year of use:** 100% of the cost
- **2nd year of use:** 75% of the cost
- **3rd year of use:** 50% of the cost
- **4th year +:** 50% of the cost (if the book is still used in the classroom or library)

Classroom Treats: On occasion, students bring treats to their classrooms. Due to health concerns and policies, the District asks that only commercially prepared and packaged food be brought to school (no homemade goodies!). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to students' allergies. This will ensure safe and healthy snacks. Thank you for your cooperation.

Snack Lists: Students may eat healthy snacks brought from home with milk breaks. Healthy snacks are fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students with healthy snacks vs. junk foods. The cooperation of each family and classroom is appreciated.

Acceptable snack examples:

Popcorn	Cheese and Crackers	Banana or Date Bread
Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Pretzels
Raisins		

Unacceptable snack examples:

Cookies/Pudding	Cake	Potato Chips
Cheese Balls	Rice Krispie Bars	Marshmallows
Twinkies or any kind of Snack Cake	Kool-Aid or Pop	Peanuts (Due to allergies)

Appropriate Dress: We ask that students dress appropriately - considering the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when the weather is inclement. In addition, shirts and caps with inappropriate language are not permitted in school or at school events. Finally, students are not allowed to wear hats inside the building. They should be removed when the student enters the building.

Students play outside before school from 7:45-8:00 a.m. and at noontime. Supervision is provided. When the weather is inclement, students stay inside the building. Inclement weather is rain, snow, temperature, or wind chill below zero. Would you please try to have your child dressed according to weather conditions?

Primary teachers require the marking of a child's boots. This saves time and confusion since many students wear the same type and color. Some students also have trouble recognizing lost items. To encourage wise decision-making in chemical use by students, it is inappropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

Noon Recess: will be held outdoors unless the weather is inclement. When it is raining, or the temperature is too cold, noon recess will be conducted in the atrium. If a child is recuperating from an illness and a parent/guardian wishes to have them stay inside, please indicate this by sending a doctor's note with your child. All children will play outdoors *unless they bring a doctor's note*. Be sure your child/ren is appropriately dressed in cold weather (boots, mittens, scarves, caps, warm jackets, etc.).

Background Checks: According to Minnesota Statute, Central Schools administer a background check for all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

PARENTAL INVOLVEMENT

Parent-Teacher Association (P.T.A.):

Mission: The Central Elementary School Parent-Teacher Association is committed to engaging and connecting students, families, staff, and the community to work together to enhance and enrich student educational experiences.

The PTA consists of any interested parents/guardians from families whose children attend Central Schools.

The PTA meeting schedule is available on the Central Elementary School calendar located on the website.

Central Elementary Volunteers: Volunteers play a crucial role at Central Elementary. They assist classroom teachers and specialists in many areas. If you have some extra time and would like to share it with our school, please contact the elementary office (952-467-7300).

School Visitors (Parents, Volunteers, & Friends): Parents are encouraged to actively participate in their child's education and visit the school frequently. However, all people entering our building must report to the elementary office to sign in and pick up a visitor's badge before entering any classroom. After your visit, please sign out in the office. If a student leaves school before the end of the day, an adult must sign the student out. Staff members will ask anyone not wearing a visitor's badge to report to the office. Everyone is to enter the building at the main front entrance. All other doors are locked. We hope that any inconvenience this may cause will be offset by knowing that your child's safety is our primary concern.

NOTE: *Only parents/guardians will be allowed to visit a child or pick a child up from school unless the parent/guardian has given specific permission.*

BUS RULES AND PROCEDURES

The District provides transportation for all students in Central Elementary. Bus stops are published in the Norwood Times before the start of the school year. Any student who wishes to get off at a stop other than their regular bus stop must have **written** permission. If your child is bringing friends home on the bus (3 or more), prior approval must be obtained from the bus driver. If you have any questions about busing, please call Luke Wolter at 952-467-7009 between 8:00-11:00 a.m. Students receive instruction in Bus Safety in the fall of the year.

NOTE: If your child does not ride a bus to school, they **SHOULD NOT ARRIVE BEFORE 7:45 A.M.** *School supervision does not begin until 7:45 A.M.* Please ensure your child arrives promptly. **The school day will start at 8:00 A.M. and end at 3:03. Expectations of students riding the bus are to follow these bus rules:**

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain on the bus at all times.
5. Students may not leave the bus except at their assigned bus stop or school without prior approval and the bus driver's knowledge.
6. Prior approval should be obtained from the bus driver if your child brings friends home on the bus (more than 3).

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above.

Violations of these rules typically will be dealt with using the following guideline (administrator discretion will be used):

1st Offense: The first note is only a **WARNING** that the bus violation has occurred. This note must be signed and returned to the bus driver for the student to ride the bus the following morning.

2nd Offense: The second note will bring **DISCIPLINARY ACTION** resulting in the suspension of bus riding privileges. Parents must contact the Transportation Director (952-467-7009) to see if a solution to the problem can be reached. If no contact is made, the student cannot ride the bus.

3rd Offense: The third note will result in **SUSPENSION** from riding the bus. The parents or guardian must meet with the Transportation Director if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out will the student be allowed to ride the bus again.

4th Offense: The fourth note will suspend riding privileges for the remainder of the semester.

HEALTH SERVICES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Early Childhood Screening: All children entering into Kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes. There are no exemptions.**

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date BEFORE of school entrance. These can be completed by your family physician or through Carver County Public Health Services (442-4493). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home

activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.
- **Re-admittance to School:** Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)
- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- **Prescription medications** can be administered under these circumstances:
 - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: <https://www.raiders.central.k12.mn.us/page/health-office> under "Health Forms".
 - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
 - A current written physician's order. Must be received for **ALL** prescription and controlled medications (i.e. ADD or ADHD). Written order must include:
 - Student name
 - reason medication is needed
 - Medication name, dose, route, and time of administration
 - termination date for administration
 - Possible side effects
 - Physician signature
 - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
 - The label should include the following information:
 - Student name

- Physician name
- Medication name and directions for use
- Name/telephone number of pharmacy
- Date of issue or renewal
- Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- **Non-prescription medications and/or Over-the-Counter Medications(OTC)** (ie Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:
 - A signed “Authorization for Administration of Medication in a School Form” by parents/guardians. These forms can be found on the school website: <https://www.raiders.central.k12.mn.us/page/health-office> under “Health Forms”.
 - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
 - Non-prescription medications and/or Over-the-Counter Medications(OTC) must be sent in the original manufacture container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer label.
 - Non-prescription medications and/or Over-the-Counter Medications(OTC) should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.

- Elementary students will not be allowed to self-administer medications. (Inhalers are exempt.) Medications must be administered by the School Nurse or trained school personnel while the student is at school.
 - If a student can demonstrate the ability to self-carry/administer an inhaler appropriately, an “Authorization to Self-Carry/Self-Administer Medication Form” can be signed by the parent, student, and School Nurse in the Health Officer.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Completing hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to

preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

- Temperature on or greater than 100 degrees
- Vomiting and/or Diarrhea with or without fever
- Severe persistent coughing
- Asthma attacks not improving after inhaler
- Head Injury (persistent symptoms or significant fall/injury)
- Upset stomach with flushed cheeks, headache, without fever
- Severe sore throat (potential strep) with fever
- Open wounds
- Pink eye with fever, or severe irritation to student
- Head lice (notify, but do not need to be picked up)
- Recurring headache
- Possible medication reaction
- Rash with persistent itching
- Known allergies and reactions to "triggers" (ie bee stings, food exposure)
- Diabetic reactions
- Seizures
- Rest, return to class; returns to health services, still not healthy; or after two visits to health services in one day
- Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

- Minor playground injuries - scratches, scrapes, and monkey bar blisters
- Small slivers
- Band-aid application or changes
- Temperatures under 100 degrees without other symptoms
- Minor aches (stomach, throat), pains, and rashes which are not recurring
- Minor Head Injuries (bumping heads, no persistent symptoms)
- Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
- Change of clothing due to toileting accident, unless health assistant notices a pattern and questions infection

FOOD SERVICE

Taher Inc. provides lunch and breakfast to our students in all of the Central Public Schools. They aim to provide a healthy, tasty breakfast and lunch option. We participate in the State of Minnesota's Free School Meals for Kids Program. This legislation provides a free breakfast and lunch to all students. *For more information on this program, please visit the [Minnesota Department of Education](http://www.mn.gov) website.*

Breakfast: Central Elementary provides free breakfast for all students through the Minnesota Free School Meals for Kids program. Kindergarten & 1st grades are served breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom. *An additional breakfast or milk is available for purchase.*

Lunch: Central Elementary provides free lunch for all students through the Minnesota Free School Meals for Kids program. *An additional lunch or milk is available for purchase.*

Note: Single item purchases and non-reimbursable meals are not free. Some examples include: carton of milk, snack items, second entrée, a second breakfast or a second lunch, meals that do not meet the minimum requirements and meals served to teachers, staff, and other adults.

The cost for an adult meal or for a student to purchase a second complete breakfast or complete lunch will be \$2.40 for a breakfast, \$5.00 for a lunch and an additional milk can be purchased for \$.60.

As a convenience to our families, Central Elementary School and Taher Foods offers a snack and milk/juice option for our K-5 th grade students, mid-morning. Students that participate in this program have multiple choices daily that include options such as whole fruit, raisins, Craisins, Cheez Its, Chocolate Elf Grahams, and Scooby Bones.

Snack Options:*

Snacks Only - \$30 for first semester, or \$60 for both semesters

Milk/Juice Only** - \$45 for first semester, or \$90 for both semesters

Both Snacks & Milk/Juice - \$75 for first semester, or \$150 for both semesters

Those who choose not to participate in the snack and milk program are still welcome to send water bottles and healthy snacks from home.

****Kindergarten students do not need to purchase milk as this is provided free of charge through a government program.** If you chose to participate in the snack program, please select Snacks Only and milk will be automatically given to the kindergarten students if they want it.

Please use our Payment Portal via <https://isd108.revtrak.net/> to deposit funds into your child's account for food related purchases. Click on "**Lunch Account**" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and on "**Child Nutrition**" for our snack program. NOTE: **Snack options can **ONLY** be paid through the payment portal (we cannot accept cash or check for snacks).*

If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front. Checks should be made payable to Central Public Schools.

It is still important for families to complete the Application for Educational Benefits form. Applications for Educational Benefits determine how much funding your child's school receives for educational programs and supports. Additionally, eligible families can qualify for other benefits. See the Minnesota Department of Education <https://education.mn.gov/MDE/dse/FNS/SNP/free/> for additional information. You can access this form on the Central Public School website via [Application for Educational Benefits](#) or forms can be obtained in the District or Elementary Offices. Completed forms should be returned to the District Office.

Please contact finance@isd108.org with any payment portal questions. If you have any additional questions, please contact Taher Food Service at 952-467-7147 or the Elementary Office at 952-467-7300.

STUDENT DISCIPLINE

Roles and Responsibilities Related to Student Behavior and Discipline

Students: Students are responsible for how their rights are exercised and for not violating the rights of others and must accept the consequences of any actions they take that are outside the boundaries of their rights or that violate the rights of others.

Parents and Guardians: Parents and Guardians are legally responsible for their children's behavior as determined by the law and community practice. They are expected to promote their child's self-discipline and educational progress and discourage their children from disrupting the school's educational program.

Parents and guardians are responsible for ensuring that their children attend school regularly and supporting district and school policies, regulations, and rules. In addition, parents and guardians are expected to notify the school through a telephone call or written note whenever their children will be absent because of illness, a medical appointment, or other excused absences.

Since cooperation between parents and guardians and school staff is essential in helping students work to the best of their ability and have a good school experience, parents and guardians are responsible for helping maintain communication with the school by participating in school-community activities such as orientation events and parent-teacher conferences and to bring questions and matters of concern to the attention of the teacher, principal or appropriate staff member.

Board of Education: The Board of Education sets policies for the District. It manages and controls the school district acting through the superintendent. The School Board holds school employees responsible for supervising student behavior and student safety while the students are legally under school supervision. It has the authority to expel and exclude students from school. The Board of Education is an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Superintendent: The superintendent establishes necessary regulations, rules, and procedures to efficiently implement Board of Education policies relating to standards of student behavior, is responsible to the Board for discipline in the schools, gives support to principals and staff, as needed; keeps the Board informed about serious behavior problems in the school and assistance which has been given principals in correcting such issues and recommends student expulsion and exclusion to the Board of Education. The superintendent is also an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Principals: Principals are responsible to the superintendent for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, and for the total operation of the school, within the framework of rules and procedures established by the superintendent.

Principals are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff, and effectively communicating with staff, parents, students, and the community.

Principals have the responsibility and authority to formulate, establish, and implement fair and objective rules and regulations that govern students' conduct for the school, consistent with state statutes, board of education policies, and administrative management. The principal will discuss rules and rights with the instructional staff before the beginning of each new school year and with new instructional staff when they are hired.

Principals have the authority to suspend students, consistent with the Pupil Fair Dismissal Act guidelines, for failure to comply with district and school policies, regulations, and rules. In addition, principals may recommend excluding or expelling a student to the superintendent.

Teachers: Teachers are responsible to the principal for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, for knowing school and district regulations, rules, and procedures on student behavior, and for making sure that all students are informed of the standards of conduct required by the teacher, the school and the district. Teachers are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff as individuals, and effectively communicating with staff, parents, students, and the community.

Teachers have the authority to use such reasonable measures as are necessary to maintain student control in school buildings, on school grounds and at school events. These measures include removal of a student for up to three class periods, consultation with the principal, denying a student certain classroom privileges, assigning a student extra classroom obligations, giving a student particular tasks related to the misbehavior, and requesting a parent conference.

Teachers are responsible for recording and reporting severe behavior problems to a school administrator and referring a student to a school administrator if the teacher's efforts to resolve the behavior problem are unsuccessful.

Other School District Personnel: All school district personnel shall contribute to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or another agent of a school district in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

REMOVAL OF A STUDENT FROM CLASS

Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail or the teacher determines it is otherwise inappropriate, based on the student's conduct, the teacher shall have the authority to remove the student from the classroom according to the procedures established by this discipline policy. "Removal from Class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class for a period of time not to exceed five (5) days, according to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that disrupts the rights of others to an education, including behavior that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or the school's property.
3. Willful violation of school rules, regulations, policies, or procedures.
4. Other conduct, which is at the teacher's or administration's discretion, requires removing the student from class.

Procedures for Removal of a Student from a Class:

1. A teacher may remove a student for one class period. The teacher should inform the office that the student has been removed and expect the student's arrival.
2. Removal of a student for an extended period of time will require principal/designee approval.
3. Documentation providing reasons for removal will be given to the principal by the removing teacher. Parent notification will be done by the teacher removing the student or by the office.

Responsibility for and Custody of a Student Removed from class:

1. Any student removed from class must report to the office immediately.
2. Students sent to the office may do so unattended *if there are no safety concerns*. However, if safety is an issue, teachers must contact the office, and the principal or designee will come to the room to escort the student to the office.
3. The student will complete assigned work while in the office for removal from class. Teachers will have work available for the student during this time.

4. While the student is removed from class, the principal/designee will be in charge of the student.

Procedure for Student to Return to Class:

If the student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, the student, parent, teacher, and principal must meet to discuss a readmission plan.

Procedures for Notification:

1. At the beginning of each school year, all students receive the Parent/Student Handbook, which explains the rules of conduct and associated procedures. In addition, during the year, disciplinary notices, phone calls, and letters will be used to contact parents about violations.
2. Any violation that results in a student being removed from class will result in the parent being notified by the teacher and principal/designee.

Disabled Students – Special Provisions

Any consideration as to whether there is a need to review procedures for assessment, current I.E.P. 's, or appropriate referral of a student in need of special education services will be done by the school's Student Assistance Team (S.A.T.). Any parent or staff member may make referrals to the S.A.T. for child study to determine appropriate services.

Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises:

1. The school's Student Assistance Team will serve as the chemical abuse pre-assessment team according to Minn. Stat.121A.26.
2. The District's Safe and Drug-Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (S.A.T.).

DISCIPLINE PLAN

Statement of Purpose: Every child has a right to a climate conducive to learning. The school's discipline plan is intended to be fair and equitable for all children. The plan will be viewed as a tool that seeks to maximize student growth and nurture each student's healthy self-respect. All of us, parents, students, and school staff, must share the responsibility of working toward this belief.

Student Expectations: Listed below are the five main student expectations. The specific behavior related to each expectation will be discussed with students periodically by the school's staff.

- 1) Positive words and actions
- 2) Responsibility for self
- 3) Integrity and honor

- 4) Display self-control
- 5) Excellence in everything

Principal Involvement: The principal shall be involved with a student's positive or negative behavior upon conferring with the classroom teacher.

Playground Rules:

- 1) No Fighting, pushing, throwing to the ground, kicking, hitting, etc.
- 2) No inappropriate language, name-calling, swearing, etc.
- 3) Use all playground equipment safely.
- 4) All students must stay within the playground boundaries.
- 5) Students are not permitted to use hard balls. (baseballs, etc.)
- 6) No tackling. Only two-hand touch football.
- 7) No Snowballs.

All students are to treat each other and the playground supervisors with respect.

Students are not allowed to bring: roller blades, skates, skateboards, sleds (in winter), toy guns of any kind, etc. Students may bring from home: jump ropes, tennis balls, rubber balls, etc. They are responsible for their personal property.

Distribution of Policy: The school district will notify students and parents of the existence and contents of this policy in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

Overview: The consequences for misbehavior described on the following pages are designed to be fair, firm, and consistent for all students. They apply to students in any school or other district building, district property, district vehicles, and school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students.)

Student Behavior Expectations: Please read and discuss this information with your child. A Positive Behavior Intervention and Support Plan was developed per District Policy 108: Student Discipline. The purpose of this plan is to ensure that students are aware of and comply with the school district's expectations for student conduct. At Central Elementary School, we have high expectations for our community and call it "Raider Pride." We need a positive, safe, and orderly school for learning to thrive. School is a social setting in which students learn individual and group responsibilities. Students learn to make decisions about their behaviors. Clear expectations help students know appropriate behaviors for school and other public places. This includes halls, bathrooms, playground, cafeteria, and bus. Proper behavior is expected everywhere on school property as well as on the bus.

Example Behaviors and Consequences:

Major Offenses:

Examples:

- Fighting
- Stealing
- Hitting, spitting, kicking, biting
- Possessing offensive, dangerous or inappropriate items
- Refusing to comply with directions given by an adult
- Continued repetition of minor infractions

Potential Consequences

- Removal from setting
- The student will talk with the principal or counselor
- A parent will be contacted via phone call and behavior slip
- One or more quiet lunch period(s), in-school suspension, or out of school suspension, depending on the severity
- Restitution

Minor Offenses:

Examples:

- Pushing/running
- Disrespectful language/swearing
- Disruption in class or other areas
- Throwing items
- Inappropriate bathroom/sink use

Potential Consequences

- Dealt with individually
- One quiet lunch period if warranted
- Parents contacted by phone or behavior slip
- Expectations of school behavior are clearly explained to the student
- Restitution

Raider Pride P.B.I.S. Rubric

	P Positive words and actions	R Responsibility for self	I Integrity and honor	D Display self-control	E Excellence in Everything
Bathroom	Respect others' privacy	Wash hands after using the bathroom Level 2 Voice	Be a positive role model Report any problems	Feet on floor Hands to self Two pumps-two pushes	Be a positive role model
Hallway	Thumbs-up	Walk Level 1 voices Walk on right	Pick up any trash	Friendly wave Keep hands at the side	Be a positive role model
Cafeteria	Say please & thank you Sit on pockets	Put tray away Clean up mess Wash before and after	Report big spills	Hands and feet to self Level 3 voices Stand calmly in line	Be a positive role model
Playground	Line-up when told Respectful language share	Return equipment Bring in belongings	Include others Report bullying and accidents	Use problem-solving skills Peaceful contact	Be a positive role model
Assembly	Sit central style Polite clapping	Listen to speakers Hands and feet to self	Audience etiquette	Eyes on speaker Level 1 voices	Be a positive role model
Media Center	Respect property	Return books on time Return materials to correct location	Wait turn Report damaged materials	Level 2 voices Use time wisely Hands and feet to self	Be a positive role model
Dismissal	Go straight to bus Walk Stay on sidewalk Use crosswalk	Be Safe Have all belongings Note from home indicating a change	Help others	Hands and feet to self Level 2 voices	Be a positive role model
Lockers or Desk	Shut quietly Keep clean	Be prepared Neatness/organized	Respect property and privacy	Keep hands and feet to self	Be a positive role model
Steam Room	Follow acceptable usage procedures	Follow directions Return materials	Respect property and privacy Report problems	Hands and feet to self Level 1-2 voices	Be a positive role model
Bus	Respectful language Sit on pockets	Follow directions Be at the stop on time Watch for your stop	Respect property and privacy	Keep hands to self Keep feet in front of you Level 3 voices	Be a positive role model

Behavior Management Tools

Central Elementary School has two types of Behavior Management tools in use. They are as follows:

Fix-It Ticket: All staff members may use this slip to help alleviate what constitutes "minor" behavior problems. Staff will give 1 – 2 verbal warnings about appropriate behavior choices. A "Fix It Ticket" will be issued after the warnings. The homeroom teacher will document Fix-It Ticket offenses and parents will be notified after the third offense.

Office Referrals: After the 3rd Fix-It Ticket in a month or if more serious behavior occurs, it will result in an office referral. A student may be sent to the office for hitting, kicking, pushing/shoving, stealing, swearing, or any other behavior deemed inappropriate or dangerous to themselves or others.

The following process will take place if this happens;

- 1) An office referral slip will be generated by the appropriate staff.
- 2) The student is called to the office to discuss the behavior with the administrator.
- 3) One or more of the following steps are then taken:
 - The administrator calls the parent and explains the behavior.
 - The student calls the parent and explains the behavior.
 - A parent conference is required

Suspension/Expulsion: A student may be suspended or expelled depending upon the severity of the situation, on the following grounds:

- 1) Willful violation of any reasonable school regulation
- 2) Willful conduct which disrupts the rights of others
- 3) Willful conduct which endangers the student, others or property

The school supports the terms of The Pupil Fair Dismissal Act of 1974.

Severe Clause: More severe behaviors (i.e., when the student's behavior endangers themselves or others, or chronic repeat offenders) may require further action. The actions we have in place are the following:

- In-School Suspension.
- After School Detention (parent or guardian will be responsible for picking the student up after detention).
- Out of School Suspension (followed by a Re-entry Meeting).

Raider PRIDE Fix-it Ticket	
Student Name _____	Date _____
This behavior happened in:	
Classroom _____	Specials _____
Bathroom _____	Hallway _____
Lunchroom _____	Recess _____
Computer Lab _____	Bus _____
Behavior Observed:	
Not following directions	Loud Voice
Running in the hallway	Teasing/Bullying
Disrespectful to others	Late to class
Disrespectful to property	
Not keeping hands/feet to self	
Teacher Comments:	
How will you fix-it to display Raider PRIDE?	

District Policies and Guidelines

*A complete District Policy Manual can be found in the District Office.

Bullying/Cyberbullying

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

"Bullying" means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions, activities or receive school benefits, services, or privileges.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network internet web site or forum, transmitted through a computer, cell phone, or other electronic devices, that causes a substantial disruption to the educational environment at Central Elementary Schools.

ATTENDANCE REGULATIONS / POLICY

Enrollment: Under the existing school policy, a child must be five years of age before September 1st of the current school year to be enrolled in kindergarten. A child must be six years of age before September 1st of the current school year to register in first grade.

Withdrawals: If you are moving out of the District, the school should be notified at least a week in advance to prepare the proper transfer of records and the child's supplies collected before the transfer.

Attendance: The Board of Education, administration, and faculty believe that all students should benefit from the educational opportunities, programs, and activities available at school. Minnesota state law and the Department of Education require daily attendance. The student's obligation for regular and continuous attendance is the joint responsibility of the parent, the student, and the school. If attendance is irregular, the student loses the benefits of constant instruction, allowing for steady and meaningful growth.

All students at Central Elementary School will be expected to be diligent and punctual in their attendance. All students will be held accountable for missed days of school. Students in our elementary school will be considered absent for a half-day if they arrive after 9:00 a.m. or leave before 2:00 p.m. Classes for grades K-5 will start at 8:00 a.m. and end at 3:03 p.m.

If your child is picked up during the day, it is the person's responsibility to pick up the child to sign them out in the office. Likewise, when a student returns to school or arrives late, they sign in at the office and give the classroom teacher their tardy slip when returning to class. The policy provided herein shall apply to individual class attendance.

Absence Reporting Procedure: When an absence is necessary, the parent/guardian should notify the school by 8:30 a.m. stating the reason for the student's absence. Our Attendance Line (467-7304) is available 24 hours a day for your convenience. Contact the office if there are extenuating circumstances.

Make-up Work: If your child is absent for a day, make-up work will be taken care of upon return to school. If the absence is for an extended period, we suggest that a parent calls for the make-up work before or after school. Two days will be allowed for the completion of make-up work unless the classroom teacher provides an extension.

General Statement of Policy:

Responsibilities:

1. Student's Responsibility
It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and be aware of and follow the correct procedures when absent from any class. Finally, it is the student's responsibility to request any missing work.
2. Parent or Guardian's Responsibility
It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student's absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.
3. Teacher's Responsibility
The teacher's responsibility is to take daily attendance and maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and apply them uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher's responsibility is to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Attendance Procedures

1. Regular attendance is the responsibility that parents share with students and the school.
2. The School Board considers the following as "excused" absences:
 - a. Illness
 - b. Serious illness in the student's immediate family
 - c. A death in the student's immediate family, relative or close friend
 - d. Medical or dental treatment
 - e. Court appearances occasioned by family or personal action
 - f. Religious instruction not to exceed three hours in any week
 - g. Physical emergency conditions such as fire, flood, storm, etc.
 - h. Official school field trips or other school-sponsored outings
 - i. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences, and students will be permitted to complete make-up work.

3. Unexcused absences may have parental approval but are not designated as legal absences in the above section. This would include sleeping in, skipping school, shopping, or babysitting a younger sibling.
4. Truant absence is any absence of part or all of one or more days from school during which the school secretary, principal, or teacher has not been notified of the reason for the student's absence by a parent or guardian.

Tardy Procedure: Students are expected to be in their classroom at the beginning of the day. Failure to do so constitutes tardiness. Families will receive a letter from the school reminding them of the importance of being at school on time if/when tardiness becomes a pattern.

Communications & Enforcement: The principal will review student attendance records monthly or at the teacher's request.

1. Upon a student's absence of 3 consecutive days, the school nurse will contact the parent/guardian to review with the parent the reason for such absence.
2. When a student's unexcused absenteeism reaches three days, a letter will be sent to the family.
3. When the student's unexcused absenteeism reaches seven days, the student and family will be referred to the Carver County Social Services for truancy referral.

Section 7. Pupil Fair Dismissal Act: All school personnel will abide by the "Pupil Fair Dismissal Act" of 1974, M.S. 127.26-127.39, which is in keeping with the due process for students.

MINNESOTA STATUTES REGARDING TRUANCY

Continuing Truant (M.N. Stat. 260A.02)

"Continuing Truant" means a child who is absent from instruction in a school without a valid excuse within a single school year for:

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

Notice to Parent or Guardian When A Child is a Continuing Truant (M.N. Stat. 260A.03)

Upon a child's initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child's parent or legal guardian by first-class mail or other reasonable means of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Section 120A.22, and parents or guardians who fail to meet this obligation may be subject to prosecution under Section 120A.34;
4. That this notification serves as the notification required by Section 120A.34;

5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Chapter 260C
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restrictions, or delay of the child's driving privilege pursuant to 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant/Child in Need of Protection or Services (CHIPS) M.N. Stat. 260C.007 Child who is in need of protection or services" means a child who is in need of protection or services because the child...(14) is a habitual truant.

Subd. 10 Habitual Truant . . ." Habitual Truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for *seven* school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school . . . or high school, or a child who is 17 years of age who is absent from attendance without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Truancy in Regards to Open Enrolled Students: The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat 124D.03) or Enrollment in Nonresident District (Minn. Stat.124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes Chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to ensure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that healthful eating and physical activity can have a positive impact on student behavior.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

- C. The school district encourages students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active regularly.
- F. The qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide a clean, safe, and pleasant setting and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

- 1. All foods and beverages available on campus during the school day (including concessions and a la carte cafeteria items) will be consistent with the current U.S.D.A. Dietary Guidelines for Americans.
- 2. The food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all federal, state, and local laws and guidelines.
- 3. Foodservice personnel shall adhere to all federal, state, and local food safety and security guidelines.
- 4. The school district will make every effort to eliminate any social stigma attached to and prevent the overt identification of students eligible for free and reduced-price school meals.
- 5. The school district will allow students access to handwashing or hand sanitizing before eating meals or snacks, and students should be encouraged to use such facilities.
- 6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and make every effort to schedule meal periods during the school day.
- 7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students eat during such activities.

B. School Food Service Program/Personnel

- 1. The school district will provide healthy and safe school meal programs that strictly comply with federal, state, and local statutes and regulations.
- 2. The school district shall designate the Food Service Director to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current U.S.D.A. Dietary Guidelines for Americans. The school board will appoint a School District Nutrition Advisory Committee to advise the Food Service Director with these responsibilities.
- 3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.
 - b. role of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age-appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands during the school day.
3. Schools will not use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individualized education plan or behavior intervention play) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being
2. The school district will support parent's efforts to provide a healthy diet and daily activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities. In addition, it will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.
- B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selecting all foods made available on campus.
- D. The superintendent or designee will ensure compliance with the Wellness Policy.

Legal References

- 42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
- 42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
- P.L. 108-265 (2004) § 204 (Local Wellness Policy)
- 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
- 7 C.F.R. § 210.10 (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources

- Minnesota Department of Education, www.education.state.mn.us
- Minnesota Department of Health, www.health.state.mn.us
- County Health Departments
- Action for Healthy Kids Minnesota, www.actionforhealthykids.org

FOOD AND BEVERAGE GUIDELINES

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole-grain products and fiber-rich fruits and vegetables to provide students with various choices to maintain a balanced diet.
2. Foods and beverages available during the school day should include various healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.
3. Foods and beverages available during the school day should minimize trans and saturated fats, sodium, and sugar as defined by the Dietary Guidelines for Americans.
4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle, and high school students, respectively.
5. If a la carte foods are available, they should include various nutritious foods, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods.

6. Nutrition information for products offered in snack bars, activity concessions stands, a la carte, vending, and school stores should be available, when possible. In addition, healthy food and beverage choices should be available at these locations.
7. Carbonated beverages should not be available to elementary, middle school, and high school students during the school day.
8. Beverage vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, no carbonated beverages, regular or diet, will be sold out of any district vending machine. Teachers' lounges may be exempt from this requirement.
9. School sites will encourage healthy choices for snacks in the classroom, on field trips, and at school picnics and outings.
10. Classroom celebrations should encourage healthy choices and portion control.
11. Schools should encourage fundraisers that promote positive, healthy habits, such as the sale of non-food and nutritious food items and fundraising to support physical activity events.
12. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
13. Food brought into schools to be served to students must be commercially prepared food items during the school day.
14. No carbonated beverages will be allowed in classrooms during the regular school day.

NUTRITION EDUCATION GUIDELINES

1. School programs should ensure that students in pre-kindergarten through grade 12 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; caloric, sugar, and fat intake; healthy cooking methods; the role of diet in preventing health problems; the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.
2. Nutrition concepts should be reinforced by all school personnel.
3. Nutrition education should include reinforcing the importance of physical activity and the health risks associated with a sedentary lifestyle.
4. Staff primarily responsible for nutrition education should be adequately trained and regularly participate

in professional development activities to deliver quality nutrition education effectively.

5. School districts should provide educational information and encourage healthy eating and physical activity for families, both within and outside the home. In addition, family members should be a critical part of the team responsible for teaching children about health and nutrition.

PHYSICAL ACTIVITY AND EDUCATION GUIDELINES

1. Students from kindergarten through grade 10 will receive regular, age-appropriate physical education.
2. Physical education should be designed to build interest and proficiency skills, knowledge, and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out throughout students' lives.
3. The physical education curriculum should be coordinated with the health education curriculum.
4. Physical education should provide safe and satisfying physical activity for all students, including those with special needs.
5. Whenever possible, elementary schools should provide daily recess that encourages physical activity.
6. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

HAZING POLICY

I. PURPOSE

This policy aims to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the school district's educational goals and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or another district employee shall plan, direct, encourage aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or another district employee shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.

- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for the action.
- F. The school district will investigate all complaints of hazing. It will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or another employee of the school district who is found to have violated this policy.

III. DEFINITION

- A. "Hazing" means doing something or making another student do something that creates a risk or harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of the time or place it occurs.
 - 1. Any physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or adversely affects the student's mental or physical health or safety.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health or safety.
 - 4. Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, embarrassment, shame, or humiliation, adversely affects the student's mental health or dignity, or discourages the student from remaining in school.
 - 5. Any activity that caused or required the student to perform a task involving a violation of state or federal law or school district policies or regulations.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence based on race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel through conduct or communication based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation, or disability as defined by this policy.

- C. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

- 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 race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

ORIGINAL

BREAKFAST: Breakfast is offered at school. It is served from:

7:20 – 7:45 a.m. - for children attending Kids Company

7:30 – 8:05 a.m. - for all other students

Breakfast is free for the 24-25 school year.

REVISED

BREAKFAST: Breakfast is provided free to all students. Kindergarten & 1st grades are serviced breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom.

ORIGINAL

MILK BREAK: The milk break should be taken between 9:00 – 9:45 a.m.

REVISED

SNACK BREAK: For Kindergarten-3rd grades snack time should be taken between 9:00 – 9:45 a.m.

ORIGINAL

LUNCH & MILK BREAK: Adult lunches are \$3.90. Money can be deposited into a student's account through the payment portal or money sent to the office for the kitchen between 8:00 – 8:30 a.m. We recommend that parents send money for at least ten days' worth of lunches at a time and continue to deposit money into the (family) account consistently. At the beginning of the day, students select one of the two choices of lunch for the day. This information is entered into Infinite Campus by 9:00 each morning. If teachers plan to eat school lunch, they should include this in their daily lunch count.

REVISED

LUNCH & SNACK BREAK: At the beginning of the day, students select one of the two choices of lunch for the day. This information is entered into Infinite Campus by 9:00 a.m. each morning. If teachers plan to eat school lunch, they should include this in their daily lunch count. Adult lunch cost is \$5.00. Money is deposited into a student's account via our [Payment Portal](#) for food related purchases. Once in the payment portal, parents need to select "Lunch Account" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and select "Child Nutrition" for our snack program. If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front and sent to the elementary office or to the kitchen. Checks should be made payable to *Central Public Schools*. **NOTE: *Snack options can ONLY be paid through the payment portal (we cannot accept cash or check for snacks).**

CELL PHONE POLICY (PAGE 9)

STUDENTS' PERSONAL PROPERTY AT SCHOOL - The Board of Education recognizes that from time to time, students will bring various personal belongings to school. However, students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure the safety of them.

This school district's policy is that students shall be responsible for their personal property. Neither the school district nor its employees shall be responsible for ensuring the security of a student's personal property.

We discourage the use of cell phones at school. However, if a student brings a cell phone to school, s/he is not to use the phone during school day hours (8:05 a.m. – 2:45 p.m.). The phone will be kept in the student's school bag and turned off.

Central Elementary students cannot buy, sell, or trade items on the school bus or property.

Central Elementary School

Ready, Set, Thrive!



Staff Handbook 2024-2025

Enter District #108, and you will discover an energized, enthusiastic, and caring learning environment. This will be a place where lifelong learners are actively engaged in understanding, exploring, and creating a world of knowledge.

We will expand beyond the doors of our buildings into the community and world around us and be connected through resources, relationships, technology, and innovation. High standards and quality will be the norm, and success will be a reality for all.

Listen to the voices of our community, and you will hear a sense of pride, affirmation, encouragement, and support. There will be a strong spirit of collaboration and togetherness.

District #108 will be a community alive with the excitement of learning. People will be united in the memory of rich history, the pride of present celebrations, and the hopes and dreams of the future.

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

- A. Effort and attention will be given to the basic skills.
- B. Educational programs and instructional activities must be tailored individually to fit the student's needs.
- C. The goals of self-concept development and a feeling of self-worth are of utmost importance.
- D. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and by teachers teaching to those different learning styles. The staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts

DISTRICT 108 STAFF

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Maintenance/Custodians

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2024-25 Central Public Schools

Student Teachers	
1st Qtr	42
2nd Qtr	43
3rd Qtr	43
4th Qtr	30
Total	158

July

S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

August

S	M	T	W	T	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

September

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

October

S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

November

S	M	T	W	T	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

December

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

January

S	M	T	W	T	F	S
		1	2	3		
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

February

S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

March

S	M	T	W	T	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

April

S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

May

S	M	T	W	T	F	S
					1	2
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

June

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

Jan. 2: School Resumes

Jan 17: End of 2nd Qtr. Early Release
Jan. 20: No School; Staff Development

Aug. 22: New Teacher Workshop
Aug. 26-29: Teacher Workshop
Aug. 28-29: Transition Day E-5 (Conferences and open house individualized by appointment)
Aug. 28: Open House 6-12

Feb. 6: Kindergarten Registration
Feb. 13 & 17: E-5 Conferences
Feb 17: No School; Staff Development
Feb. 17 & 20 MS/HS Conferences

Sept. 2: Labor Day No School
Sept. 3: Transition Day 6th & 9th grades at school. Bussing provided.
Sept. 4: K-12 First Day of School

Mar. 21: End of 3rd Qtr. Early Release
March 24: Teacher Comp
March 25 - March 28: No School Spring Break

Oct. 10 & Oct. 15: E-5 Conferences
Oct. 17 & 18: No School; Fall Recess

April 18: No School; Staff and Students

Nov. 1: End of 1st Qtr. Early Release
Nov. 4: No School; Staff Development
Nov. 4 & 7: HS/MS Conferences
Nov. 27, 28 & 29: No School Teacher Comp. & Thanksgiving Break

May 23: Last Day of School, 1/2 day, students released after lunch
May 23: Graduation

Dec. 23- Jan. 1: No School; Winter Break

Snow Day Procedure:
On the first snow/cold weather day class will be cancelled and the following 5 snow/cold weather days will be "e-learning days"

Duties and Responsibilities for Central Elementary School Teachers

It is recognized that a professional educator needs a degree of latitude to utilize his/her skills and talents for the welfare of the students and the community. However, some conformity is needed to facilitate the total program. The following statements are minimal standards and expectations of job performance for all certified staff at Central High School:

1. Faculty members are to become knowledgeable of school policy written in student, faculty, and District #108 policy guidelines and observe these policies in the school's day-to-day operations.
2. **The basic workday shall be from 7:30 a.m. to 3:30 p.m.** Teachers are to be at their assigned duty stations unless other arrangements have been approved or meetings have been scheduled. Teachers are entitled to preparation time and a lunch period during this workday.
3. Faculty members shall remain in the building throughout the contracted school day, including the preparation period, unless a building principal grants permission. Those teachers leaving the building during the contracted day or before 3:30 p.m. shall sign out in the office. This is necessary because of phone calls, messages, or other reasons which may arise.
4. General building supervision is the responsibility of all staff members. Inappropriate student conduct should be dealt with on location. If needed, request assistance from the office.
5. Attendance is required at all faculty meetings. Activities should be scheduled so as not to interfere with staff meetings. **Faculty meetings will be held on the third Friday of the month at 7:30 a.m. unless otherwise noted.**
6. Professional Learning Community Groups (PLC's) will meet weekly on Wednesday mornings, beginning at 7:00 a.m., in your assigned PLC leader's classroom.
7. Each teacher is expected to be a participant on a school-level committee. Any decisions made at these committee meetings shall be communicated promptly to the building principal.
8. Faculty members should keep abreast of modern educational practices and procedures by reading current literature and attending meetings.
9. The public should be informed of curricular and extracurricular programs. Each staff member is encouraged to arrange press releases and assist with interpreting school programs to the public. Newsworthy items should be typed and turned into the office for inclusion on our social media sites.
10. Teachers absent due to meetings, illness, and other causes are responsible for planning class activities during their absence. The substitute must have plans that enable him/her to carry on the class's work.

DUTY HOURS / BUILDING HOURS: The teaching day is an 8-hour day starting at 7:30 and ending at 3:30. During the teacher day, each teacher has a 30-minute duty-free lunch. When teachers attend evening activities (special programs, conferences, etc.), they may leave the building after the buses. Teachers who coach secondary programs may arrive at the high school building 5 minutes after dismissal. If it becomes necessary for staff members to leave the building during duty hours, the office must be notified for approval and time of return.

LEGAL RESPONSIBILITIES OF A TEACHER: Teachers must realize they are legally responsible for the students assigned to them during the day. Teachers should be in their classrooms at the start of each class and should be supervising their students.

SUPERVISION: All elementary students must be well supervised. If, for any reason, the classroom teacher must leave the room, please inform the teacher next door or across the hall from you. *Students **must be supervised by staff** to music, phy. ed., media, STEAM, and lunch. They must also be escorted to the buses at the end of the day.* Unsupervised students have caused many lawsuits.

HALL SUPERVISION: All teachers have the following responsibilities:

1. Prevent bad practices, such as running, fighting, and throwing objects.
2. Keep noise levels appropriate in the commons area during milk break, and respect the rights of others in the class.
3. Assume responsibility for discipline in the corridors. It is essential that while classes/grade levels are passing, teachers supervise the corridors.
4. Encourage and instruct students to keep to the right in all corridors.

PARENTS / VISITORS: Any non-staff person visiting the building must wear a "visitor" badge. If you observe someone in the building not wearing a "visitor" badge, please direct them to the office to sign in and pick up a visitor's badge.

INTERRUPTIONS OF SCHOOL DAY: Interruptions during the school day shall be minimized. Announcements will be made before the school day begins or will be limited to an emergency. Phone calls to teachers shall be put through only if special circumstances warrant. Mailboxes, voicemail, and e-mail should be checked regularly.

SALUTATIONS: All teachers must be at the door or in your room by 8:05 a.m. It is an opportunity to start the day off with a cheery "Good Morning", a bit of friendly social interaction.

THE PLEDGE OF ALLEGIANCE: The Pledge of Allegiance will be recited each morning as a part of the morning announcements. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. MN Statute 121A.11

BREAKFAST: Breakfast is provided free to all students. Kindergarten & 1st grades are serviced breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom.

CLASSROOM TREATS: Due to health concerns and policies, the district asks that only food items that are commercially prepared and packaged be brought to school (no homemade goodies!) In addition, *treats containing peanut oil, peanut butter, or nuts are not allowed* due to students' allergies. Candy or gum is limited to rewards or birthdays and must be kept in the classrooms.

SNACK BREAK: For Kindergarten-3rd grades snack time should be taken between 9:00 – 9:45 a.m.

LUNCH & SNACK BREAK: At the beginning of the day, students select one of the two choices of lunch for the day. This information is entered into Infinite Campus by 9:00 a.m. each morning. If teachers plan to eat school lunch, they should include this in their daily lunch count. Adult lunch cost is \$5.00. Money is deposited into a student's account via our [Payment Portal](#) for food related purchases. Once in the payment portal, parents need to select "Lunch Account" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and select "Child Nutrition" for our snack program. If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front and sent to the elementary office or to the kitchen. Checks should be made payable to *Central Public Schools*. **NOTE: *Snack options can ONLY be paid through the payment portal (we cannot accept cash or check for snacks).**

RECESS: Students play outside before school from 7:45-8:05 a.m. and at noontime. Recess will be held outdoors unless it is raining or the temperature is too cold (wind chill below zero). All children will play outdoors unless they bring a note. In cold weather, be sure children are appropriately dressed (boots, mittens, scarves, caps, warm jackets, etc.).

NOON SUPERVISION: On days when the weather does not permit students to be outside for the noon hour break due to rain, snow, below-zero temperatures, etc., a paraprofessional will supervise students in the atrium.

GYMNASIUM: Students in grades K-5 must wear gym shoes when playing in the gym. No student must be kept from physical education or music to do classroom work or for disciplinary reasons.

END OF DAY – LEAVING SCHOOL: All teachers are asked to assist the custodians by placing chairs on the desks or tables at the end of the last class period. The students should pick up all articles, including pieces of paper. Teachers are responsible for leaving the classroom in an orderly fashion. When leaving the building, be sure the door locks behind you!

CLASSROOMS:

The general appearance of the classroom is the teacher's responsibility.

1. Please do not allow students to sit on the backs and tops of desks and tables. Do not allow students to lean against walls. Keep student chairs away from the walls to help prevent the marking of walls.
2. Desks and tabletops should be kept free of drawings and writing unless instructed by the classroom teacher. Please check them frequently and do whatever is necessary to keep them clean. Students should be reported to the principal's office immediately if they vandalize the school or others' property.
3. While we encourage grouping and re-arranging seating occasionally to facilitate learning, students must understand that school property needs to be treated with care. If desks and tables are moved, please do it quietly and safely. If you share a room, consider the other teacher's needs.
4. Room decorations related to courses you teach or other themes add a lot to the classroom atmosphere. Be careful not to create distractions.
5. For those with tables in the classroom, have students put chairs up at the end of the day to facilitate cleaning the room.
6. Rooms are to be kept neat and orderly. This is the responsibility of the classroom teacher.

Please notify a custodian or maintenance person if there are specific problems regarding your classroom's appearance or condition. Report damage, burned-out lights, broken furniture, etc., as soon as possible.

SCHOOL GROUNDS: Teachers should remind students that Central Elementary is their school. Therefore, they should help to keep it clean and take pride in its appearance. Once a student arrives at school in the morning, he/she is not to leave the school grounds during the day unless prior approval has been received from the office.

BUILDING KEYS: Keys are the property of the School District and are to be returned to the principal upon request. *Under no circumstances are duplicate keys to be made.* Staff is not to loan out keys to students or persons not associated with the school. Teachers will also be assigned a key card to enter the building outside school hours.

COPY MACHINES: All staff should limit copying to the minimum number of copies required and make sure to pick up copies you made to minimize paper waste. Due to limited help, the office will not be doing copy work for the classrooms. Keep the paper shelves neat and remove any colored paper you used for copies from the machine when you are finished.

USE OF STUDENT SUPERVISION AIDE: The paraprofessionals may sometimes be able to assist in the duplication or preparation of materials. However, the student's needs are the para's priority.

ART CLOSET: Please plan and get your supplies at the beginning or end of each day. Do not send students to pick up or return art room supplies. Please let the administrative assistant know if you see that we need more supplies. Take only the art supplies you need for the project you will be working on. Keep the art closet clean & organized returning items to the shelves.

LESSON PLANS: Lesson plans should be completed and available should the principal request to see them by 8:00 a.m. Monday for the upcoming week so that they are available if a substitute is needed.

SUBSTITUTE FOLDERS: A substitute folder should be kept on top of every teacher's desk and should include the following information:

- Location of Teacher Materials
- Seating Chart
- Daily Schedule
- Classroom Rules

Materials for teaching the lesson should be organized and visible (or write down where necessary materials are located).

REQUESTING LEAVE/ABSENCE PROCEDURES: Teachers who know they will not be at school should inform the administrative assistant as soon as possible. This will help ensure a substitute teacher can be obtained for the absence. Request for Leave Forms is available in the office.

TEACHER ABSENCE: If a teacher is ill or has a family emergency, **enter the absence into Frontline and call or text Ron at 612-718-0755.** Teacher absences are calculated in *half-day (am or pm)* or *whole-day* increments. Teachers are not to make their sub arrangements unless asked to do so.

To ensure a successful day in the classroom, the regular teacher should:

1. Make sure the Substitute Folder is readily available.
2. The Daily Lesson Plan Book details the lesson plan and is accessible on the teacher's desk.
3. Seating charts, schedules of students receiving special services, evacuation of building maps, and general classroom discipline rules should be posted so that substitute teachers can locate this information quickly.
4. Students should be informed of the teacher's expectations for their behavior and assistance when a substitute is teaching.
5. Problems with a particular substitute or student (when the teacher is absent) should be reported to the principal.
6. The principal should also approve all business, workshop, and professional leave requests before being sent to the superintendent for approval.

COMMUNICATIONS (Handouts, Mailings, Emails, and Phone Calls): Any materials, letters, notices, etc. given out to students or mailed to parents are a direct reflection, good or bad, on the school and the person sending or handing out the material. Be sure such items are professional in appearance and content. Any major handouts or mailings should be copied to the principal before distribution because inquiries about them are often directed there.

TESTING: Fast assessment is given to students four times yearly for grades 2-5. 1st grade takes the test 3 times. The BAS assessment will be given three times per year. The MCA tests are given to students in grades 3, 4 & 5 during April.

REPORT CARDS/PROGRESS REPORTS: Reports cards will be available online for parents at the end of each quarter. If a student's work indicates a need for immediate improvement at any time, a letter or conference with the parent(s) or guardian(s) is encouraged.

FIELD TRIPS: Field trips, like other aids, must be part of the planning. They must make a direct contribution toward achievement. The trip must be planned in detail sometime in advance. A bus request slip must be presented to the transportation supervisor five (5) days before the planned field trip. Parents' permission must be obtained for each child to participate. Teachers will provide permission slips.

Please keep the following in mind when planning a field trip for your class:

- Staff members must provide a viable alternative learning experience for those students not going on a field trip.
- Money for trips is limited. Some costs, including substitutes, transportation, and fees, must be deferred to the students.

CLASSROOM MOVIES - Teachers utilize movies in their classrooms to support and supplement their instruction. No "PG 13" or "R" rated films are acceptable.

A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

STUDENT FILES: The student's cumulative record folders are in the office workroom. Please sign the sign-out sheet in the folder on top of the file cabinet before viewing a student's file.

STUDENT RECORD INFORMATION: The school district recognizes its responsibility concerning the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. Student records contain the following information:

- Student Name
- Address
- Date of Birth
- Telephone Number
- Attendance
- Identifying information on a student's religion, race, color, or nationality is omitted.

- The information listed above shall be public information the school district may disclose from a student's educational records.
- Should the parent or student desire any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
 - 1) Name of Student
 - 2) Home Address
 - 3) Parent's legal relationship to the student
 - 4) Specific directory information which is not to be made public without parent's prior written consent.

STUDENT ATTENDANCE:

The following criteria will calculate student attendance for state records:

1. Half days for attendance or absence
2. Students will be considered absent if they are not present by 9:00 a.m. or if they leave school before 2:00 p.m.

Classroom teachers will complete attendance for the morning and turn lunch count slips in by 9:00 a.m. Opening classroom procedures should include the following: 1) taking of attendance, 2) taking of lunch count and 3) reciting the Pledge of Allegiance.

All students who arrive at school late (after classes have started) should notify the office of their arrival. Students with permission to leave school early should present a written note to the teacher and inform the office.

STUDENT DRESS: We ask that students dress appropriately taking into account the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when inclement weather. Students will be allowed to wear shorts in the spring, with parents deciding when it is appropriate. In addition, shirts and caps with inappropriate language or logos are not allowed in school or at school events. Students are not allowed to wear caps inside the building. They should be removed when the student enters the building. When the weather is inclement, students stay inside the building. To encourage wise decision-making in chemical use by students, it is not appropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

STUDENTS' PERSONAL PROPERTY AT SCHOOL - The Board of Education recognizes that from time to time, students will bring various personal belongings to school. However, students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure the safety of them.

This school district's policy is that students shall be responsible for their personal property. Neither the school district nor its employees shall be responsible for ensuring the security of a student's personal property.

We discourage the use of cell phones at school. However, if a student brings a cell phone to school, s/he is not to use the phone during school day hours (8:05 a.m. – 2:45 p.m.). The phone will be kept in the student's school bag and turned off.

Central Elementary students cannot buy, sell, or trade items on the school bus or property.

LEAVING THE SCHOOL GROUNDS: No student shall leave the school premises unless they are under the parents' jurisdiction or have a parent permission slip to see a doctor, dentist, etc.

STUDENT BEHAVIORS: Classroom rules should be set by the teacher and the students. They should then be posted in the classroom. Parents should receive information about such rules. The office should be notified before sending a student to the nurse or the principal's office. A brief note stating the time and reason the child has been sent should accompany the student.

DISCIPLINE: Teachers are required to have a written discipline plan, a summary of which should be posted in the classroom during the first week of school. Policies that apply to your room (in addition to general school policies) should be carefully explained to your students. Setting rules, informing students of those rules and the consequences, and administering them equitably will provide a solid basis for classroom control.

Good discipline is a behavior control method that produces constructive learning outcomes. The school must help the student learn how to manage his behavior so that it does not interfere with other students' learning opportunities or create unnecessary interference with essential school regulations.

1. The following 1989 legislation prohibits Corporal Punishment:
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA: Section 1. [127.45]
[CORPORAL PUNISHMENT PROHIBITED.] SUBDIVISION 1. [DEFINITION].
For the section, "corporal punishment" means conduct involving:
(1.) hitting or spanking a person with or without an object; or
(2.) unreasonable physical force that causes bodily harm or substantial emotional harm.

SUBD.2. [PROHIBITION.] An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. When physical restraint is necessary, parents will be notified of the occurrence.
3. Good discipline is proactive and positive rather than reactive and negative. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing anti-social things.

CODE OF CONDUCT: Unacceptable student behavior will be subject to disciplinary action in accordance with District Policy. The Student Discipline Policy applies to all school buildings, school grounds, school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles, or any other vehicles approved for school district purposes. Student discipline is applied to any student conduct at any time or place when it interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

DISCIPLINARY ACTION: Disciplinary action for the unacceptable behavior described in this policy may include, but is not limited to:

1. Meeting with the teacher, counselor, or principal;
2. Detention or restriction or loss of privileges;
3. Parent contact;
4. Parent conference;
5. Modified school programs;
6. Removal from class;
7. Suspension;
8. Exclusion;
9. Expulsion.

A teacher, school employee, bus driver, or another district agent may use reasonable force in compliance with MN Statutes 121A.582, other laws, and District Policy.

REMOVAL FROM CLASS: Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, consequences, or contacting the student's parents. "Removal from class" is the short-term exclusion of a student from class during which the school retains custody of the student. A staff member shall escort students removed from class to the office. The removed student shall be accompanied by a staff member and seated in the office until the principal or their designee conferences with the student.

The principal or designee shall conference with the teacher and may request a written report regarding the removal of the student. The removal from class may be imposed without an informal administrative conference where it appears the student has created an immediate and substantial disruption to themselves or persons or property around them. The length of time of the removal from class shall be at the principal's discretion. Students shall be returned to class upon completion of the terms of the removal established at an informal administrative conference. These terms may include but are not limited to parent contact, parent conference, disciplinary action, and a readmission plan.

The principal or designee will determine if a referral to special education services for assessments or if a review of the current Individual Education Plan of a disabled student is needed. Removing a student from class shall not exceed five (5) class periods.

THE ROLE OF THE PRINCIPAL IN DISCIPLINE PROBLEMS:

1. The principal is here to help you; please use the office only as necessary. The repeated use of the office to manage behaviors has diminishing results if used too often.
2. If you are having disciplinary problems with a student, discuss them frequently with the principal.
3. Always inform the principal before sending the student to them.

ELECTRONIC INFORMATION AND ACCEPTABLE USE: Other communications will be handled through the e-mail system besides daily announcements and grades. Read emails regularly. If emergencies arise, proper notification to teachers will be made. Long-distance calls will need to be made in the office. Personal long-distance calls will be billed back to the caller.

Staff members monitor their computers, including email, internet, and material saved under their domain. Inappropriate materials downloaded or found on District equipment will yield an administrative investigation and may result in disciplinary action as followed by Board policy. Staff members are instructed to delete inappropriate emails received immediately and not to save them on District equipment. If a staff member finds inappropriate material/website pop-ups on their computer, they are to report it immediately to administration to be considered held harmless.

STAFF DRESS: All staff should dress professionally. With our consistent interaction with parents and community members, our external appearance must represent the effort and passion we put into our students. It is important to remember that our students deserve our best, including how we dress.

POLICY ON FUNDRAISING

1. All fundraising activities *must* be coordinated through the building principals.
2. Duplications should be avoided, and fundraisers should be spaced out throughout the school year so as not to all fall between November and December.
3. Students raise funds for their group or club and *NOT* for their accounts.
4. The advisor is ultimately responsible for fundraising and collecting and accounting monies. These monies should be turned in to the District Office after the event or campaign as soon as possible.

FIRE, LOCKDOWN, AND SEVERE WEATHER DRILLS: The state law requires that schools have five fire drills, five lockdown drills, and at least one severe weather drill during the school year. Fire drills will be held more often in the spring and fall, so fewer drills may be held in cold weather.

Teachers are responsible for explaining the regulations of these drills to each of their classes and the procedure that will govern in case of a drill or an emergency. Please refer to the District 108 Crisis Plan Manual for details concerning these issues.

The following regulations will be used:

1. Teachers will know and inform their classes of evacuation or lockdown procedures.
2. Teachers will lead their students to the exit (fire and severe weather).
3. Teachers must always bring their emergency folders when leaving the building. This should contain a list of students in the teacher's advisory, which can be used to take roll later.
4. Movement will be by brisk step, but no running.
5. The outside exit doors will be held open by the first student reaching the area and closed when all have exited (fire only).
6. Each teacher should be able to account for all students under their supervision.
7. Do not reenter the building while the alarm is sounding – wait until "all clear" is notified by the administration.
8. Fire drills and Severe Weather procedures must be posted in each classroom. The Lockdown procedure must be identified but specific code words to end a lockdown must remain confidential. The specifics for these drills are found in the Emergency Action Plan.

MANDATED REPORTING:

Who is mandated to report suspected child abuse and neglect?

- Doctors, nurses, mental health workers, nursing home employees, dentists, and other health care professionals.
- Social Workers, Foster Care Providers, Group Home Staff, and Child Mentors.
- Educators and Other School Staff.
- Child Care Workers – both home and daycare centers.
- Law Enforcement Officers.
- Guardians ad Litem.
- Probation and correctional services.

Minnesota Statute 626.556 Requires mandated reporters to report when they have reason to believe:

1. A child is being abused or neglected, and
2. A child has been abused or neglected in the previous three (3) years.

Minnesota Statute 626.556 also -

- Protects reporters who report child abuse in good faith from civil liability (626.556 subd. 4)

- States that mandated reporters who fail to report can be found guilty of a misdemeanor (626.556 subd. 6)
- States that the legal responsibility for reporting child abuse and neglect remains with the person initially aware of the allegation. It is not and cannot be passed on to others (supervisors, etc.)

Questions you will be asked –

- The alleged victim's location and safety.
- Name and address of the family or facility.
- About the alleged victim's condition or injuries.
- If there are any witnesses and their information.
- Date and time of the alleged incident.
- Birthdates and other identifying information.
- Your name, address, phone number, and relationship to the child.

When should you make a report?

If you know or have reason to believe a child has been abused or neglected in the previous three (3) years:

1. Make a verbal report immediately or as soon as possible (within 24 hours).
2. Follow up with a written report within 72 hours.
3. When in doubt, make the report!!

Carver County Community Social Services Child Protection Intake
952-361-1600

MEDICATION DISPENSING POLICY: Parents are encouraged to arrange the administration of medication (prescription or over-the-counter drugs) to their children during non-school hours. This is especially important because a nurse is not always on duty at Central Elementary School. If a child must be given medication at school, the following procedure will be used:

- A. All medication must be in the original container that it was purchased in and be labeled. This includes cough drops.
- B. Labeling of Medicine
 1. Prescription drugs must include the patient's name, address, and telephone number of the issuing pharmacy; the prescribing physician's name; directions for use; and the name and manufacturer of the drug.
 2. Over-the-counter drugs must be in the original container and attached to it with the patient's name and directions for use. Due to its association with Reye's Syndrome, aspirin will not be dispensed as an analgesic at school.
- C. All medications must be accompanied by a permission message signed by a parent or guardian and a doctor's signed prescription.
- D. Medications will be kept in the health office in a locked drawer and dispensed by the school nurse or health aide. This procedure complies with Minnesota Statutes 123.35 & 126.202. Ritalin, Dexedrine, and other controlled drugs will be counted by the nurse or health aide when the prescriptions are received.
- E. Students whose temperature is 100 degrees or higher will be sent home regardless of the medication sent with the child.

Your help and cooperation are needed to ensure the safest possible situation regarding medication administration to students at Central Elementary Schools. If there are any questions or concerns about this procedure, please contact the principal.

DISTRICT EMPLOYMENT: Applies to all aspects of the District's employment programs, including but not limited to recruitment, advertising, the process of applying for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social or recreational programs and any other term, condition or privilege of employment. Expressly, the following personnel employment practices are prohibited.

- a) **Recruitment.** Recruitment of employees from entities which furnish as applicants only or predominantly members of one sex, if such action has the effect of discriminating based on sex;
- b) **Compensation.** Establishment of rates of pay based on sex;
- c) **Job Classification.** Classification of jobs as being for males or females;
- d) **Fringe Benefits.** Provision of fringe benefits based on sex; all fringe benefit plans must treat males and females equally;
- e) **Marital and Parental Status.** Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the District as all other temporary disabilities.
- f) **Employment Advertising.** Any expression of preference, limitation, or specification based on sex, unless sex is a BONA-FIDE occupational qualification for the particular job.
- g) **Physical or Verbal Harassment.** The District and its employees will maintain a working atmosphere free of discrimination, insinuation, intimidation, and all forms of employee sexual harassment, verbal or physical.

SMOKE/TOBACCO-FREE ENVIRONMENT:

The 1992 Legislature enacted M.S. 144.4165, Sec. 3, prohibiting tobacco products in public schools. The language specifies that,

"No person shall at any time smoke or use any other tobacco product in a public school, as defined in section 120.05, subdivision 2. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles a school district owns, leases, rents, contracts for, or controls. This prohibition does not apply to a technical college." Any person who violates M.S. 144.4165 is guilty of a petty misdemeanor.

HARASSMENT AND VIOLENCE POLICY: School District #108 is committed to providing everyone a safe, positive learning and working environment. The school district's policy is to maintain a learning and working environment free of religious, racial, or sexual harassment and violence. Please see the Student Handbook for further detail regarding this policy.

CENTRAL HIGH SCHOOL

2024-2025



**PARENT AND STUDENT
HANDBOOK**



Dear Parents and Guardians,

I want to take this opportunity to welcome you to Central Schools for the 2023-24 school year. My name is Rich Larson and it is my pleasure to serve as principal of the middle school and high school. My hope for your student is that they would find a place to belong at school—a place where they are able to grow socially, emotionally and academically. The Central Public Schools staff and I look forward to a strong partnership between school and home in order to provide support for our students. To that end, we are pleased to share our Student Handbook with you. In the interest of transparency, we have included our school policies, procedures and expectations for families to review. I invite you to read through this handbook with your student and reach out to me with questions or concerns you may have. I wish you and your family the very best as you begin the 2024-2025 school year! I look forward to seeing you soon.

Sincerely,

Rich Larson
Principal
Central Secondary Schools
rlarson@isd108.org
952-467-7101

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MISSION AND VISION STATEMENT

Vision:

Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community- Collaborating together to share our success and accomplish our goals.

Kindness- Genuine effort to show compassion for others and realize the value and potential of all.

Integrity- Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation- discovering creative opportunities and solutions for purposeful improvement.

Relationships- Creating positive connections that last a lifetime.

Show the Inspector

2024-25 Central Public Schools

Students	Teachers
1st Qtr - 42	46
2nd Qtr - 43	45
3rd Qtr - 43	45
4th Qtr - 29	40
167	176

July

S	M	T	W	T	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

Jan. 2: School Resumes

January

S	M	T	W	T	F	S
		1	2	3		
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

Jan 17: End of 2nd Qtr. Early Release
Jan. 20: No School; Staff Development

August

S	M	T	W	T	F	S
			1	2		
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

Aug. 22: New Teacher Workshop
Aug. 26-29: Teacher Workshop
Aug. 28-29: Transition Day E-5 (Conferences and open house individualized by appointment)
Aug. 28: Open House 6-12

Feb. 6: Kindergarten Registration
Feb. 13 & 17: E-6 Conferences
Feb 17: No School; Staff Development
Feb. 17 & 20 MS/HS Conferences

February

S	M	T	W	T	F	S
		3	4	5	6	7
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

September

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

Sept. 2: Labor Day No School
Sept. 3: Transition Day 6th & 9th grades at school. Bussing provided.
Sept. 4: E-12 First Day of School

Mar. 21: End of 3rd Qtr. Early Release
March 24: Teacher Comp
March 25 - March 28: No School Spring Break

March

S	M	T	W	T	F	S
		3	4	5	6	7
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

October

S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

Oct. 10 & Oct. 15: E-6 Conferences
Oct. 17 & 18: No School; Fall Recess

April 18: No School; Staff and Students

April

S	M	T	W	T	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

November

S	M	T	W	T	F	S
				1		
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

Nov. 1: End of 1st Qtr. Early Release
Nov. 4: No School; Staff Development
Nov. 4 & 7: HS/MS Conferences
Nov. 27, 28 & 29: No School Teacher Comp. & Thanksgiving Break

May 23: Last Day of School, 1/2 day, students released after lunch
May 23: Graduation

May

S	M	T	W	T	F	S
			1	2		
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

December

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

Dec. 23- Jan 1: No School; Winter Break

Snow Day Procedure:
On the first snow/cold weather day class will be cancelled and the following 5 snow/cold weather days will be "e-learning days"

June

S	M	T	W	T	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

**CENTRAL PUBLIC SCHOOLS #108
BOARD OF DIRECTORS
2024-2025**

Sara Eischens, Chairperson
14850 154th Street
Hamburg, MN 55339
Phone: (Home) 467-9490
e-mail: seischens@isd108.org

Sarah Lehrke
534 Devonshire Drive
NYA, MN 55397
Phone: (Cell) 952-212-1937
e-mail: slehrke@isd108.org

Shelby Erickson, Vice-Chairperson
660 Preserve Blvd
NYA, MN 55397
Phone: (Cell) 612-619-1502
e-mail: serickson@isd108.org

Josh Kroells
430 Emma Street
NYA, MN 55368
Phone: (Cell) 952-994-2427
e-mail: jkroells@isd108.org

Kyle Strickfaden, Treasurer
760 Barnes Lake Drive
NYA, MN 55397
Phone: (Cell) 952-836-6746
e-mail: kstrickfaden@isd108.org

Emily Perlbachs
427 Park Circle
NYA, MN 55368
Phone: (Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Connor Smith, Clerk
424 Morse Street
NYA, MN 55368
Phone: (Home) 651-302-5652
e-mail: csmith@isd108.org

Secondary School Staff

AREAS OF RESPONSIBILITY

Below is a listing of school personnel along with their area of responsibility. Calling the appropriate person with questions, problems, compliments, or ideas will help serve you.

Telephone numbers are as follows:

High School 467-7100
District Office 467-7000
Community Education 467-7390
Elementary 467-7300

Staff emails are [firstinitiallastname@isd108.org](mailto:firstname.lastname@isd108.org) example JDoe@isd108.org and can also be found in your gmail account when you click on "To"

Superintendent

Tim Schochenmaier 467-7001

Principal

Richard Larson 467-7101

Dean/Athletic Director

Joe Kley 467-7201

Administrative Assistants

Serenity Cox 467-7102
Kari Crown 467-7102

Agriculture/AFNR

Jim Mesik 467-7144
Sarah Schurmann 467-7145

Bookkeeper/Accountant

Amy Groschen 467-7004
Lynn Peterson 467-7007

Community Education

Sue Forster 467-7391

Custodians

Cody Anderson - Facility Mgr 467-7008
Rich Neubarth – District wide engineer
Herman Haag - Night custodian

English

Jeanne Ide 467-7137
Callie Tescher 467-7138
Eva Mark 467-7139

Art

Ashley Williams 467-7142

Business

Paul Halquist 467-7166

Communications

Mary Wroge 467-7206
Kelly Street 467-7113

Director of Technology

Steve Anderson 467-7132

ESL

Monica Shanahan 467-7361

Industrial Technology

Sarah Schurmann 467-7145

MathematicsWade Degler 467-7146
Taylor Gustafson 467-7135
Chris Ludford 467-7128
Jodi Curson 467-7227
Melissa Fuhrman 467-7210**Physical Education/Health**Keegan Oak 467-7214
Charlie Grove 467-7130
Jordan Mahrer 467-7164**School Lunch Program**

Chantelle Eshleman – Food Service Director; Taher 467-7147

ScienceChristopher Hunt 467-7126
Laura Hanson 467-7181
Shawn Erickson 467-7208
Lauren Scherer 467-7129**Social Counselor K-12**

Sarah Beadling 467-7108

**Special Education -
Paraeducators**Deb Stacken 467-7117
Mylei Becker 467-7378
Vicki Sund 467-7322
Karen Cross
Renee Messner**Support Services**Kirsten Thor, Counselor 467-7124
Kathy Heckmann, Admin 467-7109**World Languages**Chris Ludford 467-7129
Jen Schramm 467-7141**Library/Media Center**Kelly Street 467-7113
Deb Stacken 467-**Music: Choir and Band**Adam Halpaus 467-7143
Emma Melick 467-7209**Psychologist**

Leah Hjelseth 467-7111

School Nurse

Karina Niemczyk 467-7110

Social StudiesSarah Hammers 467-7127
Amber Kester 467-7125
Colin Halbach 467-7212
Laura Kroells 467-7217
BJ DeBoer 467-7140**Special Education**Taylor Gort 467-7136
Jon Wroge 467-7156
Jeff Bishop 467-7155
Jenna Schrupp 467-7222**Speech Clinician**Kelli Sawyer 467-7364
Allison Cruse 467-7176**Transportation****Director**
Luke Wolter 467-7009**Youth Rec and Facilities**

Reid Stacken 467-7390

HIGH SCHOOL CO-CURRICULAR ACTIVITIES

Students are encouraged to participate in the many extra-curricular activities available at Central High School.

SENIOR HIGH SPORTS GRADES 9TH - 12TH

<u>ACTIVITY</u>	<u>PARTICIPATION FEE</u>
Football	\$175.00
Volleyball	\$175.00
Cross Country	\$175.00
Wrestling	\$175.00
Boys' Basketball	\$175.00
Girls' Basketball	\$175.00
Softball	\$175.00
Baseball	\$175.00
Boys' & Girls' Track	\$175.00
Soccer - Girls	\$175.00
Soccer - Boys	\$175.00
Gymnastics	\$175.00

ATHLETIC ACTIVITY PASS Non-Transferable) Sold through Vanco Events Online

- Students - Central students grades 9-12 attend for free with student ID
- Single Adult - \$80.00
- Family Pass - \$250.00

FINE ARTS AND ORGANIZATIONS

FFA	Jim Mesik	\$80.00
International Club	Jen Schramm	\$80.00
Knowledge Bowl	Kelly Street	\$80.00
One-Act Play	Sarah Thomason	\$80.00
Play/Musical	Adam Halpaus/Emma Melick	\$80.00
Robotics	Lynn Panning	\$100.00
Speech	Laura Hanson	\$100.00
Jazz Band	Adam Halpaus	\$80.00
Trap Team	TBD	Community Ed.

Maximum of \$700.00 Per Family.

All fees must be paid the first week of practice.

- a. In order to practice.
- b. Quit by end of first week to receive refund fee.
- c. No refund fee after first week of practice.

SCHOOL ACTIVITIES

BAND

Adam Halpaus ahalpaus@isd108.org 467-7143

FFA

Jim Mesik jmesik@isd108.org 467-7145

KNOWLEDGE BOWL ADVISOR

Kelly Street kstreet@isd108.org 467-7113

NATIONAL HONOR SOCIETY

Chris Ludford cludford@isd108.org 467-7128

ONE ACT PLAY DIRECTOR

Sarah Thomason sthomason@isd108.org 467-7335

PLAY/MUSICAL DIRECTOR

Adam Halpaus ahalpaus@isd108.org 467-7143
Emma Melick emelick@isd108.org 467-7209

ROBOTICS

Lynn Panning lpanning@isd108.org 467-7129

SPEECH ADVISOR

Laura Hanson lhanson@isd108.org 467-7181

STUDENT COUNCIL

Sarah Hammers shammers@isd108.org

TRAP TEAM

Seth Holland
467-7100

VOCAL

Emma Melick emelick@isd108.org 467-7209

9th GRADE ADVISORS

Callie Tescher ctescher@isd108.org 467-7138

10th GRADE ADVISORS

Laura Hanson lhanson@isd108.org 467-7181

11th GRADE ADVISORS

Adam Halpaus ahalpaus@isd108.org 467-7143
Sarah Hammers shammers@isd180.org 467-7127

12th GRADE ADVISORS

Kirsten Thor	kthor@isd108.org	467-7174
<u>INTERNATIONAL CLUB</u>		
Jennifer Schramm	jschramm@isd108.org	467-7141
<u>PROM ADVISORS</u>		
Kelly Street	kstreet@isd108.org	467-7113
<u>CORONATION ADVISOR</u>		
Kelly Street	kstreet@isd108.org	467-7113
<u>SCHOOL YEARBOOK ADVISOR</u>		
Kelly Street	kstreet@isd108.org	467-7113

Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)

DAILY SCHEDULE

First Tone	07:55	Lunch:
Period 1	08:00 - 08:52	A - 11:22-11:52
Period 2	08:56 - 09:42	B - 11:49-12:19
Raider/WIN	09:46 - 10:32	C - 12:16- 12:47
Period 3	10:36 - 11:22	
Period 4	11:26 - 12:43	
Period 5	12:47 - 01:33	
Period 6	01:37 - 02:23	
Period 7	02:27 - 03:13	

SCHOOL PHONE NUMBERS

467-7100 – Direct Line to High School Office	467-7147 – Food Service
467-7103 – Fax Line to High School	467-7009 – Transportation
467-7104 – Attendance Line for High School	467-7000 – Direct Line to District Office
467-7105 – Activities Line for High School	467-7200 – Direct Line to Middle School
467-7109 – Counselors Office	467-7300 – Direct Line to Elementary
467-7110 – School Nurse	

BUILDING USE GUIDELINES

- Any student in the building after 3:30 p.m. must be in a supervised activity. Parents should arrange for transportation home when their child has detention or is in an activity.
- The Physical Education locker rooms are off limits to students during the school day. This includes the lunch hour.
- Students cannot work out without supervision. Morning and after school work-out sessions require supervision. This includes gyms, wrestling room, and weight room.
- Use of the following areas in the building require supervision by staff or coaches. This includes before, during, and after school.

- | | | |
|------------------|-------------------|----------------|
| 1. Media Center | 3. Gymnasium | 5. Weight Room |
| 2. Computer Labs | 4. Wrestling Room | 6. Classrooms |

CHURCH NIGHT

We will try to avoid scheduling school related activities as Wednesday night is designated as church night.

COMMENCEMENT

Graduating from high school is one of the most important events in life. It is a rite of passage which marks the successful completion of childhood and the beginning of adulthood. A diploma is a "key" which unlocks the door to many new opportunities and is the foundation upon which the graduate can build a solid future. At Central High School a student has to successfully meet all graduation requirements to participate in commencement exercises.

Post Secondary Education Option students and Area Learning Center students will be allowed to participate in the graduation ceremony if they have earned sufficient credits to graduate.

EIGHTEEN YEAR OLDS

State law provides many adult responsibilities for those persons who have reached eighteen years of age. However, the law also requires adult students to abide by the same rules and regulations of a school as those students who are younger. An eighteen year old student who requests a pass for an appointment must have an appointment card or give the office the name and telephone number of the doctor, dentist, etc. for whom the appointment is made before the pass will be issued. As with younger students, by law, the school is required to judge whether the reason for the absence is excused or unexcused. Adult students are subject to the same disciplinary consequences as other students.

HOMECOMING ELIGIBILITY POLICY

- Section 1: Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a "Master of Ceremonies" during their sophomore, junior, or senior year.
- Section 2: Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.
- Section 3: Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.
- Section 4: Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker.

PROM

In the spring of the year, the juniors entertain the seniors at Prom. It is usually scheduled on a Saturday night. It is an open prom however, no one older than 20 years old may be an invited guest of a junior or senior. The juniors pay for it by fund-raising projects they might undertake, as well as using the money collected from dues. Any student of CHS must have their class dues paid in order to attend prom. Once students arrive at the prom site, they must remain inside the dance area. Guests of Juniors or Seniors must be at least sophomores in High School.

NOTICE TO PARENTS

Pursuant to Minnesota Statute, Central Schools administers a criminal background check on all new employees. In addition, all volunteer coaches and advisors are subject to a criminal background check.

STUDENT AND PARENT HANDBOOK PURPOSE AND AGREEMENT

It is the goal of Central High School to provide a positive and safe learning environment for every student that enters into the school. In efforts to help accomplish this goal, it is necessary for the school district to implement policies and procedures that help students achieve academic success and reflect a common understanding among those who are considered stakeholders in the Central Public School District. Therefore, it is important that students and their parents/guardians read and understand the contents of the Student and Parent Handbook. It is the responsibility of the students, along with their parents/guardians, to know and follow the handbook in its entirety. Signature forms will be distributed at the beginning of the year for students to indicate their understanding of the school district policies highlighted in the handbook

STUDENT RECORDS

PROTECTION AND PRIVACY OF PUPIL RECORDS

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

DIRECTORY INFORMATION

“Directory information” includes the following information relating to a student: the student’s name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. “Directory information” does not include identifying information on a student’s religion, race, color, social position or nationality.

- a. The information listed above shall be public information which the school district may disclose from the education records of a student.
- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent’s or eligible student’s prior written consent except to school officials as provided under federal law.
- c. In order to make any or all of the directory information listed above “private” (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of each school year. This written request must include the following information:
 1. Name of student;
 2. Home address;
 3. School presently attended by student;
 4. Parent legal relationship to student, if applicable;
 5. Specific category or categories of directory information which is not to be made public without the parent’s or eligible student’s prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires the school to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of each school year. Call the high school office for the "Refusal for Release of Information Form."

For complete policy, refer to District Policy Handbook

ON-LINE COMPUTER ACCESS TO GRADES

Parents may access their child's grades via the internet. Parents must contact the High School office to receive a password for this access. Grades are updated on a regular basis and at a minimum, once per week. In addition, parents can view attendance records, progress reports, and update family information.

REPORT CARDS/PROGRESS REPORTS

Students receive report cards four times a year. In addition, teachers send home progress reports at the midpoint in each quarter or as needed. Parents may request a progress report at any time by contacting the teacher. Incompletes may be given to students who have been absent an extended period of time. **Within two weeks after the quarter ends, all work should be completed so a grade can be given for that class.** Any extended time beyond the two weeks must be approved by the teacher provided there are extenuating circumstances. If not, the grade then becomes a failing grade for that marking period.

PARENT-TEACHER CONFERENCES: See school calendar for dates.

1. Conferences run from 6:00 to 8:00pm.
2. Conferences are held in the teachers' classrooms.
3. No need to make appointments.

Conference Topics and Questions:

1. **Homework** – Is my child's homework completed thoroughly, accurately, and on time?
2. **Class Participation** – Does my child ask questions, volunteer answers, and participate in class discussions?
3. **Organization** – Does my child seem organized? Does he/she come to class prepared?
4. **Academic Success** – How is my child doing in the class? Does the class seem to be appropriate for my child's ability level? Is my child working up to his/her potential?
5. **Classroom Time Management** – Does my child use class time wisely?
6. **Attendance and Punctuality** – Is my child in class every day? Does he/she come to class on time?
7. **Focus** – Does my child pay attention in class?
8. **Social Adjustment** – Is my child respectful and courteous to teachers and classmates? Does my child appear to get along well with the other students?
9. **Strengths and Weaknesses** – What is my child good at doing? What does he/she need to work on?
10. **Additional Comments** – do you have any advice or suggestions for me or for my child?

SCHOOL CLOSING

School will be in session except for holidays indicated on the school calendar. School might be closed during extreme weather conditions as otherwise decided by the Superintendent. When school is to be closed or called off, you will receive a call and email from our Infinite Campus Message Center from the superintendent. With the first closing due to inclement weather, school will not be in session. Subsequent school closings due to inclement weather will be E-Learning days, with all students required to attend classes virtually from home.

SCHOOL ACTIVITIES

Students are expected to display appropriate behavior at all school events. Consequences for inappropriate behavior may include but are not limited to the following:

1. Removal from event and/or future events.
2. Loss and/or suspension of activity pass.
3. Detention/Supervision
4. Parent Notification

LEAVING THE BUILDING

No student is permitted to leave the building or campus before school ends, during lunch, class periods or passing times without permission from the Health Office or Administration. Students with permission to leave the building must sign out when leaving and sign in upon return at the Attendance Office. No student is permitted to leave the building during lunch or online classes.

Leaving the building without authorization may be considered truancy and thus result in disciplinary action. If a student leaves the building without permission and returns, they are subject to be searched.

STUDENT DRIVING AND PARKING

Students are required to park in the parking lot in front of the school. Students parking in the back lots, reserved for staff, may have their vehicles towed at their expense.

Restricted and Reserved Parking: Each parking lot will have a space designated for handicapped or reserved parking. It is a violation of the policy to park in these designated spaces unless qualified. Violators may have their vehicle towed, without warning, at the violator's personal expense.

Parking Permits: Students parking on school property are required to have a parking permit. Permits cost \$25.00 and may be purchased at the high school office. Violators will be towed at the owner's expense.

STUDENTS PERSONAL PROPERTY AT SCHOOL

Students are discouraged from bringing valuable or excessive personal property from home. These items may be disruptive both on the bus and in the building and there is no provision to insure the safety of them.

It is the policy of this school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of student's personal property.

VANDALISM

Our school building and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediately.

FEES

In addition to fees for various athletic and fine art activities, Central High School requests that fees be paid for the following:

1. Parking fee: \$25.00.
2. Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, limit on Holocaust expenses, funerals, get wells, etc.
9th Grade - \$25.00
10th Grade - \$25.00
11th Grade - \$25.00
12th Grade - \$25.00
3. Shop fees:
Woods I and Woods II – \$10
Welding I and Welding II – \$10
Foods – \$10
Art of Plants – \$10
Veterinary Science – \$10
Animal Science – \$10
4. Art fees: \$10.00 (Global Arts, Ceramics, Ceramics 2, Draw/Paint, Draw/Paint 2, Interior Design)
Scholarships are available if needed.
5. Bowling fees for Phy. Ed: \$20.00
6. Chromebook insurance fee: \$20 per year for each student.

Commented [1]: new

Scholarships available as needed. See principal or school counselor for information

NOTE: All fees must be paid before students can attend Prom or Graduation ceremonies. Please see Principal or Counselor if a scholarship for fees is needed.

LUNCH POLICY

Central High School has a closed lunch hour for all students in grades 9-12. It will be a violation of policy for any CHS student to be in the parking lot or in cars at any time during the school day, unless permission has been given by the principal's office. The only designated area in which students may be out of the building is in the area in the front of the high school. Students who violate the lunch policy will be subject to progressive disciplinary action.

APPLICATION FOR EDUCATIONAL BENEFITS FORM

(See back of this handbook)

This form is extremely important to you and to your school. If you believe you are eligible to receive free or reduced meals, please fill out this form and return it to the high school office. Your child will then be able to receive lunches at no or reduced cost. In addition, our school becomes eligible for federal dollars to use in curriculum programming. This can mean thousands of extra dollars for our school. If you need assistance in filling out this form, please call. This information will remain completely confidential and your child will remain anonymous when receiving his/her free or reduced meal.

PARTICIPATION IN HIGH SCHOOL ACTIVITIES

STUDENT CODE OF RESPONSIBILITIES

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions.
3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state, and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

A student whose character or conduct violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the principal.

PLEDGE OF ALLEGIANCE

Minnesota Statutes 121A.11; "Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice."

STUDENT DRESS AND APPEARANCE

The appearance of a student is primarily the responsibility of the individual and the parent. District 108 students are expected to maintain an appearance that is not distracting to teachers or other students, disrespectful to others, or disruptive to the educational process. In addition, student attire must comply with standards of health and safety. (Ex.: State law requires that shoes must be worn in public buildings.) Symbols, emblems, badges, signs, words, objects or pictures on clothing, jewelry or personal items that represent gangs, tobacco, drugs, alcohol, or discriminatory references to sex, race, or religion, or that are lewd, vulgar, or obscene, are not permitted.

It is not the intention of this Dress Code to interfere with a student's right to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages usually are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

Examples of prohibited attire include, but are not limited to, the following:

- Confederate flags, swastikas, Nazi symbols, or portions thereof;
- Clothing using language that is vulgar, sexually suggestive, or demeaning of others;
- Items referring to or suggestive of alcohol, drugs, gangs, tobacco, sex, and references to male/female body parts;
- Clothing or hairstyles depicting gang symbols, look-alike gang symbols or gang hand gestures
- Tattoos depicting gang symbols or gang messages;
- Roller blades, shoes with rollerblades or skateboards;

When a student's appearance violates the Dress Code, the student will be required to change his/her attire and additional consequences may be imposed, at the discretion of school officials, including sending the student home to change clothes. In exercising discretion to discipline and/or impose other consequences on students violating this Dress Code, school officials shall take into account the age of the student, District 108's student discipline policy, and whether the violation occurred during the instructional day while school was in session or in connection with a school related activity. Students sent home for inappropriate attire will be considered unexcused during their absence from school.

Legal References:

U.S. Constitution, First Amendment

- * Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)
- * Olesen v. Board of Educ. Of Sch. Dist. No 228, 676 F. Supp. 822, 44 Educ. L. Rep. 205 (N.D. Ill. 1987).
- * Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733,21 L.Ed.2d 731 (1969)
- * McIntire v. Bethel School, I.S.D. No. 3, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992).

Cross References MSBA Model Policy 506 (Student Discipline)

COMMENCEMENT DRESS CODE POLICY

School Board policy for Graduation will be a maroon cap and gown with tassel. This will be provided by the school for all graduating students.

STUDENT SUPPORT SERVICES

SCHOOL COUNSELING SERVICES

A counselor is available to work with students to help them realize their full potential. The counselor acts as consultant to teachers and other members of the school staff on problems relative to the best development of the student and to parents in discussing student talents and needs. The counselor serves as liaison between support services and the community.

The purpose of counseling is to help the student think through their problems, difficulties and relationships. This is so the student can understand themselves and their opportunities, to make appropriate adjustments and decisions in light of this understanding, to accept responsibilities for their choices, and to follow a course of action in harmony with those choices.

COLLEGE VISITS

Seniors and juniors planning to visit colleges and technical schools may be excused upon receipt of the parent's/guardian's permission slip and a clearance through the counseling office before the absence date. When going on a college visit remember that you must get a College Visit Form from the Guidance Office, have it filled out by your teachers, and returned to the Guidance Office at least one day before you go. This **MUST** be done in order for the day to be excused. Having your parents call in on the day of the visit is **NOT** considered an excused absence. Remember college visits are a privilege not a right therefore, **students failing any classes will not be allowed to make college visits.**

NOTICE TO STUDENT PARTICIPATING IN POST SECONDARY OPTIONS (PSEO)

The following are some reminders regarding the PSEO program. Please make sure you understand all of the attached information and return this signed form to your counselor.

1. All PSEO courses will transfer to your high school transcript with the college grade earned.
2. No college grades earned through PSEO are "weighted" when transferred to your Central High School transcript.
3. There is a conversion chart used to convert college semester credits to high school semester credits (e.g., 4 college semester credits = 1 high school credit).
4. No more than an equivalent of a total of eight credits may be taken between college classes and high school classes for a calendar school year.
5. You must make an appointment with your counselor concerning registering for PSEO classes.
6. **In order to participate in CHS's graduation ceremony, it is your responsibility to supply us with your first and second semester post secondary grades within 5 days prior to graduation.**
7. Students will bring a college course schedule to the Counseling Office no later than 1 week after classes have begun.
8.
 - a. For juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test.
 - b. For seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test.

SCHOOL COUNSELOR

The School Counselor is available to assist with identifying and preventing student problems within the school setting. They offer supportive services for students on individual and/or group basis. The School Counselor will help students develop coping skills, such as decision making, assertiveness, stress management, and self awareness to enable students to have a positive learning experience. The School Counselor is a liaison between home, school, and community resources, so parents and students are encouraged to contact them.

TEN TIPS FOR TALKING TO TEACHERS

Are you having a problem with a class or an assignment? Can you see room for improvement in how a subject is being taught? Do you have a better idea for a special project or term paper? Don't just tell your friends. Tell your teacher! Many students have told us that they do not know how to go about doing this. The following suggestions are meant to make it easier for everyone – students and teachers.

1. Make an appointment to meet and talk.

2. If you know other students who feel the way you do, consider going to the teacher together.
3. Think through what you want to say before you go into your meeting with the teachers, maybe even carry in a list of the things you want to discuss.
4. Choose your words carefully.
5. Don't expect the teacher to do all the work, or come up with all the answers.
6. Be diplomatic, tactful, and respectful. Remember the four C's of successful communication: Conversation; Cooperation; Compromise; Commitment.
7. Focus on what you need, not on what you think the teacher is doing wrong.
8. Don't forget to listen.
9. Bring your sense of humor.
10. If your meeting isn't the success you hoped it would be, get help from another adult.

HEALTH SERVICES

EMERGENCY CARE

Emergency care is provided to students who experience illness or injury at school.

1. **Emergency Forms** - At the beginning of each school year, parents are expected to complete the Students Emergency Card, which provides up-to-date emergency phone numbers and medical information. It is the parent/guardian responsibility to notify the school of any change of address, telephone number, or emergency numbers.
2. **Injury** - In the case of injury or medical emergency, the school will attempt to notify parents first, when possible. In a medical emergency the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense.
3. **Illness** - In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or to make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the emergency alternate identified on the Emergency Card will be contacted.

EXCLUSION FOR ILLNESS

Children will be excluded from school when they demonstrate any of the following symptoms:

- Oral temperature over 100F.
- Diarrhea
- Breathing difficulties
- Vomiting
- Undiagnosed rash

Health Services should be notified of any communicable diseases and treatment, to assure control in other students. Readmission to school for the following communicable diseases shall be:

1. **Chickenpox** - All lesions are dry and crusted (5-7 days).
2. **Impetigo** - At least 24 hours after the start of medication and sores are improving. If there is no improvement in 48 hours, the area should be reassessed by a physician.
3. **Scabies** - Until 24 hours after treatment begins.
4. **Hepatitis** - Physician statement required for readmittance.
5. **Strep Throat** - At least 12 hours after start of medication and fever free without use of fever-reducing medication.
6. **Ringworm of Scalp and Skin** - Following treatment with fungicide.

HEALTH RECORDS

All students are required to have an individual health record on file in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of medications, even if they aren't administered at school, and current or chronic medical problems that could affect the student's comfort and ability to learn. A complete physical exam is recommended, but not required prior to school entrance.

HEALTH SCREENING PROGRAMS

Health services are available to conduct hearing and vision screenings for individual students via parent/guardian request. If you have a concern about your child's hearing and or vision please contact the school nurse at 952-467-7110.

IMMUNIZATIONS

Minnesota State law requires parents of all students to present proof that all immunizations are up to date at the time of school entrance. Schools are mandated to keep accurate records for each student enrolled. Students not meeting the minimum requirements will be excluded from school. Conscientious objectors to the State Immunization Law must complete a notarized form before the time of school entrance.

MEDICATIONS

1. In accordance with Minnesota Department of Health recommendations, District 108 WILL NOT provide any medications.
2. To administer medications at school, the Health Office must have a completed Medication Authorization form that includes:
 - a. Signed parent permission.
 - b. Name of medication.
 - c. Instructions regarding route of administration.
 - d. Reason medication is needed.
 - e. physician's signature (required for all prescription medications and over-the counter medications if given more than 5 times at school)FDA approved non-prescription medication (Tylenol, Cough Syrup, Antihistamines, etc.) will be given for a maximum of 5 days with parent permission on the Medication Authorization Form. After that time, orders from a physician will be required. Medication must be brought to school in the original container for the safety of all students.
3. Prescription medications will be administered under these circumstances:
 - a. Signed parent permission and physician's permission. A current signed physicians' statement is needed for all controlled medications (i.e. ADD & ADHD medications)
 - b. Current prescription - properly labeled with the child's name, date, name of physician, name of medication, dosage, and frequency of administration. The pharmacy should divide home and school doses into two bottles with proper labels to avoid the need to transport medication daily. Medication must be sent to school in the original container.
4. Parents are encouraged to bring medication, especially controlled substances such as ADD or ADHD medication, to the school nurse or principals' office for the health and safety of your child and the other students. Students are not allowed to have prescription medications in their possession, excluding emergency medications (EpiPen, inhaler).
5. Students grades 7-12th grade are allowed to self-carry over-the-counter medications (Tylenol, Ibuprofen, cough drops). Please complete the Self-Carry Authorization Form and return to the school's health office. This is for the health and safety of the students.

ACADEMIC/FINE ARTS LETTER AWARD POLICY

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12 shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance, athletic performance, and/or in the areas of Drama (One Act Play and/or Three Act Play), Speech, Band, Choir, Yearbook, Student Council, National Honor Society, Knowledge Bowl, and PEERS.

- | | |
|---|--|
| * <u>Academic Letter 9th - 12th Grade</u> | * <u>President's Education Awards</u> |
| * <u>Drama</u> | * <u>Speech</u> |
| * <u>Band</u> | * <u>Choir</u> |
| * <u>Yearbook</u> | * <u>National Honor Society</u> |
| * <u>Student Council</u> | * <u>Athletics</u> |

See Activities Handbook for list of criteria to earn a letter.

DISTRICT POLICY FOR ACADEMIC LETTERING

PURPOSE:

In order to promote academic excellence and to recognize those students, who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
3. Senior academic letters are awarded based on an average of semester 1 grades and “in progress” grades at the time of the awards ceremony.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5 credits.
6. Students will not have any “D” or “F” grades for any quarter.

PRESIDENT'S EDUCATION AWARD

The President's Education Awards Program is designed to recognize and reward academic excellence and academic achievement. Awards given are the Presidential Award for Educational Excellence and Presidents Academic Achievement Award. Criteria for these awards include high academic achievement and outstanding achievement in a standardized test and the classroom. Awards will be given to students when they exit eighth and twelfth grades.

GRADING POLICY AND HONOR ROLL

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS:

Summative Assessment:

An assessment where students show mastery of the standard(s).

Formative Assessment:

practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice—which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

***This policy will not apply when the school year ends and summer has begun for students/staff.

HONOR ROLL:

Students who achieve a semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a semester GPA of 3.67 will be included on the "A" Honor Roll.

In an effort to inform students and parents how to calculate GPA, we offer the following examples. Keep in mind, that grades are based on a 4.0 scale.

Qtr. 2 GPA Calculation: Grade Value x Effective Credit Weight = Grade Points - Total Credits Attempted = GPA

SEMESTER VALUE

#	Course	Credit Value	Gr.	Value	Eff Wgt.	Grade Pts.
103	PE 10	0.250	B+	3.330 *	0.250 =	0.832
106	HEALTH	0.250	B	3.000 *	0.250 =	0.750
88	GEOMETRY	0.500	C+	2.330 *	0.500 =	1.165
56	GERMAN I	0.500	B-	2.670 *	0.500 =	1.335
112	BIOLOGY	0.500	B-	2.670 *	0.500 =	1.335
45	ENGLISH II	0.500	B	3.000 *	0.500 =	1.500
122	HISTORY 10	0.500	A	4.000 *	0.500 =	2.000
				Totals	3.000	8.918
				Q2 GPA	=	8.918 / 3.000 = 2.973
A	=	4.00	C	=	2.00	
A-	=	3.67	C-	=	1.67	
B+	=	3.33	D+	=	1.33	
B	=	3.00	D	=	1.00	
B-	=	2.67	D-	=	0.67	
C+	=	2.33	F	=	0.00	

GRADUATION HONORS:

High Distinction: Graduating Seniors with cumulative GPA of 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.

Graduation Honors: Those students with a GPA above 3.5 will receive Silver Honor Cords.

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

***The procedures detailed above for honoring graduates will take effect with the class of 2025.

WEIGHTED GRADING FOR ADVANCED PLACEMENT (AP) AND COLLEGE IN THE SCHOOLS (CIS) COURSES

In order to encourage students to take AP and CE/CIS courses, these classes will be weighted on a 5 point scale vs. a 4 point scale for all other classes. Therefore, the value of an A in AP and CIS courses will be 5 points vs. 4 for all other classes, a B will have a value of 4 points vs. 3 points, etc.

DROPPING A CLASS

1. A student may withdraw from a class through the last day of the 1st week of the semester or during the semester upon teacher recommendation and parent permission. If a student drops a sixth subject after the five days, a "F" grade will be recorded.
2. As a way to encourage students to take risks in pursuit of academic excellence, a student may drop a seventh subject excluding Study Skills through the tenth week of a given semester.

Commented [2]: Add withdraw from class 2 weeks info here for 24-25

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

EXPECTATIONS FOR CADET TEACHERS

1. You are expected to dress appropriately. Talk with your supervising teacher to see what is acceptable.
2. You **MUST** be on time each day. If you are unable to attend school or will be unable to make it to class at your assigned period, you must inform your supervising teacher, and the Counselor or designee.
3. You are expected to be respectful, courteous, and professional at all times. Remember, you are looked up to at the elementary and that makes you a role model (like it or not).
4. Bringing innovative ideas to the classroom is encouraged, but always follow the lead of the teacher.
5. Remember that you are receiving a grade for this course, your every action will be reflected in your grade. If you are tardy or have unexcused absences, your grade will reflect that. Cadet teaching is NOT the same as a study hall.
6. Cadet Teachers may have only one study hall during their semester of cadet teaching.

PLAGIARISM/CHEATING POLICY

DEFINITIONS AND PENALTIES

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult their teacher for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction to a zero on the assignment or exam. A faculty member may also suggest to the administration that further disciplinary action be taken.

I. Initial Determination and Penalty

A faculty member who has reason to believe that plagiarism or cheating has occurred shall:

- A.** Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.
- B.** Immediately inform the principal of the infraction and the penalty imposed. In addition, if further disciplinary action is to be recommended it will be done so at this time. The administration may impose penalties as outlined in the disciplinary section of the Student/Parent Handbook under "Disrespect and Defiance."

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed to the Superintendent within five work days of the date of the imposed consequences.

III. Examples of Plagiarism and Cheating

Blatant examples of cheating include using books, notes, or other sources not expressly allowed during assignments or exams; copying on homework, in-class, or take-home assignments or exams; using any form of assistance if instructed to produce work individually; And assisting another student to engage in any of these behaviors. Examples of plagiarism include failing to cite written material that is directly quoted or paraphrased from another source, or failing to give credit for use of other's ideas, pictures, graphs, diagrams, or figures.

In the course of preparing a paper, doing a homework assignment, preparing for an exam, or participating in a class activity, you may have questions about whether certain practices or conduct could be viewed as plagiarism or cheating. If you have questions, ask your teacher. Faculty will respect your integrity for clarifying uncertainties and showing interest in avoiding these problems. The danger lies in engaging in practices or conduct that later could be called into question.

This policy was taken from the Willamette University home page on the Internet.

CENTRAL HIGH SCHOOL ATTENDANCE POLICY

The Board of Education, Administration, and Faculty believe all students should benefit from the education opportunities, programs and activities that are available at school. Minnesota State Law and Educational Department regulations require daily attendance. Although learning occurs

in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners. Students, parent or guardian, school staff, and the community share an obligation to encourage and ensure the student's continuous attendance.

Students of Central High School will be expected to be diligent and punctual in attendance. All students will be held accountable for missed days of school.

PROCEDURES FOR ABSENCES

If a student must be absent from school, the student's parent or guardian must call the high school office at 952-467-7104 on the day of the absence, prior to 9:00 a.m. to verify the absence. We wish to confirm immediately the reason and whereabouts of each student to help ensure their safety. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances.

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- ☐ Students will receive a "Loss of Credit" (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A "Loss of Credit" **does not** affect a student's GPA.
- ☐ Students will receive a "Fail" (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A "Fail" **does** affect a student's GPA.

EXCUSED ABSENCES These count toward the maximum of 10-absence policy.

- ☐ Illness – undocumented
- ☐ Illness in student's family
- ☐ Professional appointments that cannot be scheduled outside of the school day.
- ☐ Car trouble
- ☐ Family matters necessitating absence from school with advance notice.
- ☐ Absences outside of the student's control.

UNEXCUSED ABSENCES

These count toward the maximum of 10-absence policy and truancy.

- ☐ Running late (to class or to school)
- ☐ Missing ride/bus
- ☐ Truancy/skipping school
- ☐ Oversleeping/sleeping in
- ☐ Off campus during lunch
- ☐ Senior skip day
- ☐ Unverified by/parent/guardian

- ☐ Other illegitimate excuses

SCHOOL EXCUSED ABSENCES

These DO NOT count toward maximum 10-absence policy, nor truancy

- ☐ College visits (2 days allowed for juniors and 2 days for seniors)
- ☐ School sponsored curriculum and co-curricular activities
- ☐ Special talent/club activities – prior approval required
- ☐ Suspension
- ☐ Authorized appointment with school personnel
- ☐ Death in student’s immediate family or of a close relative or friend
- ☐ Illness – original documentation required by medical personnel
- ☐ Illness in student’s immediate family – original documentation required by medical personnel
- ☐ Legal/court appearances – original documentation required from court system
- ☐ Religious holidays
- ☐ Physical emergency conditions such as fire, flood, or storm

APPEALS PROCESS

A student who receives notice of a class drop may petition the Appeals Committee for a waiver if there is a genuine, supportable belief that extenuating circumstances exist. Upon receiving notice of the loss of credit, the student, parent(s)/guardian(s) may request an appeals application from the student’s attendance monitor. The completed application should be returned to the counselor and will be considered at the next meeting of the Appeals Committee. Appeal applications will only be accepted during the first week following the semester. If additional documentation is requested by the Appeals Committee, it must be submitted in writing within 5 school days. Second semester appeals will be handled before the end of the students school year. The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.

The Appeals Committee will consist of no fewer than five certified members, of who would be an administrator, counselor and teachers. The appeals form can be picked up in the high school office.

NOTIFICATION/INTERVENTIONS FOR MAXIMUM 10-ABSENCE POLICY

Students are expected to be aware of their own status in regard to tardies and absences in classes each semester. (Students and parents/guardians are able to access this information through the student portal on the web.) They will receive the following information to assist them in this expectation.

- ☐ If a student is absent from class 3 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- ☐ If a student is absent from class 5 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.

- If a student is absent from class 7 times or more times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian. This notification is in regards to the maximum absences rule. This notification will also inform the student and parent(s)/guardian(s) of the loss of credit according to the maximum absence rule and information on the appeals process.

These will be examined on an individual basis.

TRUANCY: 7 Unauthorized Absences in Carver County

An unauthorized absence is one in which the student is absent from class/es without the knowledge and consent of his/her parent or guardian and/or without the approval of school officials. No graded credit will be granted for work missed when an absence is unauthorized, although teachers may still require making up missed work as a requirement of the course. Also, a student leaving the building for any reason during the day without getting a pass from the nurse or high school office is unauthorized.

Minnesota Statute (MS260.015, subdivision 19) states that a high school student who is absent from school without lawful excuse for 7 partial or full cumulative school days (nonconsecutive) is considered to be truant. It may be necessary for school authorities to file truancy with the Carver County Attorney's Office in these cases.

- If a student has been absent 3 or more class periods on three school days without valid excuse, a letter from the Counselor will notify the parent/guardian of the absence.
- If a student has been absent 5 or more class periods on five school days without valid excuse, a letter from the Counselor will notify the parent/guardian of a required meeting with the school and a county official.
- If a student has been absent 7 or more class periods on seven school days without valid excuse, truancy will be filed with Carver County Social Services.

These will be examined on an individual basis.

Absences counting toward truancy are cumulative throughout the school year and are not restricted to a particular semester.

TARDY TO CLASS (TTC)

A student who is late to school or to class must secure a pass from the office or from the person who detained him/her before being admitted to class. Every three unexcused tardies per class is equivalent to one unexcused absence, resulting in a disciplinary action which could include detention from school administration. At the beginning of each quarter, tardy counts will begin anew.

LEAVING SCHOOL DURING THE DAY

If there is a special reason why a student must leave school before the end of the school day, it is the student's responsibility to provide a written excuse prior to first period or must have a parent call stating the reason. The student must obtain a permit to leave and sign out when leaving and sign in upon returning.

If a student becomes ill during the school day, he/she must report to the nurse's office or, in her absence, the principal's office. Further action will be determined at that time. If the illness is

serious enough, parents or some other appropriate adult will be contacted in order to assure responsibility before the student is allowed to leave the building.

SCHOOL ATTENDANCE FOR CO-CURRICULAR ACTIVITIES

A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval for an absence by the principal. This rule includes the lunch period. **Exception:** If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date, and signature of office personnel). An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.

HOMEBOUND INSTRUCTION

When a physician certifies that a student cannot be in attendance for ten or more consecutive days due to a physical or emotional condition, that student will be eligible for homebound instruction. Parents should contact the principal's office for additional information concerning homebound instruction.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUNDS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

PROCEDURES FOR REMOVAL OF A STUDENT FROM A CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that the student has been removed and to expect the student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.
3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If a student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.

2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, the teacher must contact the office and the principal/designee will come to escort students to the office.
3. While in the office for class removal, student will complete assigned work. Teachers will have work available for students during this time.
4. While student is removed from class, the principal/designee will be in charge of student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed from a class for 1 or 2 days, the student, teacher, and administrator will meet to discuss the readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students receive Parent/Student Handbooks at the beginning of each school year that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

PROCEDURES FOR DETECTING AND ADDRESSING CHEMICAL ABUSE PROBLEMS OF STUDENTS WHILE ON SCHOOL PREMISES

1. Each schools' Student Assistance Team (SAT) will serve as their chemical abuse pre assessment team pursuant to Minn. Stat. 121A.26;
2. The District's Safe and Drug Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (SAT).

PROCEDURES FOR IMMEDIATE AND APPROPRIATE INTERVENTIONS TIES TO VIOLATION OF THE CODE OF STUDENT CONDUCT

Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY INVOLVEMENT OF PARENTS OR GUARDIANS IN ATTEMPTS TO IMPROVE A STUDENT'S BEHAVIOR

Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY DETECTION OF BEHAVIORAL PROBLEMS

Refer to the discipline policy and procedures in the Parent/Student Handbook.

CHEMICAL USE POLICY

The School Board of Independent School District No. 108 believes that the health and well being of students and staff is a major factor in the pursuit of the school district mission. A healthy mind and body is a prerequisite to learning. The school board is, therefore, committed to providing a school environment that is free from the effects of chemical use and abuse by students and employees. The following policies are, therefore, adopted:

STUDENT POLICY:

Possession or use of tobacco (in any form - including e-cigs), alcohol, and all non-prescribed drugs by a student during the school year is prohibited. Violation of this policy shall result in the following consequences:

TOBACCO POSSESSION OR USE:

First offense during a school year: Two-day out-of-school suspension and notification to parents, law enforcement fine.

Second offense during a school year: Three-day out-of-school suspension, parent conference, law enforcement fine.

Third (and beyond) offense during a school year: Five-day out-of-school suspension, parent conference, law enforcement fine.

ALCOHOL POSSESSION OR USE:

First Offense: Three-day out-of-school suspension, parent conference, Interview with counselor required, and law enforcement notification.

Second Offense: Five-day out-of-school suspension. Chemical dependency evaluation through an outside agency or treatment prior to re-admission to school, and law enforcement notification.

Third Offense: Expulsion

Minnesota State High School League penalties shall be imposed in addition to those of this policy for those students so affected.

NON-PRESCRIBED DRUG POSSESSION OR USE:

First Offense: Five to Ten (5-10) day out-of-school suspension, parent/student/counselor/principal conference, and law enforcement notification.

Second Offense: Expulsion

REFER TO DISTRICT POLICY FOR COMPLETE DETAILS

REPORTING CHEMICAL USE:

Every employee is responsible to identify indicators of use of alcohol or drugs by students or school employees, and to report such situations to the appropriate individual in the school district.

CREDIT FOR LEARNING, TRANSFER OF CREDIT, AND EQUALIZATION OF CREDIT POLICY

(Note: Minnesota public schools are required to comply with the procedures set forth in this policy pursuant to the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501,

including the rules relating to the Profile of Learning as currently proposed by the Minnesota State Board of Education).

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to develop and provide processes and procedures by which students may meet graduation requirements. The school district will provide a process for transfer and recognition of work completed in other schools and post-secondary institutions.

DISTRICT 108 DISCIPLINE PHILOSOPHY

All policies and procedures recognize that each person will be treated with dignity and respect.

Discipline policies and procedures focus on fairness to the individual and all others in the school community. Discipline policies and procedures serve to direct behavior and encourage development of self-discipline. District 108 discipline policies and procedures have been developed for the good of all. It is important that they be consistently enforced to maintain a productive and positive environment.

To assure maximum educational benefits for each individual the student, parent/guardian, and school share an obligation to insure student attendance.

BUS PRIVILEGES

MN. Statute provides that transportation by a school bus “is a privilege not a right for an eligible student.” Therefore this privilege may be revoked for violation of the district discipline policy or misconduct on the bus.

DISCIPLINE POLICY

ASSERTIVE DISCIPLINE PLAN:

Classroom management is the responsibility of the teacher in charge and the students present. To maintain a pleasant educational environment, both parties must work hard to assure that individual rights and opportunities are respected.

To facilitate good classroom operation, each teacher will have an assertive discipline plan in place. Copies of the plan will be given to students through classroom notes or through handouts. Teachers may post their assertive discipline plans in their rooms. These plans will include 3 to 5 behaviors they expect from all their students. Additionally, these policies will list consequences for student failure to follow rules. Before sending a student to the office for assistance, each classroom teacher will attempt to solve the problem at the classroom level. First offenses will be handled with a reprimand/warning, second offenses will involve a discussion with the student outside the classroom, while third offenses will require that the teacher contact the parent of the student involved. The student may be sent to the Principal’s office upon the third offense, and the teacher will call the office to advise the Principal of the violation that has occurred.

Behaviors, which are threatening or harmful in nature, will result in immediate removal from class.

Minnesota law 121A.582 allows "Reasonable Force" to be used by an administrator, teacher, or other school employee when necessary to restrain a student or prevent harm to another.

Discipline Policy reviewed as part of annual handbook update.

DISCIPLINE PROCEDURES

School responses to violations of the rules of conduct may include but are not limited to the following:

- * Conference with the teacher, counselor, and/or principal;
- * Parental contact;
- * Loss of school privileges;
- * Removal from class;
- * Referral to police, juvenile authorities or community agency;
- * Out-of-school suspension;
- * Detention;
- * Parent conference with staff;
- * Restitution;
- * Modified school programs;
- * Removal from school bus;
- * In-school suspension;
- * Expulsion and/or exclusion Service

TENNESSEN WARNING

This is your warning. The purpose of my questioning is to find out what happened here and impose proper discipline. Our school discipline policy requires that you cooperate. Non-cooperation will subject you to discipline. Other than school officials, no one else (unless MSHSL involved, parents or guardians) will be receiving this information.

Suspected criminal information will be submitted to the police.

NOTIFICATION OF VIOLATION(S)

Teachers should issue a disciplinary notice on a student for violation of school rules. A disciplinary notice will be handled by the teacher and principal, and a copy mailed to the student's parents or guardians.

Students shall be notified of violations of the rules of conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act of 1999. Parents may be notified orally or in writing of disciplinary actions as provided by the Pupil Fair Dismissal Act of 1999.

SUSPENSIONS

Students who are truant or suspended (out of school) must make up the work missed. Absences due to suspensions are excused absences and all assignments and tests missed while on suspension must be made up. Students who are on suspension (in or out of school) shall not participate in or attend school activities on or off school property while on suspension.

SUSPENSION-EXPULSION

In the event it becomes necessary to suspend, exclude or expel a student, these procedures will be governed by MSA-121A.40 – 121A.56 (Pupil Fair Dismissal Art).

Under the provisions of this law, grounds for dismissal are as follows:

- a. willful violation of any reasonable school board regulation;
- b. willful conduct that significantly disrupts the rights of others to an education;
- c. willful conduct that endangers the pupil or other pupils, surrounding persons, or the property of the school.

The consequences for misbehavior described on the following pages are designed to be fair, firm and consistent for all students. They apply to students in any school or other district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses

and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students).

Because it is not possible to list every misbehavior that occurs, misbehaviors not specified will be responded to as necessary by staff. Minor misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff.

Consequences - For each misbehavior described, there are specific consequences for first, second, third and fourth violations. Those consequences are shown as "*", to suspension for a specified number of days or expulsion.

"*" for high school is defined as: Consequences for violation may include student conference and parent notification, and may include, but are not limited to parent conference, restitution, service, detention, and up to one-day out-of-school dismissal.

In the chart on the following pages, suspension is defined as out-of-school suspension-action taken by the school administration to prohibit a student from attending school for no more than 10 school days. If suspension is longer than five days, the suspending administrator must provide the Superintendent with a reason for the longer suspension. (A one-day dismissal is for a consecutive period of time equivalent to one school day. For example, if a student is dismissed at noon, he or she may be dismissed until noon on the following school day).

Expulsion is an action taken by the school board to prohibit a student from further school attendance for up to one school year from the date the student is expelled.

Exclusion is an action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time that shall not extend beyond the school year.

In addition to the consequences detailed on the following pages, a specific school or the District Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, parent conferences, mediation, restitution, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges and chemical evaluation.

Administrators may involve the police and other law enforcement authorities as necessary. If a student violates a district rule, which is also a violation of a law, the student will be referred to the police in addition to being dealt with as described in this regulation.

The following list of rules is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to the school. These rules are designed for early identification of violators and to prevent repeated occurrences. It is encouraging to note that the great majority of students regard rules as necessary and put themselves wholeheartedly into helping the school perform its functions and are not affected by disciplinary procedures.

Students are expected to not engage in the following activities. The following consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity off school property.

The Principal may impose or recommend longer suspension, expulsion, or any other discipline as appropriate on a case by case basis.

MISBEHAVIOR IST OFFENSE 2ND OFFENSE 3RD OFFENSE 4TH OFFENSE

<p>1. Abuse, Verbal - Arousing alarm in others through the use of language that is discriminatory, abusive, obscene or threatening.</p> <p>Toward Student (grades 6-12)..... *</p> <p>Toward Staff (grades 6-12)..... 1-day susp.</p>	<p>1-day susp.</p> <p>3-day susp.</p> <p>5-day susp.</p> <p>expulsion</p>
<p>2. Alcohol or Chemicals, Possession or Use - Possessing or using any narcotic or controlled substance where possession or use is prohibited by</p>	

Minnesota or federal law. (Any prescription medication a student is required to take, with the exception of prescribed inhalers, must be left with and administered by the school nurse, in accordance with district administrative regulations.

(grades 6-12).....Alcohol..... 3-day susp. 5-day susp. expulsion
 (grades 6-12).....Chemicals..... 5-10 day suspension expulsion

3. **Alcohol, Possession With Intent to Distribute or Sell** - Selling or distributing, or intending to sell or distribute, alcohol where sale or distribution is prohibited by Minnesota or federal law.
 (grades 6-12)..... 5-day susp. expulsion
4. **Ammunition, Possession** - Possession of bullets or other projectiles designed to be used in a weapon.
 (grades 6-12)..... * 3-day susp. 5-day susp. expulsion
5. **Arson** - Intentional destruction or damage to school or district buildings or property by means of fire.
 (grades k-12)..... expulsion
6. **Assault, Physical** - Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person.
 Upon a student (grades 6-12)..... 1-5-day susp. 5-10-day susp. expulsion
 Upon a staff member (grades 6-12)..... expulsion
7. **Assault, Verbal** - Verbal confrontation with a student or staff member which is intended to cause fear of bodily harm or death.
 Upon a student (grades 6-12)..... 1-3-day susp. 5-day susp. expulsion
 Upon a staff member (grades 6-12)..... 1-5 day susp. expulsion
8. **Assault, Aggravated** - Committing an assault upon another person with a weapon, or an assault which inflicts great bodily harm upon another person.
 (grades k-12)..... expulsion
9. **Bodily Harm, Inflicting** - Committing an accidental act which, although a result of poor judgment, inflicts great bodily harm upon another person.
 (grades 6-12)..... 3-day susp. 5-day susp. expulsion
10. **Bomb Threat, False** - Intentionally giving a false alarm of a bomb.
 (grades 6-12)..... expulsion
11. **Burglary** - Entering a building without consent and with intent to commit a

crime, or entering a building without consent and committing a crime. (grades 6-12)..... expulsion

12. **Chemicals, Possession With Intent to Distribute or Sell** - Selling or distributing, or intending to sell or distribute, any narcotic or controlled substance where sale or distribution is prohibited by Minnesota or federal law. (grades 6-12)..... expulsion

13. **Disrespect/Defiance** - Failure to show consideration/courtesy for others, to intrude upon or molest others, to excessively challenge or resist school authority, to defy school rules and authority. (grades 6-12)..... * * * *

14. **Dress and Grooming** (for complete details, see Policy Handbook) - Clothing may not include words or visuals which are obscene, abusive or discriminatory, or which advertise or promote tobacco, alcohol, sexual content, narcotics or dangerous drugs. (grades 6-12)..... * * * *

15. **Electronic Devices, Possession** - The use of cell phones, portable music devices, etc. are not permitted to be used during class time as they cause a disruption to the classroom and learning process. If you have a cell phone in the classroom, it must be turned off and it must be out of sight. If the phone sounds during class, or becomes a distraction in any way, it will be taken from you and turned into the office. Your parents/guardians must contact the office and make arrangements to pick up the phone. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones/earbuds of any kind are not to be worn at any time during class.

Should you need to contact your student during the school day, please call the high school office at 952-467-7100.

Any device capable of taking pictures, photographs, etc. is strictly prohibited from locker rooms and restrooms at Central Public School, or locker rooms and restrooms where any school related activity is being held.

*Medical research suggests that exposure to laser pointers, for as little as two seconds may cause impaired vision and physical damage to the retina. Lasers used in this manner may be considered a weapon and fall under the weapon policy.

16. **Explosives, Possession and/or Use** - Possessing or using any compound or mixture, the primary or common purpose of which is to function by explosion,

- with substantially instantaneous release of gas and heat.
(grades k-12)..... expulsion
17. **Fighting** - Mutual combat (differentiated from poking, pushing, shoving or scuffling, see #6) in which one or the other party(ies) or both contributed to the situation by verbal and/or physical action.
(grades 6-12)..... 2-day susp. 3-day susp. 5-day susp. expulsion
18. **Fire Extinguisher, Unauthorized Use** - Unauthorized handling of a fire extinguisher.
(grades 6-12)..... 5-day susp. expulsion
19. **Fireworks, Possession** - Possessing or offering for sale any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.
(grades 6-12)..... 1-day susp. 5-day susp. expulsion
20. **Fireworks, Use** - Using any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.
(grades 6-12)..... 3-day susp. 5-day susp. expulsion
21. **Gambling** - Playing a game of chance for stakes.
(grades 6-12)..... * 1-day susp. 3-day susp. 5-day susp.
22. **Harassment, Including Sexual** - Participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including indecent exposure, and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex or any disabilities they may have. (For more information about sexual harassment, refer to district policy.
(grades 6-12)..... * 1-3 day suspension 2-5 day suspension 5-10 day suspension
23. **Ignition Devices**
Use of an ignition device, butane, disposable lighters or matches, under circumstances where there is an obvious risk of fire, but arson not committed will be reported to law enforcement. 1 day susp. 3 days susp. 5 days sups. expulsion
24. **Interference or disruption in Classroom**
Verbal or physical interference with classroom instruction, not allowing instructors to teach or students from

learning. (grades 6-12).....	*	*	*	*
25. Public Display of Affection - Display of affection, other than holding hands, does not have a place, at anytime, in our school. (grades 6-12).....	*	*	*	*
26. Records or Identification Falsification - Falsifying signatures or data, or refusing to give proper identification or giving false information to a staff member. (grades 6-12).....	*	1-day susp.	3-day susp.	5-day susp.
27. Sexting - Anyone engaged in the practice of Sending sexually explicit photos or messages Electronically. Anyone engaged in sending, Receiving or in possession of sexting materials Is subject to disciplinary action. Consequences: As deemed appropriate by Administration – up to and including expulsion	*	1-3 day suspension	2-5 day suspension	5-10 day suspension
28. Sexual Conduct, Criminal - Engaging in non-consensual sexual intercourse or sexual contact with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent. (grades 6-12) Consequences: As deemed appropriate by Administration – up to and including expulsion.....		Expulsion, pending investigation		
29. Terroristic Threat - Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person. (grades 6-12) Consequences: As deemed appropriate by Administration – up to and including expulsion.....		5-day susp. expulsion up to expulsion		
30. Theft, or Knowingly Receiving or Possessing Stolen Property - Unauthorized taking of the property of another person, or receiving or possessing such property. (grades 6-12) Consequences: As deemed appropriate by Administration – up to and including expulsion.....		1-day susp. up to expulsion	3-day susp. up to expulsion	5-day susp. up to expulsion
31. Tobacco/E-Cigarettes - Possessing or using				Expulsion

tobacco and/or E-cigarette controlled substances in district buildings, on district grounds, in district vehicles or at district events, in violation of district administrative regulation 406.5AR, Tobacco-Free Environment (grades 6-12)..... 2-day susp. 3-day susp. 5-day susp. 5-day susp.

32. **Trespassing** - Being present in any district facility or portion of a district facility when it is closed to the public, or unauthorized presence in a district vehicle. (grades 6-12)..... *

1-day susp. 3-day susp. 5-day susp.

33. **Weapon or Look-alike Weapon, Possession** - Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, including laser pointers, which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm. Weapon or look-alike weapon, possession (grades 6-12)..... expulsion

34. **Willful Damage of Property (Vandalism)** - Littering, defacing, cutting or otherwise damaging property that belongs to the school, to other students, to staff members or to other individuals while the student is on school property, at a school activity, in a district vehicle or under the supervision of school staff. (grades 6-12)..... *

5-day susp. expulsion

HARASSMENT AND VIOLENCE POLICY

1. **PURPOSE**
 The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. **GENERAL STATEMENT OF POLICY**
 A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment: Definition

1. Sexual harassment consists of 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 or retaining employment, or of obtaining 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 that has the purpose or effect of substantially or unreasonably 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. Sexting: (See definition on page 40).
 - b. unwelcome verbal harassment or abuse;
 - c. unwelcome pressure for sexual activity;
 - d. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - f. 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
 - g. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment: Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race 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.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion 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.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. 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, whether that person is of the same sex or the opposite sex;
 - 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.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. 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.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. 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.
- B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence

at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

- C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal 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 principal to the human rights officer. If the report was given verbally, the principal 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 will result in disciplinary action against the principal. If the complaint involves the building principal, 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 the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
 - E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
 - F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
 - G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, 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 conform with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by 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 other 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 complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. 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 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 receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, 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 or harassment.

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, initiating civil action or seek 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 Minn. Stat. 626.556 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 pupils and staff members.
- B. This policy shall appear in the student handbook.
- C. The school district will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

- First Offense:**
 - A. Verbal and/or written warning with parent notification
 - B. Student/Parent/Administration Conference
 - C. 1-3 day out of school suspension
- Second Offense:**
 - A. Student/Parent/Administration Conference
 - B. 2-5 day out of school suspension
 - C. Counseling with school personnel or outside resources
 - D. Will be reported to Sheriff's Department or Social Services
 - E. Harassment education through School Support Services Department
- Third Offense:**
 - A. Student/Parent/Administration Conference
 - B. 5-10 day out of school suspension
 - C. Counseling by School Support Services Personnel
- Fourth Offense:**
 - A. Recommendation for Expulsion

BULLYING/CYBERBULLYING

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on the school premises, at the school functions or activities, on the school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- 1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.

Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

SOCIAL NETWORK SITES POLICY

ISD 108: CHS STUDENTS AND SOCIAL NETWORKING SITES:

As a student at CHS, you are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours. If your behavior on social networking sites causes a substantial disruption to the educational environment at CHS, you can be disciplined, suspended or expelled from school.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered "Social Networking" platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important that CHS students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a CHS student, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

GUIDELINES FOR STUDENTS:

Your guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student at CHS you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admission offices often access information you place on on-line social

networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.

3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.
6. Whoever is the "adult" (over 18) responsible for the contracts, computers, phone lines, etc....is liable (civil and criminal) for your actions as a minor as well.

THINGS STUDENTS SHOULD AVOID:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches, student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don't respond to these.
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felonies, crimes, thefts, or damage to property or unethical behavior.
6. Indicating knowledge of unreported school or team violation – regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.

Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.

The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by policy. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant or use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

For complete policy, refer to District Policy Handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.
- G. Engaging in any behavior which constitutes “hazing” is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

- A. “Hazing” means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, as its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).

This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)

Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)

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

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

BUSING POLICY

Bus Rules are as follows;

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus without prior approval and the bus driver's knowledge except at their assigned bus stop or at school.
6. Prior approval should be gotten from the bus driver if your child is bringing friends home on the bus (5 or more).

7. No eating or drinking on the bus.

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above. Violations of these rules that are reported in written form (to the principal) will be dealt with as follows:

1st offense The first note is only a warning that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.

2nd offense The second note will bring disciplinary action resulting in a 3 day suspension of bus riding privileges. Parents must contact the student's Principal, to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd offense The third note will result in a 7-14 day suspension from riding the bus. The parents or guardian must meet with the student's Principal if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th offense The fourth note will result in suspension of riding privileges for the remainder of the year or 90 school days, whichever is greater. The 90 days can carry into the next school year.

LOCKER POLICY

1. School lockers are the property of the school district. Students tampering with locker mechanism or not cleaning off writing on locker front or inside of locker will be fined a minimum of \$5.00.
2. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students.
3. School officials may inspect the interior of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant. Additionally, school officials have the right to search student's personal possessions and the student's person.
4. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.
5. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

As in every school, we occasionally have problems develop where students lose money or other valuables. Students should carry only the sum of money they will actually need. Large amounts of money in school are seldom necessary. It is strongly recommended that if a large amount of money is brought to school, it be left in the principal's office for safekeeping. Never give your locker combination to another student. YOUR LOCKER SECURITY DEPENDS ON YOU!!! Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

WEAPONS POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location.

III. DEFINITION

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; laser pointers; and objects that have been modified to serve as a weapon.
2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns, toy guns, and any object that is a facsimile of a real weapon.
broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No student shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. CONSEQUENCES FOR A WEAPON POSSESSION/USE/DISTRIBUTION

- A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:
1. immediate out-of-school suspension;
 2. confiscation of the weapon;
 3. immediate notification of police;
 4. parent or guardian notification; and

- 5. recommendation to the superintendent of dismissal for not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

V. POLICY APPLICATION TO INSTRUCTIONAL EQUIPMENT/TOOLS

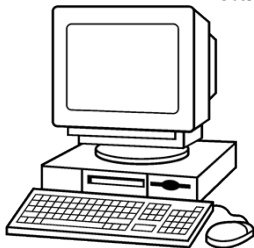
While the school district and the school takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly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

VI. ADMINISTRATIVE DECRETION

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Legal References: Minn. Stat. 127.26-127.39 (Pupil Fair Dismissal Act)
 Minn. Stat. 127.282 (expulsion for possession of firearm)
 Minn. Stat. 127.48 (referral to police)
 18 U.S.C. 921 (definition of firearm)

Cross References: MSBA Model Policy 506 (Student Discipline)
 MSBA Service Manual, Chapter 6, District Education Program (A-11: Student Suspension, Exclusion and Expulsion).



Internet and Electronic Mail
Parent Permission Letter/Form
Central Schools
 (For the 2023-2024 School Year)

We are pleased to offer students of the Central Schools access to a District computer network for electronic mail (e-mail) and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to be on file in the principal's office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that even though the school filters many inappropriate web sites some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other

materials as well. We believe that the benefits to students from access to the Internet, in the form of information resource opportunities, exceed its disadvantages. But ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Central Schools supports and respects each family's right to decide whether or not to apply for access.

Students using school computers are responsible for good behavior just as they are expected in a classroom or a school hallway. General school rules for behavior and communications apply when using the school's computers and network. **ACCESS IS A PRIVILEGE – NOT A RIGHT.** Access entails responsibility.

Network storage areas, Email accounts, and computer files may be treated like school lockers. School and network administrators may review files and communications with just cause to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers would be private.

As outlined in Board policy and procedures on student rights and responsibilities, (copies of which are available in school offices and on the school web site), the following is considered to be examples of unacceptable use.

1. Students will not use chat rooms and will not access electronic mail (Email) account(s) other than an assigned Central School District electronic mail service. Access to commercial email account(s) will require specific written authorization from School Administration.
2. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
3. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
4. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
5. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
6. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
7. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
8. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
9. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
10. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

11. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
12. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
13. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

Violations may result in a loss of access as well as other disciplinary or legal action

User Agreement and Parent Permission

(Please PRINT) Student Name: _____

I have read and do understand the school district policies relating to acceptable use of the Internet and agree to abide by them. I further understand that any violation of the policies above is unethical and may constitute a violation of law. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

<i>Student Signature</i>	<i>Grade</i>	<i>Date</i>
---------------------------------	---------------------	--------------------

As the parent or guardian of this student, I have read the school district policies relating to acceptable use of the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

<i>Parent/Guardian Signature</i>	<i>Telephone</i>	<i>Date</i>
---	-------------------------	--------------------

Student Parent Handbook



Ready, Set, Thrive![™]

Central Middle School
2024-2025



Dear Parents and Guardians,

I want to take this opportunity to welcome you to Central Schools for the 2024-2025 school year. My name is Rich Larson and I am thrilled to serve as the principal of the middle school and high school. My hope for your student is that they would find a place to belong at school—a place where they are able to grow socially, emotionally and academically. The Central Public Schools staff and I look forward to a strong partnership between school and home in order to provide support for our students. To that end, we are pleased to share our Student Handbook with you. In the interest of transparency, we have included our school policies, procedures and expectations for families to review. I invite you to read through this handbook with your student and reach out to me with questions or concerns you may have. I wish you and your family the very best as you begin the 2024-2025 school year! I look forward to seeing you soon.

Sincerely,

Rich Larson
Principal
Central Secondary Schools
rlarson@isd108.org
952-467-7101

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INTRODUCTION

Central Middle School is proud of its purpose. The mission states, "Central Middle School believes in the uniqueness of each individual and is committed to fostering a healthy learning environment supportive of the social, intellectual, physical, and emotional needs of the adolescent." The concept of a middle school also contains the components of advisor/advisee groups, teaming, interdisciplinary teaching, flexible schedules, and exploration. The staff is committed to developing all of these components.

The guidelines and policies found in this handbook have been developed so all students and staff may effectively work together in the school community to continue their growth and development. Parents should be familiar with the contents so you may support your child and staff. Together, as parents and teachers, we are able to cooperatively work towards the fulfillment of children's growth and development.

DISTRICT 108 MISSION & VISION STATEMENT

EDUCATION IS CENTRAL

Vision:

Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community- Collaborating together to share our success and accomplish our goals.

Kindness- Genuine effort to show compassion for others and realize the value and potential of all

Integrity- Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation- discovering creative opportunities and solutions for purposeful improvement.

Relationships- Creating positive connections that last a lifetime.

2024 - 2025 SCHOOL CALENDAR

Show the Inspector

2024-25 Central Public Schools

	Students	Teachers
1st Qtr	42	46
2nd Qtr	41	45
3rd Qtr	43	45
4th Qtr	39	40
Total	167	176

July

S	M	T	W	T	F	S
	1	2	3	4	5	
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

August

S	M	T	W	T	F	S
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

September

S	M	T	W	T	F	S
	2	3	4	5	6	
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

October

S	M	T	W	T	F	S
			1	2	3	4
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

November

S	M	T	W	T	F	S
					1	
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

December

S	M	T	W	T	F	S
			2	3	4	5
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

January

S	M	T	W	T	F	S
			1	2	3	
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

February

S	M	T	W	T	F	S
			3	4	5	6
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

March

S	M	T	W	T	F	S
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

April

S	M	T	W	T	F	S
			1	2	3	4
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

May

S	M	T	W	T	F	S
					1	2
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

June

S	M	T	W	T	F	S
			2	3	4	5
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

Aug. 22: New Teacher Workshop

Aug. 26-29: Teacher Workshop

Aug. 28-29: Transition Day E-5 (Conferences and open house individualized by appointment)

Aug. 28: Open House 6-12

Sept. 2: Labor Day No School

Sept. 3: Transition Day 6th & 9th grades at school. Bussing provided.

Sept. 4: E-12 First Day of School

Oct. 10 & Oct. 15: E-6 Conferences

Oct. 17 & 18: No School; Fall Recess

Nov. 1: End of 1st Qtr. Early Release

Nov. 4: No School; Staff Development

Nov. 4 & 7: HS/MS Conferences

Nov. 27, 28 & 29: No School Teacher Comp. & Thanksgiving Break

Dec. 23- Jan 1: No School; Winter Break

Jan. 2: School Resumes

Jan 17: End of 2nd Qtr. Early Release

Jan. 20: No School; Staff Development

Feb. 6: Kindergarten Registration

Feb. 13 & 17: E-6 Conferences

Feb 17: No School; Staff Development

Feb. 17 & 20 MS/HS Conferences

Mar. 21: End of 3rd Qtr. Early Release

March 24: Teacher Comp
March 25 - March 28:
No School Spring Break

April 18: No School; Staff and Students

May 23: Last Day of School, 1/2 day, students released after lunch

May 23: Graduation

Snow Day Procedure:
On the first snow/cold weather day class will be cancelled and the following 5 snow/cold weather days will be "e-learning days"

Secondary School Staff

AREAS OF RESPONSIBILITY

Below is a listing of school personnel along with their area of responsibility. Calling the appropriate person with questions, problems, compliments, or ideas will help serve you.

Telephone numbers are as follows:

High School 467-7100
District Office 467-7000
Community Education 467-7390
Elementary 467-7300

Staff emails are [firstinitallastname@isd108.org](mailto:firstname.lastname@isd108.org) example JDoe@isd108.org and can also be found in your gmail account when you click on "To"

Superintendent

Tim Schochenmaier 467-7001

Principal

Richard Larson 467-7101

Dean/Athletic Director

Joe Kley 467-7201

Administrative Assistants

Serenity Cox 467-7102
Kari Crown 467-7102

Agriculture/AFNR

Jim Mesik 467-7144
Sarah Schurmann 467-7145

Bookkeeper/Accountant

Amy Groschen 467-7004
Lynn Peterson 467-7007

Community Education

Sue Forster 467-7391

Custodians

Cody Anderson - Facility Mgr 467-7008
Rich Neubarth – District wide engineer
Herman Haag - Night custodian

English

Jeanne Ide 467-7137
Callie Tescher 467-7138
Eva Mark 467-7139

Art

Ashley Williams 467-7142

Business

Paul Halquist 467-7166

Communications

Mary Wroge 467-7206
Kelly Street 467-7113

Director of Technology

Steve Anderson 467-7132

ESL

Monica Shanahan 467-7361

Industrial Technology

Sarah Schurmann 467-7145

Mathematics

Wade Degler 467-7146

Taylor Gustafson 467-7135

Chris Ludford 467-7128

Jodi Curson 467-7227

Melissa Fuhrman 467-7210

Physical Education/Health

Keegan Oak 467-7214

Charlie Grove 467-7130

Jordan Mahrer 467-7164

School Lunch Program

Chantelle Eshleman – Food Service Director; Taher 467-7147

Science

Christopher Hunt 467-7126

Laura Hanson 467-7181

Shawn Erickson 467-7208

Lauren Scherer 467-7129

Social Counselor K-12

Sarah Beadling 467-7108

Special Education -**Paraeducators**

Deb Stacken 467-7117

Mylei Becker 467-7378

Vicki Sund 467-7322

Karen Cross

Renee Messner

Support Services

Kirsten Thor, Counselor 467-7124

Kathy Heckmann, Admin 467-7109

World Languages

Chris Ludford 467-7129

Jen Schramm 467-7141

Library/Media Center

Kelly Street 467-7113

Deb Stacken 467-

Music: Choir and Band

Adam Halpaus 467-7143

Emma Melick 467-7209

Psychologist

Leah Hjelseth 467-7111

School Nurse

Karina Niemczyk 467-7110

Social Studies

Sarah Hammers 467-7127

Amber Kester 467-7125

Colin Halbach 467-7212

Laura Kroells 467-7217

BJ DeBoer 467-7140

Special Education

Taylor Gort 467-7136

Jon Wroge 467-7156

Jeff Bishop 467-7155

Jenna Schrupp 467-7222

Speech Clinician

Kelli Sawyer 467-7364

Allison Cruse 467-7176

Transportation**Director**

Luke Wolter 467-7009

Youth Rec and Facilities

Reid Stacken 467-7390

CENTRAL PUBLIC SCHOOLS #108
Board of Directors
2024-2025

Sara Eischens, Chair
14850 154th Street
Hamburg, MN 55339
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e-mail: seischens@isd108.org

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e-mail: eperlbachs@isd108.org

Connor Smith, Clerk
424 Morse Street
NYA, MN 55368
Phone:(Cell) 651-302-5652
e-mail: csmith@isd108.org

GENERAL INFORMATION

DAILY SCHEDULE

First Tone	07:55		Lunch:
Period 1	08:00	- 08:52	A - 11:22-11:52
Period 2	08:56	- 09:42	B - 11:49-12:19
Raider/WIN	09:46	- 10:32	C - 12:16- 12:47
Period 3	10:36	- 11:22	
Period 4	11:26	- 12:43	
Period 5	12:47	- 01:33	
Period 6	01:37	- 02:23	
Period 7	02:27	- 03:13	

SCHOOL PHONE NUMBERS:

<i>(952) 467-7100 – Direct line to Main Office</i>	<i>(952) 467-7101 - Direct line to Principal Office</i>
<i>(952) 467-7104 – Attendance Line</i>	<i>(952) 467-7147 - Taher Food Service</i>
<i>(952) 467-7110 – School Nurse</i>	<i>(952) 467-7009 - Transportation</i>
<i>(952) 467-7103 – Fax line to School Office</i>	

**Staff voicemail and email addresses located on the last page.

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BACKGROUND CHECKS

Pursuant to Minnesota Statute, Central Schools administers a background check on all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

CENTRAL MIDDLE SCHOOL ATTENDANCE POLICY

The Board of Education, Administration, and Faculty believe all students should benefit from the education opportunities, programs and activities that are available at school. Minnesota State Law and Educational Department regulations require daily attendance. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners. Students, parent or guardian, school staff, and the community share an obligation to encourage and ensure the student's continuous attendance.

Students of Central Middle School will be expected to be diligent and punctual in attendance. All students will be held accountable for missed days of school.

PROCEDURES FOR ABSENCES

If a student must be absent from school, the student's parent or guardian must call the high school office at 467-7104 on the day of the absence, prior to 9:00 a.m. to verify the absence. We wish to confirm immediately the reason and whereabouts of each student to help ensure their safety. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances.

MAKE UP SLIPS

When absent from class students must present make-up slip to teacher the day he/she returns to class. Whenever it is known in advance that a student is going to be absent an advanced make-up should be obtained. Make-up slips are given out in the high school office before first period begins. Students are responsible for make-up work; each teacher sets the standard for their classes.

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- Students will receive a "Loss of Credit" (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A "Loss of Credit" **does not** affect a student's GPA.
- Students will receive a "Fail" (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A "Fail" **does** affect a student's GPA.

EXCUSED ABSENCES These count toward maximum of 10-absence policy.

- Illness – undocumented
- Illness in student's family
- Professional appointments that cannot be scheduled outside of the school day.
- Car trouble
- Family matters necessitating absence from school with advance notice.
- Absences outside of the student's control.

UNEXCUSED ABSENCES These count toward maximum of 10-absence policy and truancy.

- Running late (to class or to school)
- Missing ride/bus
- Truancy/skipping school
- Oversleeping/sleeping in
- Off campus during lunch
- Senior skip day
- Unverified by/parent/guardian
- Other illegitimate excuses

These DO NOT count toward maximum 10-absence policy, nor truancy

- College visits (2 days allowed for juniors and 2 days for seniors)
- School sponsored curriculum and co-curricular activities
- Special talent/club activities – prior approval required
- Suspension
- Authorized appointment with school personnel
- Death in student's immediate family or of a close relative or friend
- Illness – original documentation required by medical personnel
- Illness in student's immediate family – original documentation required by medical personnel
- Legal/court appearances – original documentation required from court system
- Religious holidays
- Physical emergency conditions such as fire, flood, or storm

APPEALS PROCESS

A student who receives notice of a class drop may petition the Appeals Committee for a waiver if there is a genuine, supportable belief that extenuating circumstances exist. Upon receiving notice of the loss of credit, the student, parent(s)/guardian(s) may request an appeals application from the student's attendance monitor. The completed application should be returned to the counselor and will be considered at the next meeting of the Appeals Committee. Appeal applications will only be accepted during the first week following the semester. If additional documentation is requested by the Appeals Committee, it must be submitted in writing within 5 school days. Second semester appeals will be handled before the end of the students school year. The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.

The Appeals Committee will consist of no fewer than five certified members, of who would be an administrator, counselor and teachers. The appeals form can be picked up in the high school office.

NOTIFICATION/INTERVENTIONS FOR MAXIMUM 10-ABSENCE POLICY

Students are expected to be aware of their own status in regard to tardies and absences in classes each semester. (Students and parents/guardians are able to access this information through the student portal on the web.) They will receive the following information to assist them in this expectation.

- If a student is absent from class 3 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 5 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 7 times or more times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian. This notification is in regards to the maximum absences rule. This notification will also inform the student and parent(s)/guardian(s) of the loss of credit according to the maximum absence rule and information on the appeals process. These situations will be examined on a case by case basis.

TRUANCY: 7 Unauthorized Absences in Carver County

An unauthorized absence is one in which the student is absent from class/es without the knowledge and consent of his/her parent or guardian and/or without the approval of school officials. No graded credit will be granted for work missed when an absence is unauthorized, although teachers may still require making up missed work as a requirement of the course. Also, a student leaving the building for any reason during the day without getting a pass from the nurse or high school office is unauthorized.

Minnesota Statute (MS260.015, subdivision 19) states that a high school student who is absent from school without lawful excuse for 7 partial or full cumulative school days (nonconsecutive) is considered to be truant. It may be necessary for school authorities to file truancy with the Carver County Attorney's Office in these cases.

- If a student has been absent 3 or more class periods on three school days without valid excuse, a letter from the Counselor will notify the parent/guardian to inform them of the absence.
- If a student has been absent 5 or more class periods on five school days without valid excuse, a letter from the Counselor will notify the parent/guardian to inform them of a required meeting with the school and a county official.
- If a student has been absent 7 or more class periods on seven school days without valid excuse, truancy will be filed with Carver County Social Services.

Absences counting toward truancy are cumulative throughout the school year and are not restricted to a particular semester. These situations will be examined on a case by case basis.

TARDY TO CLASS (TTC)

A student who is late to school or to class must secure a pass from the office or from the person who detained him/her before being admitted to class. Every three unexcused tardies per class is equivalent to one unexcused absence, resulting in a disciplinary action which could include detention from school administration. At the beginning of each quarter, tardy counts will begin anew.

NOTIFICATION OF ABSENCE

If a student must be absent from school, the student's parent or guardian must call the Middle School Office **attendance line (467-7204)** on the day of the absence, prior to 9:00 a.m. to verify the absence. This line is available 24 hours a day for your convenience. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances. If calls are not made, the Middle School Office will contact parents at home or work. Reason for absence must be given to determine if absence is excused.

HOW PARENTS CAN HELP STUDENTS STAY IN SCHOOL

The following is a partial list of ways parents can help students stay in school. The key to regular school attendance is parent involvement. When parents are concerned about the educational experience and take an active interest in the educational process, their children are less likely to have attendance problems and are more likely to graduate.

1. Make education a family priority.
2. Build the child's self-confidence as a student by recognizing when he/she does well in school.
3. Help the child develop good study and work habits.
4. Develop a system of praise and rewards for good study habits, good grades and other good school related behaviors.
5. Schedule a daily period of home study time.
6. Help with homework when needed.
7. Meet the child's teachers and other school personnel. They can provide important insights into the child's school performance and suggest ways for improvement.
8. Get to know the child's friends and classmates. They can influence the child's school performance. Lack of friends or problems with classmates can also affect school performance.
9. Find ways to discuss issues, subjects and course materials being covered in school.
10. Help the child develop an interest in extra-curricular school activities such as sports, band, clubs, etc.
11. Help the child develop and achieve academic goals.
12. Emphasize the important role education plays throughout life.
13. Explain how dropouts have more trouble getting and keeping jobs and make less money than graduates.

SCHOOL ATTENDANCE FOR EXTRA-CURRICULAR ACTIVITIES

A student must be in school from periods 1 – 7 to be eligible for that day's event or practice. A student must receive prior approval from the principal for all absences. However, in case of unusual circumstances, a special ruling may be allowed by the principal.

TARDINESS

Tardiness is defined as being late for class or unprepared. Promptness to class is very important. Students are to be in their seats and ready to work when the class begins. The teacher will confer with the student after class or after school concerning tardiness.

LEAVING SCHOOL DURING THE DAY

No student is permitted to leave the building or campus before school ends, during lunch, class periods or passing times without permission from the Health Office or Administration. Students with permission to leave the building must sign out when leaving and sign in upon return at the Attendance Office.

Leaving the building without authorization may be considered truancy and thus result in disciplinary action. If a student leaves the building without permission and returns, they are subject to be searched.

To avoid disciplinary actions, please be sure to state the reason for your student's absence.

If a student becomes ill during the school day, he/she must report to the Middle School office. The school secretary will refer the child to the nurse's office. If the nurse is out of the building, the school secretary will assess the seriousness of

illness/injury and consult with school nurse if necessary. Further action will be determined at that time. If the illness or injury is serious enough, parents or some other appropriate adult will be contacted in order to assure responsibility before the student is allowed to leave the building.

STUDENT PLANNERS

Students may choose to purchase a student planner. Planners may be purchased from the office for \$5.00.

STUDENT CHROMEBOOK

Each student is issued a Chromebook for school work. Each student will be responsible for a \$20 Chromebook insurance fee each year.

PASSES

All students must have a signed pass when out of class during any instructional time. The supervising teacher will fill out the pass and keep a record of all students out of class at any time.

STUDY HALLS

Every student is to have sufficient materials and textbooks to study for the hour. Permission to leave study hall to go to the library or to another classroom will be by pass only. These passes must be secured IN ADVANCE from the classroom teacher and be of an educational need.

Students are to:

- Use study hall for study purposes.
- Study or sit quietly as not to disturb others.
- Plan ahead. Bring study materials and pre-signed passes with you.

Rules:

- Attendance will be taken before passes are accepted.
- Students will have assigned seats.
- Students must sign out/in and have passes when moving around the building.
- Media Center, restroom, and locker passes will be granted at teacher discretion.
- Pop, food, sleeping, radios, and recreational games are not allowed.

Consequences for not following the rules are:

- One-week restriction to study hall.
- Restriction to study hall for remainder of quarter.
- Teacher assigned detention.

FOOD AND BEVERAGES IN SCHOOL

Food and beverages are to be consumed in the lunchroom area. Students are discouraged from bringing food and/or beverages to school, storing them in lockers, and eating/drinking in hallways. Students seen doing so can have items confiscated and turned into the principal's office.

MEAL POLICY

Central Middle School has a closed lunch hour for students. Lunch is served at school or students may bring their own lunch. We will be utilizing a computerized lunch program. Each student will have a 4 digit pin number. School

breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items.

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"
2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.
3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

SCHOOL CLOSING

School will be in session except for holidays indicated on the school calendar. School might be closed during extreme weather conditions as otherwise decided by the Superintendent. When school is to be closed or called off, you will receive a call from our Infinite Campus Message Center and an official announcement will be made on KARE 11. With the first closing due to inclement weather, school will not be in session. Subsequent school closings due to inclement weather will be E-Learning days, with all students required to attend classes virtually from home.

Admission to all regular home athletic events during the 2023-2024 school year will be:

- K-6 students - \$5
- Students grade 7-12 - free admission with ID.
- pre-school students - free with adult
- adults - \$7.00/game
- golden age pass – free to all persons 65+ years
- Family Pass = \$250

Athletic Activity pass (this fee does **not** include admissions to any home tournament & is non-transferable)
single adult - \$80.00

HALLS

Students should be in the halls only at the beginning and close of school and while moving from one class to another unless they have special permission or special duties that require them to be there. Students in the halls during class time must have a pass. Students are asked to be courteous at all times and to keep to the right when moving in the halls. Running and shouting in the halls is not permitted. Students are not allowed in the teacher's lounge and work areas. All students should be out of the building by 3:15 p.m. unless they are participating in extra- curricular activities.

BUILDING USE GUIDELINES

1. Students will not be allowed in the building before 7:30 a.m. Any student in the building after 3:15 p.m. must be in a supervised activity. Parents should arrange for transportation home when their child has detention or is in an activity.
2. The Physical Education locker rooms are off limits to students during the school day. This includes the lunch hour.
3. Students cannot work out without supervision. Morning and after school work-out sessions require supervision. This includes gyms, wrestling room, and weight room.

4. Use of the following areas in the building require supervision by staff or coaches. This includes before, during, and after school.

- | | |
|------------------|-------------------|
| 1. Media Center | 4. Wrestling Room |
| 2. Computer Labs | 5. Weight Room |
| 3. Gymnasium | 6. Classrooms |

CHURCH NIGHT:

Wednesday night is designated as church night. No school related activities will be scheduled after 6:00 p.m.

STUDENT DRESS CODE

The appearance of a student is primarily the responsibility of the individual and the parent. District 108 students are expected to maintain an appearance that is not distracting to teachers or other students, disrespectful to others, or disruptive to the educational process. In addition, student attire must comply with standards of health and safety. (Ex.: State law requires that shoes must be worn in public buildings.) Symbols, emblems, badges, signs, words, objects or pictures on clothing, jewelry or personal items that represent gangs, tobacco, drugs, alcohol, or discriminatory references to sex, race, or religion, or that are lewd, vulgar, or obscene, are not permitted.

It is not the intention of this Dress Code to interfere with a student’s right to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages usually are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

Examples of prohibited attire include, but are not limited to, the following:

- Confederate flags, swastikas, Nazi symbols, or portions thereof;
- Clothing using language that is vulgar, sexually suggestive, or demeaning of others;
- Items referring to or suggestive of alcohol, drugs, gangs, tobacco, sex, and references to male/female body parts;
- Clothing or hairstyles depicting gang symbols, look-alike gang symbols or gang hand gestures
- Tattoos depicting gang symbols or gang messages;
- Roller blades, shoes with rollerblades or skateboards;

When a student’s appearance violates the Dress Code, the student will be required to change his/her attire and additional consequences may be imposed, at the discretion of school officials, including sending the student home to change clothes. In exercising discretion to discipline and/or impose other consequences on students violating this Dress Code, school officials shall take into account the age of the student, District 108’s student discipline policy, and whether the violation occurred during the instructional day while school was in session or in connection with a school related activity. Students sent home for inappropriate attire will be considered unexcused during their absence from school.

Legal References:

U. S. Constitution, First Amendment.

- Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997).
- Olesen v. Board of Educ. Of Sch. Dist. No 228, 676 F. Supp. 822, 44 Educ. L. Rep. 205 (N.D. Ill. 1987).
- Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733,21 L.Ed.2d 731 (1969).
- McIntire v. Bethel School, I.S.D. No. 3, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992).

Cross References: MSBA Model Policy 506 (Student Discipline)

MONEY, VALUABLES, AND LOCKERS

As in every school, we occasionally have problems develop where students lose money or other valuables. Students should carry only the sum of money they will actually need. Large amounts of money in school are seldom necessary. It is strongly recommended that if a large amount of money is brought to school, it be left in the principal's office for safekeeping. Never give your locker combination to another student. Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

STUDENTS PERSONAL PROPERTY AT SCHOOL

Students are discouraged from bringing valuable or excessive personal property from home. These items may be disruptive both on the bus and in the building and there is no provision to insure the safety of them.

It is the policy of this school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of students' personal property.

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time as they cause a disruption to the classroom and learning process. If you have a cell phone in the classroom, it must be turned off and it must be out of sight. If the phone sounds during class, or becomes a distraction in any way, it will be taken from you and turned into the office. Your parents/guardians must contact the office and make arrangements to pick up the phone. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Should you need to contact your child during the school day, please call the high school office at 952-467-7100.

Any device capable of taking pictures, photographs, etc. is strictly prohibited from locker rooms and restrooms at Central Public School, or locker rooms and restrooms where any school related activity is being held.

*Medical research suggests that exposure to laser pointers, for as little as two seconds may cause impaired vision and physical damage to the retina. Lasers used in this manner may be considered a weapon and fall under the weapon policy.

VANDALISM

Our school building and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you happen to damage something by accident, you should report it to a teacher or the office immediately.

PARENT ACCESS TO STUDENT GRADES

Parents may access their child's grades, homework, attendance and receive teacher emails via Infinite Campus's Parent Portal. Parents may request access online at: www.isd108.org and complete the short 4 step enrollment process. You will be notified when your enrollment has been accepted. Staff update this information on a weekly basis.

GRADING, REPORT CARDS, AND CONFERENCES

Report cards are available four times a year via the parent portal in Infinite Campus or by parent request to be mailed. In addition, teachers send home progress reports at the midpoint in each quarter to students with a grade of D and

below. Mid term reports are also available to view on the parent portal in Infinite Campus. Parents may request a progress report at any time by contacting the teacher. Incompletes may be given to students who have been absent an extended period of time. Within two weeks after the quarter ends, all work should be completed so a grade can be given for that class. Any extended time beyond the two weeks must be approved by the teacher provided there are extenuating circumstances. If not the grade then becomes a failing grade for that marking period.

GRADING POLICY

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS:

Summative Assessment:

An assessment where students show mastery of the standard(s).

Formative Assessment:

practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice—which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

***This policy will not apply when the school year ends and summer has begun for students/staff.

The following grading scale will be used in A-F classes in the middle school.

93 – 100	%	A	73 - 76	%	-	C	
90 - 92	%	-	A-	70 - 72	%	-	C-
87 - 89	%	-	B+	67 - 69	%	-	D+
83 - 86	%	-	B	63 - 66	%	-	D
80 - 82	%	-	B-	60 - 62	%	-	D-
77 - 79	%	-	C+	59 & below	-		F

PLAGIARISM/CHEATING POLICY

DEFINITIONS AND PENALTIES

Cheating is any form of intellectual dishonesty or misrepresentation of one’s knowledge. Plagiarism, a form of cheating, consists of representing someone else’s work as one’s own. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult their teacher for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction to a zero on the assignment or exam.

CONFERENCES

Conferences will be held in teachers' classrooms in November and February. Each student is responsible to present their progress to parents during this time. Progress reports will be available on Infinite Campus at mid-quarter.

CURRICULUM

Curriculum will consist of the following classes for each grade.

<u>6th Grade</u>	<u>7th grade</u>	<u>8th Grade</u>
Language Arts	English	English
Reading	Math	Language Arts
Math	Science	Math
Science	Social Studies	Science
Social studies	Phy Ed	Social studies
Phy. Ed.	Band/Choir	Phy. Ed.
Band/Choir	General Music	Band/Choir
Computer Keyboard application.	World Language	Industrial Technology
Art	Health	Art
	Industrial Technology	STEM-8

MUSIC OFFERINGS

CMS students have the opportunity to take a music class. Students may choose band or choir. If a student is enrolled in both band and choir, they may drop either band or choir at any time and continue in the remaining class. Any other music changes will only be allowed at the end of the semester.

All band students are provided with an individual band lesson. The lesson time will be held for ten minutes each week. It is the student's responsibility to attend their lesson each week. Students will be excused from their class at the assigned time, but it is the student's responsibility to make up any missed assignments. If a student has a test or other pertinent class assignment during their lesson time, it is the student's responsibility to notify their lesson instructor for an excused absence from that lesson. Students receive a band grade on their report card.

Band and choir students are expected to participate in both the winter and spring concerts.

GRADING AND HONOR ROLL

Students who achieve a quarterly GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a quarterly GPA of 3.67 will be included on the "A" Honor Roll.

In an effort to inform students and parents how to calculate GPA, we offer the following examples. Keep in mind, that grades are based on a 4.0 scale.

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00

8TH Grader Quarter 4 GPA Calculation

#	Course	Weight	Gr.	Value	Eff Wgt.	Grade Pts.
115	CENTRAL TIME	0.00	P	0.000	0.000	0.000

84	PHY ED	0.50	A	4.000	*	0.125	=	0.500
94	READ	0.50	B+	3.330	*	0.125	=	0.416
77	MATH	1.00	A	4.000	*	0.250	=	1.000
85	ART	0.25	C	2.000	*	0.250	=	0.500
79	SCIENCE	1.00	A	4.000	*	0.250	=	1.000
78	ENGLISH	1.00	A	4.000	*	0.250	=	1.000
80	SOCIAL ST.	1.00	C+	2.330	*	0.250	=	0.582
150	BAND	0.500	A-	3.670	*	0.125	=	0.459
274	STUDY HALL	0.00	A	0.000		<u>0.000</u>		<u>0.000</u>
			Totals			1.625		5.457

$$\text{Q4 GPA} = 5.457 / 1.625 = 3.358$$

"B" Honor Roll

HOMEBOUND INSTRUCTION

When a physician certifies that a student cannot be in attendance for ten or more consecutive days due to a physical or emotional condition, that student will be eligible for homebound instruction. Parents should contact the principal's office for additional information concerning homebound instruction.

BUS TRANSPORTATION

Middle school students will have buses available for rural routes. Bussing will also be available at select sites for middle school students in Norwood Young America in the morning only. Afternoon stops are available to Norwood. Consult the District newsletter for times and locations. Bus transportation is a privilege. Inappropriate conduct will result in the loss of this privilege. Busing policy is found on page 35.

ASSEMBLIES

At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for-clapping, boisterousness, and talking during a program.

Prior to a general assembly, students are to report to their advisor. Textbooks and other materials are to be left in the homerooms. Purses and billfolds are to be taken into the gym.

STUDENT RECORDS

The school may disseminate to the public factual non-technical data which is routinely collected for all students. For detailed information, please refer to #515, Protection and Privacy of Pupil Records available for reference at the district office.

STUDENT SUPPORT SERVICES

SCHOOL NURSE

HEALTH RECORDS

All students are required to have an individual health record on file in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of medications, even if they aren't administered at school, and current or chronic medical problems that could affect the student's comfort and ability to learn. A yearly complete physical exam is recommended, but not required prior to school entrance.

IMMUNIZATIONS

Minnesota State law requires parents of all students to present proof that all immunizations are up to date at the time of school entrance. Schools are mandated to keep accurate records for each student enrolled. Students not meeting the minimum requirements will be excluded from school. Conscientious objectors to the State Immunization Law must complete a notarized student immunization form before the time of school entrance.

EMERGENCY CARE

Emergency care is provided to students who experience illness or injury at school.

1. **Emergency Forms** - At the beginning of each school year, parents are expected to complete the Students Emergency Card, which provides up-to-date emergency phone numbers and medical information. It is the parent/guardian responsibility to notify the school of any change of address, telephone number, or emergency numbers.
2. **Injury** - In the case of injury or medical emergency, the school will attempt to notify parents first, when possible. In a medical emergency the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense.
3. **Illness** - In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the emergency alternate identified on the Emergency Card will be contacted.

EXCLUSION FOR ILLNESS

Children will be excluded from school when they demonstrate any of the following symptoms:

- Oral temperature over 100 F. Vomiting Breathing difficulties
- Diarrhea Undiagnosed rash

Health Services should be notified of any communicable diseases and treatment, to assure control in other students. Readmission to school for the following communicable diseases shall be:

1. **Chickenpox** - All lesions are dry and crusted (5-7 days).
2. **Impetigo** - At least 24 hours after the start of medication. If there is no improvement in 48 hours, the child should be reassessed by a physician.
3. **Scabies** - Until 24 hours after treatment begins.
4. **Hepatitis** - Physician statement required for re-admittance.
5. **Strep Throat** - At least 24 hours after start of medication and fever free, without the use of fever-reducing medication.
6. **Ringworm of Scalp and Skin** - Following treatment with fungicide.

MEDICATIONS

1. In accordance with MN Department of Health recommendations, District 108 will NOT provide ANY over the counter medication such as Tylenol, Ibuprofen, or Bacitracin
2. To administer over the counter medications at school, the Health Office must have a completed Medication Authorization Form that includes:
 - a. Signed parent permission and doctor's permission
 - b. Medication in the original container
 - c. Instructions regarding route and dosage of administration.
 - d. Reason medication is needed.
3. FDA approved non-prescription medication (Tylenol, cough drops, etc.) will be given from the student's supply brought to school for a maximum of 5 days with parent permission. After that time, orders from a physician will be required. Medication must be brought to school in the original container for the safety of the students.
4. Prescription medications will be administered under these circumstances:

- a. Signed parent permission and doctor's permission on the Medication Authorization Form.. Must have a doctor permission sheet signed for all controlled medications (i.e. ADD & ADHD medications)
 - b. Current prescription bottle – the original container must be properly labeled with the child's name, date, name of physician, name of medication, dosage, and frequency of administration. The pharmacy should divide home and school doses into two bottles with proper labels to avoid the need to transport medication daily.
5. Parents are encouraged to bring medication, especially controlled substances such as ADD or ADHD medication, to the school nurse or principal's office for the health and safety of your child and the other students. Students are not allowed to have medications in their possession.
 6. Students grades 7-12th grade are allowed to self-carry over-the-counter medications (Tylenol, Ibuprofen, cough drops). Please complete the Self-Carry Authorization Form and return to the school's health office. This is for the health and safety of the students.

HEALTH SCREENING PROGRAMS

Health services are available to conduct hearing and vision screenings for individual students via parent/guardian request. If you have a concern about your child's hearing and or vision please contact the school nurse at 952-467-7110.

DISTRICT 108 DISCIPLINE PHILOSOPHY

DISCIPLINE POLICY

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturing of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

The complete policy can be requested from the school office.

ASSERTIVE DISCIPLINE PLAN:

Classroom management is the responsibility of the teacher in charge and the students present. To maintain a pleasant educational environment, both parties must work hard to assure that individual rights and opportunities are respected.

To facilitate good classroom operation, each teacher will have an assertive discipline plan in place. Copies of the plan will be given to students through classroom notes or through handouts. Teachers may post their assertive discipline plans in their rooms. These plans will include 3 to 5 behaviors they expect from all their students. Additionally, these policies will list consequences for student failure to follow rules. Before sending a student to the office for assistance, each classroom teacher will attempt to solve the problem at the classroom level. First offenses will be handled with a reprimand/warning, second offenses will involve a discussion with the student outside the classroom, while third offenses will require that the teacher contact the parent of the student involved. The student may be sent to the Principal's office upon the third offense, and the teacher will call the office to advise the Principal of the violation that has occurred. Behaviors which are threatening or harmful in nature will result in immediate removal from class.

DISCIPLINE PROCEDURES

School responses to violations of the rules of conduct may include but are not limited to the following:

- Conference with the teacher, counselor,
And/or principal
- Parent conference with staff
- Parental contact
- Restitution
- Loss of school privileges
- Modified school programs
- Detention
- Removal from class
- Removal from school bus
- Referral to police, juvenile authorities or community agency
- Out of school suspension

TENNESSEN WARNING

This is your warning. The purpose of my questioning is to find out what happened here and impose proper discipline. Our school discipline policy requires that you cooperate. Non-cooperation will subject you to discipline. Other than school officials, no one else (unless MSHSL involved, parents or guardians) will be receiving this information.

Suspected criminal information will be submitted to the police.

NOTIFICATION OF VIOLATION(S)

Teachers should issue a disciplinary notice on a student for violation of school rules. A disciplinary notice will be handled by the teacher and principal, and a copy mailed to the student's parents or guardians.

Students shall be notified of violations of the rules of conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act of 1974. Parents may be notified orally or in writing of disciplinary actions as provided by the Pupil Fair Dismissal Act of 1974.

DETENTION

Detention is a possible consequence for behavioral infractions. A student serves their detention with a supervising teacher. The teacher will notify parents of detention and the student is expected to serve their time as agreed between parent and teacher. Staff may arrange for detention before or after school. Skipping detention will result in the doubling of time. If a student has four (4) or more detentions and does not attend without an approved excuse, it will result in a day of out-of-school suspension.

SUSPENSIONS

Students who are truant or suspended (out of school) must make up the work missed. Students who are truant or on suspension (out of school) shall not participate in or attend school activities that day or evening.

SUSPENSION-EXPULSION

In the event it becomes necessary to suspend, exclude or expel a student, these procedures will be governed by MSA 127.26 - 127.40 (MN Pupil Fair Dismissal Act). Under the provisions of this law, students may be suspended or expelled.

The consequences for misbehavior described on the following pages are designed to be fair, firm and consistent for all students. They apply to students in any school or other district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students).

Because it is not possible to list every misbehavior that occurs, misbehaviors not specified will be responded to as necessary by staff. Minor misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff.

Consequences - For each misbehavior described, there are specific consequences for first, second, third and fourth violations. Those consequences are shown as "**," suspension for a specified number of days or expulsion.

"**" is defined as: Consequences for violation will include student conference and parent notification, and may include, but are not limited to parent conference, restitution, service, detention and up to one-day out-of-school suspension

In the chart on the following pages, suspension is defined as out-of-school suspension-action taken by the school administration to prohibit a student from attending school for no more than 10 school days. If suspension is longer than five days, the suspending administrator must provide the Superintendent with a reason for the longer suspension. (A one-day suspension is for a consecutive period of time equivalent to one school day. For example, if a student is suspended at noon, he or she may be suspended until noon on the following school day).

Expulsion is action taken by the school board to prohibit a student from further school attendance for up to one school year from the date the student is expelled.

Exclusion is an action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time that shall not extend beyond the school year.

In addition to the consequences detailed on the following pages, a specific school or the District Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, parent conferences, mediation, restitution, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges and chemical evaluation.

Administrators will involve the police and other law enforcement authorities as necessary. If a student violates a district rule which is also a violation of a law, the student will be referred to the police in addition to being dealt with as described in this regulation.

Consequences for a specific offense may be more severe than indicated if staff believe it is appropriate.

The following list of rules is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to the school. It is encouraging to note that the great majority of students regard rules as necessary and put themselves wholeheartedly into helping the school perform its functions and are not affected by disciplinary procedures.

Students are expected to not engage in the following activities. The consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity.

Misbehavior	1st Offense	2nd Offense	3rd Offense	4th Offense
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Abuse, Verbal Arousing alarm in others through the use of language that is discriminatory, abusive, obscene or threatening. Toward Student (grades 6-8) Towards Staff (6-8)	***** 1 day susp	1 day susp 3 day susp	3 day susp 5 day susp	5 day susp expulsion
Alcohol or Chemicals, Possession or Use Possessing or using any narcotic or controlled substance where possession or use is prohibited by Minnesota or federal law. (Any prescription medication a student is required to take, with the exception of prescribed inhalers, must be left with and administered by the school nurse, in accordance with district administrative regulations. Alcohol (6-8) Chemicals (6-8)	3 day susp 5-10 day susp	5 day susp expulsion	expulsion	
Alcohol, Possession With Intent to Distribute or Sell Selling or distributing, or intending to sell or distribute, alcohol where sale or distribution is prohibited by Minnesota or federal law Grades 6-8	5 day susp	Expulsion		
Ammunition, Possession - Possession of bullets or other projectiles designed to be used in a weapon. Grades 6-8	*****	3 day susp	5 day susp	Expulsion
Arson - Intentional destruction or damage to school or district buildings or property by means of fire. (grades K-12)	Expulsion			
Assault, Physical - Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person. Upon a student (grades 6-8) Upon a staff member (grades 6-8)	1-5 day sus Expulsion	5-10 day	Expulsion	
Assault, Verbal - Verbal confrontation with a student or staff member which is intended to cause fear of bodily harm or death. Upon a student (grades 6-8) Upon a staff member (grades 6-8)	1-3 day sus Expulsion	5-10 day	Expulsion	
Assault, Aggravated - Committing an assault upon another person with a weapon, or an assault which inflicts great bodily harm upon another person. (grades k-12)	Expulsion			
Bodily Harm, Inflicting - Committing an accidental act which, although a result of poor judgment, inflicts great bodily harm upon another person. (grades 6-12)	3 day susp	5 day susp	expulsion	
Bomb Threat, False - Intentionally giving a false alarm of a bomb. (grades 6-12)	expulsion			

Burglary - Entering a building without consent and with intent to commit a crime, or entering a building without consent and committing a crime. (grades 6-12)	expulsion			
Chemicals, Possession With Intent to Distribute or Sell - Selling or distributing, or intending to sell or distribute, any narcotic or controlled substance where sale or distribution is prohibited by Minnesota or federal law. (grades 6-12)	expulsion			
Disrespect/Defiance - Failure to show consideration/courtesy for others, to intrude upon or molest others, to excessively challenge or resist school authority, to defy school rules and authority. (grades 6-12)	****	*****	*****	*****
Dress and Grooming (for complete details, see Policy Handbook) - Clothing may not include words or visuals which are obscene, abusive or discriminatory, or which advertise or promote tobacco, alcohol, sexual content, narcotics or dangerous drugs. Example: Co-Ed Naked, Big Johnson and Red Dog T-Shirts. Wearing of Caps/Hats, Tank Tops, Short-Shorts, or clothing that exposes midriff are not allowed. (grades 6-12)	****	*****	*****	*****
Explosives, Possession and/or Use - possessing or using any compound or mixture, the primary or common purpose of which is to function by explosion, with substantially instantaneous release of gas and heat. (grades k-12)	expulsion			
Fighting - Mutual combat (differentiated from poking, pushing, shoving or scuffling, see #6) in which one or the other party(ies) or both contributed to the situation by verbal and/or physical action. (grades 6-8)	1 day susp	3 day susp	5 day susp	Expulsion
Fire Extinguisher, Unauthorized Use - Unauthorized handling of a fire extinguisher. (grades 6-12)	5 day susp	expulsion		
Fireworks, Possession - Possessing or offering for sale any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation. (grades 6-8)	1 day susp	5 day susp	Expulsion	
Fireworks, Use - Using any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.				

(grades 6-8)	3 day susp	5 day susp	Expulsion	
Gambling - Playing a game of chance for stakes. (grades 6-8)		1 day susp	3 day susp	5 day susp
Harassment, Including Sexual - Participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including indecent exposure, and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex or any disabilities they may have. (For more information about sexual harassment, refer to district policy. (grades 6-8)		1-3 day Susp	2-5 day susp	5-10 day susp
Classroom disruption or Interference - Verbal or physical interference with classroom instruction, not allowing instructors to teach or students from learning. (grades 6-8)				
Ignition Devices -Use of an ignition device, butane, disposable lighters or matches, under circumstances where there is an obvious risk of fire, but arson not committed will be reported to law enforcement.	1 day susp	3 day susp	5 day susp	Expulsion
Electronic Devices, Possession - Possession of electronic devices or objects which cause or may cause distractions including, but not limited to lasers, pagers, radios, cell phones, ipods, and/or electronic devices that can transmit audio or visual communications. (grades 6-8)	□	□□	1-day susp	3-day susp
Public Display of Affection - Display of affection, other than holding hands, does not have a place, at any time, in our school. (grades 6-8)				
Records or Identification Falsification - Falsifying signatures or data, or refusing to give proper identification or giving false information to a staff member. (grades 6-8)		1 day susp	3 day susp	5 day susp
Robbery or Extortion - Obtaining property from another person where his or her consent was induced by use of force, threat of force or under false pretenses. (grades 6-8)	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion	
Sexual Conduct, Criminal - Engaging in non-consensual sexual intercourse or sexual contact with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent.				

(grades 6-8)	5-day susp. Up to expulsion	Expulsion		
Terroristic Threat - Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person. (grades 6-8)	5-day susp. Up to expulsion	Expulsion		
Theft, or Knowingly Receiving or Possessing Stolen Property - Unauthorized taking of the property of another person, or receiving or possessing such property. (grades 6-8)	1-day susp Up to expulsion	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion
Tobacco - Possessing or using tobacco or E-Cigs in district buildings, on district grounds, in district vehicles or at district events, in violation of district administrative regulation 406.5AR, Tobacco-Free Environment (grades 6-12)	2 day susp	3 day susp	5 day susp	5 day susp
Trespassing - Being present in any district facility or portion of a district facility when it is closed to the public, or unauthorized presence in a district vehicle. (grades 6-8)		1 day susp	3 day susp	5 day susp
Weapon or Look-alike Weapon, Possession - Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, including laser pointers, which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm. Weapon or look-alike weapon, possession (grades 6-12)	Expulsion			
Willful Damage of Property (Vandalism) - Littering, defacing, cutting or otherwise damaging property that belongs to the school, to other students, to staff members or to other individuals while the student is on school property, at a school activity, in a district vehicle or under the supervision of school staff. (grades 6-12)	5 day susp	Expulsion		

1st OFFENSE☐ - electronic device turned into principal's office and returned to student at the end of the day.

2nd OFFENSE☐☐ - electronic device turned into principal's office for three (3) days. Parents must call the office prior to the electronic device being returned to the student.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUNDINGS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or property of the school
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

PROCEDURES FOR REMOVAL OF A STUDENT FROM CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that student has been removed and to expect student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.
3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, teacher must contact office and principal/dean will come to escort students to the office.
3. While in the office for class removal, student will complete assigned work. Teachers will have work available for students during this time.
4. While student is removed from class, the principal/dean will be in charge of student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, student, parent, teacher, principal must meet to discuss a readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students may request the Parent/Student Handbooks at the beginning of each school year or view online at www.isd108.org that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

MIDDLE SCHOOL CO-CURRICULAR ACTIVITIES

<u>Activity</u>	<u>Advisor</u>	<u>Fee</u>
Student Council	Jodi Curson/Shawn Erickson	None
M.S. Yearbook		None
Knowledge Bowl	Amber Kester	\$80.00
Speech	Laura Hanson	\$100.00

MIDDLE SCHOOL ATHLETICS

The Central Middle School Athletic Program will strive to provide a quality athletic experience, based on participation for all students in good standing both academically and behaviorally. The program is part of the overall education of the student. Emphasis will be placed on sportsmanship, participation, and skill development. 5th and 6th grade students will have opportunities in intramural football, volleyball, and basketball offered through District 108 Community Education. 7th and 8th grade students will have opportunities in interscholastic football, volleyball, basketball, wrestling, cross country, baseball, softball, track and soccer.

Fees must be paid to the office within five (5) days of practice. The Athletic Director will handle all middle school athletics. The maximum family cost for activity fees will not exceed \$700.00 a year. Any Middle School student that participates in a high school level sport, will pay the activity fee for that High School level activity. Athletics and activities passes will be sold through the Rev Track system:

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these simple steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"
2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.
3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Sports Physicals are required for all participants in interscholastic sports, grades 7-8. The physicals are good for three years. Documentation must be in the office before student will be allowed to play the game.

INTERSCHOLASTIC SPORTS-GRADES 7-8

<u>ACTIVITY</u>	<u>MIDDLE SCHOOL COACH/ADVISOR</u>	<u>PARTICIPATION FEE</u>
Football	Kyle Evenski/Joe Kley	\$100.00
Volleyball	Jon Wroge/Mary Wroge	\$100.00
Cross Country	Shawn Erickson	\$100.00
Girls Soccer (High School)	Brian Lundgren	\$175.00

Commented [3]: @agroschen@isd108.org update fees for sports that play with HS
Assigned to agroschen@isd108.org

Boys Soccer (High School)	Michael Forsythe	\$175.00
Wrestling (High School)	Brian Clark	\$175.00
Boys' Basketball	Jon Wroge/Kyle Evenski	\$100.00
Girls' Basketball	Jacob Schrupp/Jon Wroge	\$100.00
Baseball	Dave Rauch/Eric Seeman	\$100.00
Softball	Brooke Raether/Josie Semmen	\$100.00
Track	Ashley Williams	\$100.00

PARTICIPATION IN SCHOOL ACTIVITIES

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS AND PARTICIPANTS

Roles:

1. Coaches coach
2. Participants play
3. Officials officiate
4. Parents support 1, 2 and 3.

If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

1. Player talk to coach
2. Parent talk to coach
2. Contact Mr. Kley
3. Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

BEHAVIOR

ATTENDANCE

1. A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment. This rule includes the lunch period.
Exception: if student notifies office on day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date and signature of office personnel).
2. An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
3. No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMIC

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central Middle School believe that academics should take precedence. For this reason and to encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition FFA, Knowledge Bowl and the Fall Play/Musical:

1. As it relates to quarter grades: a student must have no failing grades in any class at the end of each quarter grading period in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season **in the next grading period**, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEP's) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.
Exceptions;
 - a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater.
 - b. Wrestling triangular or tournament will serve as 2 events.
2. As it relates to mid-term grades: a student must maintain passing grades (D- or above) in all his/her courses.
 - a. After mid-quarter time, a student must have no failing grades in any class.
 - b. If the grades are not raised to a passing level, within one school week, students will lose eligibility in all events until grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

MSHSL RULES

1. All MSHSL rules are the minimum standards of behavior to be abided by CMS students.
2. Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education as follows:

GUILT BY ASSOCIATION

Guilt by association means a student remains in the presence of another middle school student who is using, consuming or has possession of a beverage containing alcohol or who is using, consuming, has possession of, is buying, selling or giving away a controlled substance. The Guilt by Association Policy is in effect for all students in the Middle School during the entire calendar year.

- a. After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
- b. After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties.

ATHLETIC ELIGIBILITY AND CHEMICAL USE

The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

- 1) At any time during the calendar year, a student shall not, regardless of the quantity:
 - a) use or consume, have in possession a beverage containing alcohol;
 - b) use or consume, have in possession tobacco; or,
 - c) use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
 - d) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals.
"Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
 - e) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law.
- 2) If a student/athlete finds themselves in a setting where alcohol or other controlled substances are being used he/she is expected to leave the setting in a safe and timely manner.

The following circumstances are specific exceptions to the above rules:

- a) attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
 - b) attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student is not using or possessing.
 - c) attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment)
 - d) attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
 - e) public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.
- 3) These rules are in effect the entire calendar year. There is no summer time off.
- 4) Consequences
- a) **1st offense** (if in attendance but not using) warning with parental notification
 - 1st offense** (if possessing or using or 2nd offense if in attendance) 2 weeks or 2 events, whichever is greater.
 - b) **2nd offense** 3 weeks or 6 events, whichever is greater
 - c) **3rd and any subsequent offenses**, 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
 - d) **After the 3rd and subsequent offenses**, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

HOMECOMING ELIGIBILITY POLICY

Any student who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore years, but would be eligible to participate during their junior and senior years.

CHEMICAL USE POLICY

The School Board of Independent School District No. 108 believes that the health and well being of students and staff is a major factor in the pursuit of the school district mission. A healthy mind and body is a prerequisite to learning. The school board is, therefore, committed to providing a school environment that is free from the effects of chemical use and abuse by students and employees. The following policies are, therefore, adopted:

STUDENT POLICY:

Possession or use of tobacco (in any form), alcohol, and all non-prescribed drugs by a student during the school year is prohibited. Violation of this policy shall result in reporting offense to law enforcement. A \$25.00 fine will be imposed by the Carver County Sheriff's Department:

ALCOHOL POSSESSION OR USE:

First Offense: Three day out-of-school suspension, parent conference, interview with counselor required, and law enforcement notification.

Second Offense: Five day out-of-school suspension. Chemical dependency evaluation through an outside agency or treatment prior to re-admission to school, and law enforcement notification.

Third Offense: Expulsion

Minnesota State High School League penalties shall be imposed in addition to those of this policy for those students so affected.

NON-PRESCRIBED DRUG USE OR POSSESSION:

First Offense: 5-10 days suspension out of school and parent conference interview with counselor and law enforcement notified.

Second Offense: Expulsion

SEE DISTRICT POLICY FOR COMPLETE DETAILS

REPORTING CHEMICAL USE:

Every employee is responsible to identify indicators of use of alcohol or drugs by students or school employees, and to report such situations to the appropriate individual in the school district.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

- 1. Sexual harassment consists of 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 or retaining employment, or of obtaining 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 or unreasonably 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 pupil(s) by teachers, administrators or other school 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 gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race 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.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion 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.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. 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, whether that person is of the same sex or the opposite sex;
 - 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.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. 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.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. 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.
- B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal 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 principal to the human rights officer. If the report was given verbally, the principal 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 will result in disciplinary action against

the principal. If the complaint involves the building principal, 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 the District - The school board hereby designates as the school district human rights officer(s) Tim Schochenmaier to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, 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 conform with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by 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 other 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 complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. 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 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 receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, 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 or harassment.

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, initiating civil action or seek 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 Minn. Stat. 626.556 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 pupils and staff members.
- B. This policy shall appear in the student handbook.
- C. The school district will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

XI. HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include, but are not limited to the following:

- First Offense:**
- A. Verbal and/or written warning with parent notification
 - B. Student/Parent/Administration Conference
 - C. 1-3 day out of school suspension
- Second Offense:**
- A. Student/Parent/Administration Conference
 - B. 2-5 day out of school suspension
 - C. Counseling with school personnel or outside resources
 - D. *Will be reported to Sheriff's Department or Social Services*
 - E. *Harassment education through School Support Services Dept.*
- Third Offense:**
- A. Student/Parent/Administration Conference
 - B. 5-10 day out of school suspension
 - C. *Counseling by School Support Services Personnel*
- Fourth Offense:**
- A. Recommendation for Expulsion

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

WEAPONS POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location.

III. DEFINITION

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No student shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. CONSEQUENCES FOR A WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal not to exceed one year.

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

V. POLICY APPLICATION TO INSTRUCTIONAL EQUIPMENT/TOOLS

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

VI. ADMINISTRATIVE DISCRETION

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent, may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Legal References: Minn. Stat. 127.26-127.39 (Pupil Fair Dismissal Act)
Minn. Stat. 127.282 (expulsion for possession of firearm)
Minn. Stat. 127.48 (referral to police)
18 U.S.C. 921 (definition of firearm)

Cross References: MSBA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 6, District Education Program (A-11:
Student Suspension, Exclusion and Expulsion)

Busing Policy

Bus Rules are as follows:

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus without prior approval and the bus driver's knowledge except at their assigned bus stop or at school.
6. Prior approval should be gotten from the bus driver if your child is bringing friends home on the bus (5 or more).
7. No eating or drinking on the bus.

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above. Violations of these rules that are reported in written form (to the principal) will be dealt with as follows:

1st offense The first note is only a warning that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.

2nd offense The second note will bring disciplinary action resulting in a 3 day suspension of bus riding privileges. Parents must contact the student's Principal, to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd offense The third note will result in a 7-14 day suspension from riding the bus. The parents or guardian must meet with the student's Principal if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th offense The fourth note will result in suspension of riding privileges for the remainder of the year or 90 school days, whichever is greater. The 90 days can carry into the next school year.

BULLYING/CYBERBULLYING

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.

Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

CMS SOCIAL NETWORK SITES DISCIPLINE POLICY

ISD 108: CMS Students and Social Networking Sites:

As a student at CMS, you are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours. If your behavior on social networking sites cause a substantial disruption to the educational environment at CMS, you can be disciplined, suspended or expelled from school.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered "Social Networking" platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important for the CMS students to be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a CMS student, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

Guidelines for Students:

Your guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student at CMS you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admission offices often access information you place on on-line social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.

3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.
6. Whoever is the "adult" (over 18) responsible for the contracts, computers, phone lines, etc....is liable (civil and criminal) for your actions as a minor as well.

Things students should avoid:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches, student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don't respond to these.
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of unreported felonies, crimes, thefts, or damage to property or unethical behavior.
6. Indicating knowledge of unreported school or team violation – regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when. Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director. **The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.**

Adopted: April 26, 2004

Revised: August 25, 2014

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate; and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only

to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student; or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may consider the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 - 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying 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 in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or 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.

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 the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. 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 obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at its discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students; or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct 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 conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. 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 parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team 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 bullying or other prohibited conduct.

RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. 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 prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or 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, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
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 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

POLICY REGARDING CLASSROOM MOVIES

(Movies as used in this policy shall mean full length commercial movies or made for T.V. movies, but shall not include educational films whose primary function is to inform).

Teachers utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, the staff submits a list to the building principal for approval. The movies are evaluated based on their ratings, age appropriateness, and teacher recommendation. No "R" rated films shall be approved. After approval, the principal will publish the approved list. This list will be updated at the beginning of the second semester.

1. A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way and the teacher shall assure that the student will not be embarrassed or discriminated against because they choose not to view the film.
2. In the event a movie is not included on the list and subsequently the teacher wishes to show it, the movie must be discussed and previewed as necessary with the principal. The teacher will send notification to parents prior to the movie being shown.

TEXTBOOK CARE AND INSPECTION

At the beginning of the school year, each teacher will record student textbook numbers. Students are to write their names in the appropriate place in the front of the textbook. A textbook inspection day will be announced toward the end of the school year. Each

student must bring to class on that day the textbooks that were issued to them. On inspection day, students' books will be checked to see that they have the books they were issued at the beginning of the year. If a student has a book with some other number than the record shows, they obviously have acquired that book from some other student. Books will be checked for damage in the following ways:

1. Writing in the books
2. Torn pages
3. Missing pages
4. Broken covers, etc.

If a student has damaged his/her textbook in one or more of the above ways, he/she must make restitution in some way or another. If the damage can be corrected by the student, that form of restitution is most desirable. If, however, the damage cannot be corrected or if the student refuses to correct the damage, fines may be imposed in accordance with the following schedule.

Mutilated or lost books cost of book depreciated.

Value of books are calculated in this manner:

- | | |
|--------------------------|--|
| First year: 100% of cost | Third year: 50% of cost |
| Second year: 75% of cost | As long as book is usable: 50% of cost |

The procedure is as follows:

1. Fines will be listed on a "fine report".
2. Art, phy. ed., etc. will record any material fines on the fine report.
3. The fine reports will be turned into the office upon which the students will be notified.

SELECTION OF LIBRARY BOOKS AND MATERIALS

The following guidelines are established for the orderly selection of Library Books and Materials.

1. Books and other library materials shall be recommended for purchase by the professional library personnel employed by the school district.
2. Teachers, administrators, and other staff members may recommend to the professional librarian purchases of library books and materials based on their curricular objectives.
3. The professional librarians shall whenever possible refer to book reviews or other reference material prior to ordering books and materials for the library.

The following procedure is established for processing and responding to challenges of library books and materials:

1. The person requesting removal or reconsideration of a book or other material shall complete the appropriate form and return it to the principal of the school involved. Forms can be picked up in the principal's office.
2. The principal shall refer the objection to the Committee for re-evaluation of materials which shall be comprised of staff, administration, and school board.
3. The Superintendent of Schools shall serve as the chair of the committee and is responsible for setting meetings and making appropriate reports.
4. The Committee for Reevaluating of Materials shall meet within 20 days of receiving the objection, render a decision within 30 days, and make a written report to the school board and to the objector.
5. The objecting party has the right to grieve the decision of the committee to the school board.
6. A complete copy of this policy can be obtained in the school district office.



Internet and Electronic Mail
Parent Permission Letter/Form

Central Schools

(For the 2023-2024 School Year)

We are pleased to offer students of the Central Schools access to a District computer network for electronic mail (e-mail) and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to be on file in the principal's office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that even though the school filters many inappropriate web sites some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resource opportunities, exceed its disadvantages. But ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Central Schools supports and respects each family's right to decide whether or not to apply for access.

Students using school computers are responsible for good behavior just as they are expected in a classroom or a school hallway. General school rules for behavior and communications apply when using the school's computers and network. **ACCESS IS A PRIVILEGE – NOT A RIGHT.** Access entails responsibility.

Network storage areas, Email accounts, and computer files may be treated like school lockers. School and network administrators may review files and communications with just cause to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers would be private.

As outlined in Board policy and procedures on student rights and responsibilities, (copies of which are available in school offices and on the school web site), the following is considered to be examples of unacceptable use.

1. Students will not use chat rooms and will not access electronic mail (Email) account(s) other than an assigned Central School District electronic mail service. Access to commercial email account(s) will require specific written authorization from School Administration.
2. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
3. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
4. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
5. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
6. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

7. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
8. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
9. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
10. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
11. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.
12. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
13. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

Violations may result in a loss of access as well as other disciplinary or legal actions.

User Agreement and Parent Permission

Please PRINT) Student Name: _____

I have read and do understand the school district policies relating to acceptable use of the Internet and agree to abide by them. I further understand that any violation of the policies above is unethical and may constitute a violation of law. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

Student Signature

Grade

Date

As the parent or guardian of this student, I have read the school district policies relating to acceptable use of the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian Signature

Telephone

Date

HAZING PROHIBITION POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in any act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, 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 deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

[NOTE: Proper reference should be made to the appropriate handbooks in each school district.]

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

Legal References: Minn. Stat. & 127.465 (Hazing Policy)
Minn. Stat. & 127.26 to 127.39 (Pupil Fair Dismissal Act)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal off School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

SEARCHES OF LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON POLICY

School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant. Additionally, school officials have the right to search student's personal possessions and the student's person.

CMS VOICEMAIL AND EMAIL ADDRESSES

Administration:

Mr. Larson (Principal)	467-7101	rlarson@isd108.org
Mrs. Paumen (Administrative Assistant)	467-7202	lpaumen@isd108.org

Commented [4]: update

Dean:

Joe Kley	467-7201	jkley@isd108.org
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6th grade staff:

Mrs. Curson (Math, Reading)	467-7227	jcurson@isd108.org
Ms. Semmen (Science, Reading)	467-7216	jsemmen@isd108.org
Mrs. Kroells (Social, Reading)	467-7217	kroells@isd108.org
Mrs. Wroge (Reading Coordinator)	467-7206	mwroge@isd108.org
Ms. Street (Reading)	467-7113	kstreet@isd108.org

7th grade staff:

Mr. Erickson (Science 7 & 8)	467-7208	serickson@isd108.org
Mrs. Fuhrman (Math 7 & 8)	467-7210	mfuhrman@isd108.org
Mrs. Korthals (English 7 & Lang. Arts. 8)	467-7211	lkorthals@isd108.org
Mr. Halbach (Social 7 & 8)	467-7212	chalbach@isd108.org

8th grade staff:

Mr. Erickson (Science 7 & 8)	467-7208	serickson@isd108.org
Mrs. Fuhrman (Math 7 & Algebra 8)	467-7210	mfuhrman@isd108.org
Mrs. Korthals (English 7, LA 7 & Lang. Arts. 8)	467-7211	lkorthals@isd108.org
Mr. Halbach (Social 7 & 8)	467-7212	chalbach@isd108.org
Mrs. Gustafson (Algebra)	467-7146	tgustafson@isd108.org
Mrs. Wroge (English 8)	467-7206	mwroge@isd108.org
Mrs. Ludford (Algebra 8)	467-7128	cludford@isd108.org

M.S. Specialists:

Mr. Bollum (Phy Ed 6)	467-7130	jbollum@isd108.org
Mr. Oak (Phy Ed 7&8/Health 7)	467-7214	koak@isd108.org
Mr. Mesik (Ind. Tech)	467-7144	jmesik@isd108.org
Ms. Sarah Schurmann (Ind. Tech)	467-7145	sschurmann@isd108.org
Ms. Williams (Art)	467-7142	awilliams@isd108.org
Mr. Hallquist (Comp. App)	467-7166	ekornable@isd108.org
Mr. Fleck (STEM 8)	467-7129	lfleck@isd108.org
Mr. Stumbo (6, 7, & 8 Choir)	467-7209	astumbo@isd108.org
Mr. Halpaus (6, 7, & 8 Band & Lessons)	467-7143	ahalpaus@isd108.org
Mrs. Shanahan (ESL)	467-7131	mshanahan@isd108.org

Special Education:

Mr. Bishop	467-7222	jbishop@isd108.org
Mrs. Sawyer	467-7220	ksawyer@isd108.org
Ms. Gort	467-7136	tgort@isd108.org

Support Services:

Mrs. Paggen	467-7110	cpaggen@isd108.org
Mrs. Thor, School Counselor		
Mr. Tousley-Adelman, School Counselor	467-7108	ptousley@isd108.org
Ms. Hjelseth, Psychologist	467-7111	lhjelseth@isd108.org
Mrs. Braun, Director of Special Ed	467-7119	bbraun@isd108.org

Attendance Line:	467-7204	(Call before 9:00 in the morning)
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**CENTRAL PUBLIC SCHOOLS
ACTIVITIES HANDBOOK
GRADES 7-12**



2024 - 2025

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CENTRAL PUBLIC SCHOOLS

VISION, MISSION, & VALUE STATEMENT

Vision:

Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community - Collaborating together to share our success and accomplish our goals.

Kindness - Genuine effort to show compassion for others and realize the value and potential of all.

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation - Discovering creative opportunities and solutions for purposeful improvement.

Relationships - Creating positive connections that last a lifetime.

CENTRAL PUBLIC SCHOOLS #108
BOARD OF DIRECTORS
2023-2024

Sara Eischens, Chairperson
14850 154th Street
Hamburg, MN 55339
Phone: (Home) 952-467-9490
e-mail: seischens@isd108.org

Sarah Lehrke
534 Devonshire Drive
NYA, MN 55397
Phone: (Cell) 952-212-1937
e-mail: slehrke@isd108.org

Shelby Erickson, Vice-Chairperson
660 Preserve Blvd
NYA, MN 55397
Phone: (Cell) 612-619-1502
e-mail: serickson@isd108.org

Josh Kroells
430 Emma Street
NYA, MN 55368
Phone: (Cell) 952-994-2427
e-mail: jkroells@isd108.org

Kyle Strickfaden, Treasurer
760 Barnes Lake Drive
NYA, MN 55397
Phone: (Cell) 952-836-6746
e-mail: kstrickfaden@isd108.org

Emily Perlbachs
427 Park Circle
NYA, MN 55368
Phone: (Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Connor Smith, Clerk
424 Morse Street
NYA, MN 55368
Phone: (Home) 651-302-5652
e-mail: csmith@isd108.org

HIGH SCHOOL ACTIVITIES

Students are encouraged to participate in the many extra-curricular activities available at Central High School.

SENIOR HIGH SPORTS

<u>ACTIVITY</u>	<u>HEAD COACH/ADVISOR</u>	<u>PARTICIPATION FEE</u>
Football	Chris Goodwin	\$175.00
Volleyball	Alex Swanson	\$175.00
Cross Country	Mark Lagergren	\$175.00
Wrestling (7-12)	Jordan Voigt	\$175.00
Boys' Basketball	Kyle Strickfaden	\$175.00
Girls' Basketball	Wade Degler	\$175.00
Softball	Joe Reinert	\$175.00
Baseball	Jon Wroge	\$175.00
Boys' & Girls' Track	Jacob Schrupp	\$175.00
Boys' Soccer (7-12)	Co-op with Sibley East	\$175.00
Girls' Soccer (7-12)	Joseph Perez	\$175.00
Golf (7-12)	TBD	\$175.00
Gymnastics (7-12)	Co-op with GSL	\$175.00
Girls Hockey (7-12)	Co-op with Waconia	\$175.00

JUNIOR HIGH SPORTS

Football	Joe Kley/TBD	\$100.00
Volleyball	Jon Wroge/ Mary Wroge	\$100.00
Cross Country	Jordan Mahrer	\$100.00
Boys' Basketball	Jon Wroge/Jacob Schrupp	\$100.00
Girls' Basketball	Jon Wroge/Jacob Schrupp	\$100.00
Softball	Brooke Raether/TBD	\$100.00
Baseball	Tony Kley/Eric Seeman	\$100.00
Boys' & Girls' Track	Ashley Williams	\$100.00

FINE ARTS AND ORGANIZATIONS

<u>ACTIVITY</u>	<u>HEAD COACH/ADVISOR</u>	<u>PARTICIPATION FEE</u>
FFA	Jim Mesik	\$80.00
International Club	Jen Schramm	\$80.00
Knowledge Bowl	TBD	\$80.00
One-Act Play	Sarah Thomason	\$80.00
Play/Musical	Adam Halpaus	\$80.00
Robotics	Lynn Panning	\$100.00
Speech	Laura Hanson	\$100.00
Jazz Band	Adam Halpaus	\$80.00
Trap Team	Seth Holland	\$TBD
ESports	Tim Schochenmaier	\$80

Maximum of \$700.00 per Family.

ATHLETIC ACTIVITY PASS (Non-Transferable) Sold through Vanco Events Online

Students - Central students grades 7-12 attend for free with student ID

Single Adult - \$80.00

K - 6 Student - \$50

Family Pass - \$250

All fees must be paid the first week of practice.

- a. In order to practice.
- b. Quit by the end of the first week to receive a refund fee.
- c. No refund fee after the first week of practice.

HIGH SCHOOL ACTIVITIES DIRECTORY

BAND

Adam Halpaus ahalpaus@isd108.org 467-7143

FFA

Jim Mesik jmesik@isd108.org 467-7145

KNOWLEDGE BOWL ADVISOR

TBD

NATIONAL HONOR SOCIETY

Chris Ludford cludford@isd108.org 467-7128

ONE ACT PLAY DIRECTOR

Sarah Thomason sthomason@isd108.org 467-7335

PLAY/MUSICAL DIRECTOR

Adam Halpaus ahalpaus@isd108.org 467-7143

ROBOTICS

Lynn Panning lpanning@isd108.org 467-7129

SPEECH ADVISOR

Laura Hanson lhanson@isd108.org 467-7181

STUDENT COUNCIL

Sarah Hammers shammers@isd108.org 467-7127

TRAP TEAM

Seth Holland sethholland@embarqmail.com

VOCAL

TBD

9th GRADE ADVISORS

Jay Bollum jbollum@isd108.org 467-7130

Callie Tescher ctescher@isd108.org 467-7138

10th GRADE ADVISORS

Darrin Fox	dfox@isd108.org	467-7164
Laura Hanson	lhanson@isd108.org	467-7181

11th GRADE ADVISORS

Adam Halpaus	ahalpaus@isd108.org	467-7143
Taylor Gustafson	tgustafson@isd108.org	467-7127

12th GRADE ADVISORS

Alexander Rome	arome@isd108.org	467-7140
Kirsten Thor	kthor@isd108.org	467-7174

INTERNATIONAL CLUB

Jennifer Schramm	jschramm@isd108.org	467-7141
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PROM ADVISORS

Kelly Street	kstreet@isd108.org	467-7113
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CORONATION ADVISOR

Kelly Street	kstreet@isd108.org	467-7113
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SCHOOL YEARBOOK ADVISOR

Kelly Street	kstreet@isd108.org	467-7113
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Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)

CENTRAL HIGH SCHOOL "C" CLUB CONSTITUTION

PREAMBLE:

We, the athletics of Central, in order to promote athletics within the limits of the school and to establish closer relationship and cooperation among its members do hereby draw up the said "C" Club Constitution.

ARTICLE I - NAME

The name of this organization shall be the Central High School "C" Club.

ARTICLE II - OFFICERS

The advisor will assume all administrative authority.

ARTICLE III - MEETING

The "C" Club shall meet at the administrative authority.

ARTICLE IV - MEMBERSHIP

Every student who has earned a letter or is recognized as a manager in a said sport is duly recognized as a member of the "C" Club.

ARTICLE V - VOTING

Every member may have one vote. A quorum shall consist of 2/3 of the total membership. No voting shall be conducted unless a quorum is present, and a majority of the quorum shall be necessary to pass any issue at hand except amendments.

ARTICLE VI - VETO POWER

The advisor, coaches and administration reserve the right of absolute power of veto over any and all of the activities of "C" Club.

ARTICLE VII - IMPEACHMENT

The "Club" shall have the sole power of impeachment of its member. (2/3 vote)

ARTICLE VIII - POWERS AND DUTIES OF THE "C" CLUB

The power and duties shall be for the betterment of Central High School Athletics.

ARTICLE IX – AWARDS

Section I – Outstanding Athlete Award.

An award for the outstanding athlete has been established. The said athlete must be a senior. Winners shall receive a plaque recognizing this award. Also, their name will be inscribed on the Outstanding Athlete Trophy which is to remain at school in the trophy case. Points for the Outstanding Athlete Award are earned as follows:

3 points for each letter earned in cross country boys and girls

3 points for each letter earned in football

3 points for each letter earned in soccer

3 points for each letter earned in volleyball

3 points for each letter earned in basketball boys and girls

3 points for each letter earned in dance line

3 points for each letter earned in gymnastics

3 points for each letter earned in wrestling

3 points for each letter earned in cheerleading

3 points for each letter earned in baseball

3 points for each letter earned in softball

3 points for each letter earned in track boys and girls

3 points for each letter earned as Captain (senior year only)

3 points for each letter earned as Manager

5 points for All Conference honor – Football All Section honor

1 point for Honorable Mention

- a. Athlete must not have any violations of MSHSL Bylaws;
- b. Tie Breaker:
 - Number of sports participated in;
 - Head coaches vote to end the tie.
- c. Points cumulative from grades 9-12.
- d. No student may earn points as manager and letter in another sport in the same season.
- e. Standards of participation for eligibility determined by Athletic Director and High School Principal.

Section II – Awards for championships

Patches for jackets can be purchased for letter winners of teams who have completed championship or co-championship seasons in the conference or section tournament play.

Section III – All Conference Honors – by the conference

All-conference awards given to each all-conference selection. In track and wrestling, a like award will be given if the athlete takes first place in the conference meet or tournament meets.

Section IV – Award for Managers

Any award given to a championship team will also be given to the manager of said team. No more than two managers per sport are permitted. Lettering will be determined by the coach.

Section V – Award for Coaches

An award given to a championship team will also be given to the head and assistant coaches of said team.

ARTICLE X – ADVISOR

The advisor shall be selected by the administration.

ARTICLE XI - STANDARDS FOR LETTERING

All decisions regarding lettering procedures are determined by the athletic director, coaches, and administration collectively. The lettering qualifications are:

Football – 1 1/2 quarters for each game played – exclusive of section tournament.

Volleyball – Played in 1/2 of the total games played during the regular season play.

Cross Country – A runner may earn a varsity letter by placing among the top twenty runners in 1/3 of all regularly scheduled meets, or a runner may earn a varsity letter by competing at the varsity level in 70% of all of the regularly scheduled meets, or a runner may earn a varsity letter if he/she is on the varsity team that competes in the Section meet.

Basketball – Boys and Girls - one half for each game played – exclusive of section tournament.

Wrestling – Must earn 22 points throughout the entire season, and or place in conference or section tournament.

Baseball – One inning for each game played – exclusive of section tournament.

Dance line – A dancer will earn a letter if she competes in at least half of the seasons scheduled competitions.

Softball – One inning for each game played – exclusive of section tournament.

Track – Boys and Girls – 1st, 2nd, or 3rd, in conference track meet or 1st, 2nd, 3rd, 4th, or 5th, in district meet or place in 5 meets during the year.

Cheerleading – Completes one year of successful cheerleading as determined by the coach.

- *Injury Clause – A letter may be awarded if up to the time of injury the athlete had met the lettering requirements.*

Coaches have the following prerogatives:

- They may letter a senior if they have participated for two years and would not otherwise letter.
- They may letter an athlete on the basis of tournament play.
- They may also letter athletes who they believe have contributed significantly to the success of their program.

ARTICLE XII - LETTERING INELIGIBILITY

No Athlete may letter if they violate any MSHSL bylaw during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

ARTICLE XIII – AMENDMENTS

Amendments shall be passed by 2/3 of total membership of said organization.

ACADEMIC/FINE ARTS LETTER

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12 shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance in the areas of Drama (One Act Play and/or Three Act Play), Speech, Band, Choir, Student Council, National Honor Society, Yearbook, Knowledge Bowl and PEERS.

No Fine Art participant may letter if they violate any MSHSL rule on alcohol, tobacco, or drugs during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

BAND - ADAM HALPAUS, DIRECTOR

Season begins/ends: School Year

Lettering criteria: Students must earn 300 points for the first letter. 250 points for additional bars. Students earn points by performing in concerts, jazz band, pep band, band lessons, summer band lessons, solo & ensemble contest, all-state band, or as an elected officer.

Central High School Band (curricular)

* Jazz Band * Honor Band * Pep Band

Must be enrolled in CHS Band to be eligible to participate in special performances and contests (Solo & Ensemble contests and Large Group Contest) throughout the school year. Students may be chosen to be part of honor bands (Gustavus, Winona, Luther). Students may also audition to play in Minnesota All State Groups, All State Band, Jazz Ensemble or Orchestra.

Practice for Jazz Band on Monday and Wednesday mornings from 7:30 – 8:00.

Several fundraisers each year to raise money for bi-annual band tour.

"C" CLUB -

Currently Inactive

CHOIR - TBD, DIRECTOR

Season begins/ends: School Year

Lettering criteria: Students must earn 200 points for the first letter. 100 points each letter thereafter. Students earn points by performing in concerts, major ensembles, solo and ensemble contests, all-state choir, musicals, accompanists, attending concerts, church or community choirs, set-up and take-down at concerts and lessons.

Central High School (curricular)

* Honor Choir * Solo & Ensemble * All State Choir * Dorian Festival * Gustavus Festival

Must be enrolled in CHS Choir to be eligible to participate in special performances and contests throughout the school year. Students may also audition to participate in contests.

Practices for contests before or after school.

Three fundraisers per year for choir trip, tour, and choir activities.

DRAMA – ADAM HALPAUS, ADVISOR

Season begins/ends: September – November

Lettering criteria: Students must accumulate a total of 25 points in Drama to achieve their first letter. Points are awarded based on participation in one of the yearly school sponsored productions. The number of points given per student depends on the role they performed in the show. Points can be accumulated from year to year.

Awards: Bronze Pin = 9 points
Silver Pin = 15 points
Gold Pin AND First Letter = 25 points
Each additional letter = 15 points

1. Major Acting Role – 10 points
2. Supporting Role – 8 points
3. Minor Role/Chorus – 5 points
4. Stage Manager – 10 points
5. Assistant Stage Manager – 7 points
6. Crew (Includes set, lights, costume etc.) – 6 points
7. Light/Sound Board Op. – 4 points
8. Musician – 6 points
9. Refreshments/Tickets/Ushers – 2 point
10. Parents help with production – 2 bonus points to the student

Auditions for parts; sign-up for crew, etc.

Practices after school and/or evenings, some Saturdays.

All points awarded are dependent upon attendance at all scheduled rehearsals. **Students who miss more than two rehearsals will lose points.**

Cross Reference: Points for Drama letters are cumulative between Drama/Musical and the One Act Play.

FUTURE FARMERS OF AMERICA (FFA) – JIM MESIK, ADVISOR

Mr. Mesik has more information on different categories with explanations and lettering requirements.

FFA lettering criteria:

FFA members who meet the established active membership criteria relating to meeting attendance, event participation, and service hours will earn an FFA letter. A point system is clearly outlined, including information on the minimum requirements of each category relating to lettering.

Clarification of the FFA Calendar Year:

For lettering purposes, the FFA year starts two weeks prior to the end of a given school year and continues until that same time of the next year. This allows time for points to be totaled and letters to

be awarded before the end of a school year. It also means that summer event participation counts for the school year that comes after a given summer.

Purpose of FFA Lettering System:

This system is developed and designed to encourage and award active participation for all FFA members. Ideally, this system will motivate members to be a part of a variety of events and strive to find success in what they do in FFA. This will further help students build skills, experiences, and knowledge for a successful future during and after high school.

Point system requirement summary:

Category	Points Required	Points Earned	Comments
1	6		
2	10		
3	5		

INTERNATIONAL CLUB – JEN SCHRAMM, ADVISOR

Season begins/ends: School Year

No letters awarded

- * Group meets on a need basis after school hours to plan projects and activities.
- * Fall and spring fundraisers for trips to Europe and language camps.

Do not have to be enrolled in a language class to participate.

KNOWLEDGE BOWL – KELLY STREET, ADVISOR

Season begins/ends: December – April

Lettering criteria: The requirements to earn a letter for high school knowledge bowl are based on participation, cooperation and achievement. 600 points are needed to letter, with points accumulating from year to year.

1. 10 points earned for each complete practice attended.
2. 50 points earned for each meet at which a student serves as a reader, judge or computer operator.
3. 1 point earned for each point scored by the student’s team at a high school knowledge bowl meet.

The advisor shall also have the discretion of awarding a letter to any student on a team that advances to state competition. Additional service bars will accumulate on a 600-point basis. No more than 1 letter will be awarded per student per year.

- * 5 meets per year
- * Compete with area schools
- * Sub-regional meet in April.

Practice during lunch in Mr. Willhite’s room on Monday, Wednesday, and Friday (working lunch). Requires students to miss up to 5 days of classroom instruction.

NATIONAL HONOR SOCIETY – CHRIS LUDFORD, ADVISOR

Season begins/ends: School Year and Summer

Lettering criteria: Points are earned by attending meetings, working football concessions, first grade Halloween party, teacher conferences, holiday toy drive, clothing drive, state convention, fundraisers, Halloween trick-or-treating, Stiftungsfest, service hours, Kindergarten, snow week, and other projects during the year.

- * GPA 3.5 (sophomore or junior to apply) * 30 service hours
- * Club activities * Community service projects
- * No MSHSL Violations one year prior to application.
- * See advisor for a more detailed lettering policy.

If invited, students apply by supplying an activity form, teacher recommendations, community recommendations and paragraphs on chosen topics. Voted on by a faculty council.

Various fundraisers are chosen each year.

Meet two Friday mornings a month at 7:35, otherwise, as needed.

ONE ACT PLAY – SARAH THOMASON, ADVISOR

Season begins/end: December – February

Lettering criteria: Students must accumulate a total of 25 points in Drama to achieve their first letter. Points are awarded based on participation in one of the yearly school sponsored productions. The number of points given per student depends on the role they performed in the show. Points can be accumulated from year to year.

Awards: Bronze Pin = 9 points
Silver Pin = 15 points
Gold Pin AND First Letter = 25 points
Each additional letter = 15 points

1. Major Acting Role – 10 points
2. Supporting Role – 8 points
3. Minor Role/Chorus – 5 points
4. Stage Manager – 10 points
5. Assistant Stage Manager – 7 points
6. Crew (Includes set, lights, costume etc.) – 6 points
7. Light/Sound Board Op. – 4 points
8. Musician – 6 points
9. Refreshments/Tickets/Ushers – 2 points
10. Parents help with production – 2 bonus points to the student
11. One Act Play best Actor/Actress and/or starred performance – 3 bonus points
12. 2nd place at either Subs or Sections – 2 bonus points per student
13. 1st place at either Subs or Sections – 3 bonus points per student
14. Starred performance at State – 4 bonus points per student

Auditions for parts, sign up for crew etc.

Practices after school and/or evenings, some Saturdays, evening during Christmas Break

*Delano Drama Festival *Sub-Section Contest *Section Contest *State Contest

All points awarded are dependent upon attendance at all scheduled rehearsals. **Students who miss more than two rehearsals will lose points**

Cross Reference: Points for Drama Letter are cumulative between Drama/Musical and the One-Act play.

PEERS – NOT CURRENTLY OFFERED

10th – 12th Graders

Nine student representatives elected at the onset of sophomore year. Participation in PEERS is a 3-year commitment.

Lettering criteria: will remain flexible each year due to changes in activity level and focus of the group. Points are earned by:

1. PEERS must attend 80% of mods.
2. Attend both 7th grade courage retreat and the 9th grade respect retreat.
3. Participate in at least 80% of classroom activities and retreat follow up activities.
4. Involvement in at least two chemical health week activities and one national smoke-out activity.
5. Involvement in Pledge Against Gun Violence, Seat-Belt Checks, Random Acts of Kindness.

PEERS are a diverse student elected group with the direct purpose in mind to serve the student body. PEERS were founded to help foster a positive non-judgmental and safe environment for Central Students. Each year PEERS sponsors Chemical Health Week. Seventh Grade Courage Retreat, Ninth Grade Respect Retreat, as well as educating students about seat belt use, non-violence, and positive decision making.

PEERS must agree on a higher standard of behavior than that stated in the Minnesota State High School League rules. All PEERS sign an agreement to abstain from chemical use and other illegal activities and forfeit involvement and lettering possibilities if they admit wrongdoing.

Two mod meetings/month, plus activities.

ROBOTICS – Team number 5626 – LYNN PANNING, ADVISOR

The mission of our FIRST Robotics program is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. The purpose of this lettering system is to encourage and award active participation in the robotics program while helping students collaborate with their peers to work towards a common goal.

Lettering Criteria

1. Attend all mandatory team meetings.
2. Attend the FIRST Robotics Kickoff Event.
3. Participate in a minimum of 80 percent of team practices/builds.
4. Full attendance at all regional and/or state competitions is required.
5. Students are expected to maintain passing grades in all classes and are subject to the Central Public Schools Academic Eligibility Policy.
6. Excused absences must be communicated with the FIRST Robotics advisor prior to a student missing the scheduled event.
7. Student behavior must exhibit a positive character, with students receiving no MSHSL or code of conduct violations.

An Override of any requirement may be made at the advisor's discretion in emergency situations, including but not limited to, severe illness, death in a family or extreme financial hardship or other absences deemed "excused."

SPEECH – LAURA HANSON, ADVISOR

In order to letter in Speech, a student must have done the following:

1. Attend and perform at the Team Dress Rehearsal, the Section Meet, and the Speech Friends and Family Night.
2. Attend and perform at 80% of the scheduled High School Speech Meets.
3. Earn 175 lettering points.
 - a. Lettering points may be earned in the following ways:
 - i. Practicing with Mrs. Hanson (5 points each time).
 - ii. Practicing at a Captains practice (5 points each time).
 - iii. Competing at Meets (5 points each time).
 - iv. Being the "Speechie of the Meet" (5 points each time).
 - v. Leading Team Warm Ups (3 points each time).
 - vi. Bringing a friend to the Speech Category Mash up (5 points for each friend).
 1. If the friend becomes a competing speech member, an extra 10 points will be added.
 - vii. Being voted and performing the duties of captain (25 points).
 - viii. Placing at meets:
 - 1st place = 10 points
 - 2nd place = 9 points
 - 3rd place = 8 points
 - 4th place = 7 points
 - 5th place = 6 points
 - 6th place = 5 points
 - Honorable mention = 3 points

STUDENT COUNCIL – SARAH HAMMERS, ADVISOR

Season begins/ends: School Year

Lettering criteria:

- Attend Meetings (7:45 a.m.) or talk to advisor
- Co-Chair two events and help with other projects throughout the year such as:

Summer Bloodmobile	Snow Week
Homecoming Pennies for Patients	
Food Drive DodgeBall	
Raider Time Events	Trash Pickup
Pledge of Allegiance	We Day Event
Pictures with Santa	Spring Bloodmobile
Valentine's Day Sales	Student Family Acknowledgement
Winter Bloodmobile	
- New Student Orientation
- Monthly Assignments (Bulletin Boards, Appreciation, School Board, School Spirit)

TRAP TEAM – SETH HOLLAND

Qualifications and Requirements Lettering criteria

1. Athlete must be a student in grades 7-12. If you are in the program for three years you will receive a letter after the 9th grade season as long as you were in it your 7th, 8th, and 9th grade seasons.
2. Athlete must abide by ISD #108 and the Minnesota State High School Clay Target League activity requirements. Athlete must also adhere to all school district rules, policies and requirements concerning student activities including but not limited to attendance, conduct, scholastic standing and other eligibility requirements.
2. Athlete must average 19 or more points per round in competition play at the end of the season.
3. Athlete must not miss any competition weeks during the season.
4. Athletes that shoot 25 straight at any conference or state meet.
5. Athlete that is a member of a team that wins a State Championship at any level.
6. Athletes that participate in the club for three or more years.
7. Athletes that letter through trapshooting will not be eligible for the athlete of the year award.

If a student athlete fails to adhere to the qualifications and requirement for lettering, the athlete forfeits the right to letter for that season.

YEARBOOK – KELLY STREET, ADVISOR

Season begins/ends: School Year

Produces hardbound 100+ page book of photos and stories from the school year.

Lettering criteria: 250 points needed to letter. Points earned by;

1. Editor – 200 points
2. Underclassman Editor – 50 points
3. Summer Camp – 50 points
4. Attend Staff Mods – 5 points
5. Attend Deadline Nights – 15 points
6. Sell Ads – 10 points
7. Distribute Books – 5 points
8. Story in Publishable form on Deadline – 10 points
9. Pictures in Publishable form on Deadline – 10 points
10. Participate in Fundraisers and/or working at Concessions – 10 points
11. Turn Assignments in early – 3 points

Points are carried over from year to year. Once a member has lettered, they go back to zero.

No experience needed. Photography or writing ability is a plus. Meet deadlines.

Summer writing camp for editor and two other positions in the club.

Mods as needed.

DISTRICT POLICY FOR ACADEMIC LETTER

Purpose

In order to promote academic excellence and to recognize those students, who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

Criteria

1. Grades 9 – 12 eligible.

2. Students in grades 9, 10, & 11 must maintain a cumulative grade point average of 3.67 or above for 3 of 4 quarters.

Seniors must maintain a cumulative grade point average of 3.67 for the first three quarters.

3. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.

4. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5 credits.

5. Students will not have any “D” or “F” grades for any quarter.

SELECTION POLICY FOR VARSITY AND B TEAMS

A. RESPONSIBILITY:

1. Choosing the members of athletic squads is the responsibility of the coaches of those squads.
2. Prior to trying out, the coach shall provide the following information to all candidates to the team:
 - a. extent of try-out
 - b. criteria used to select the team
 - c. number to be selected
 - d. practice commitment if they make the team
 - e. game commitments

B. PROCEDURE:

1. When a squad number is limited, the process will include three important elements. Each candidate shall:
 - a. Have an opportunity to participate in a minimum of (5) practices.
 - b. Have performed in at least one intra-squad scrimmage/game/session.
 - c. Be personally informed of the reason why the candidate was not chosen by the coach.
2. Candidates not chosen for the squad will NOT BE POSTED.
 - a. Participation fees collected from athletes will be fully refunded to those not selected for the squad.
 - b. Athletes not selected to the squads will not be allowed to practice due to space.
 - c. Athletes not selected will be encouraged to be a part of the team through team management positions.
3. Coaches will discuss alternative possibilities for participation in the sport, or other areas in the activities program.

PLAYER/PLAYING PRIVILEGES

PLAYING TIME

1. Game/activity participation is a privilege not a right.
2. The amount of playing time is at the discretion of the coach/advisor. Playing time is earned and determined based on performance and attitude in practice.
3. Paying your activity fee merely secures your opportunity to practice. It does not ensure that you will play.

CAPTAINS/OFFICERS/AWARDS ELIGIBILITY

CAPTAINS AND OFFICERS

1. If a current captain or officer gets a MSHSL infraction/violation or becomes academically ineligible that student will be relieved of his/her duties and position as a captain or officer.
2. If a student gets his/her second MSHSL infraction/violation, the student is no longer eligible to serve as a captain or officer of any organization.
3. Coaches may impose stiffer consequences for their individual programs.

AWARDS

1. If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive an all-conference award during the season of participation in which the infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.

Exception: A student who wins a Conference Cross Country Meet, Conference Wrestling Meet, or Conference Track Meet

2. If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive any local team awards during the season of participation in which the infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.
3. Lettering policies are listed in the C-Club Constitution (for students who have a MSHSL infraction/violation).
4. Activity seasons end at the conclusion of the individual Activity Award program/banquet or at the conclusion of the MSHSL Tournament (whichever is later)

PARENT'S RESPONSIBILITIES

Parents are expected to encourage their sons/daughters to perform to the best of their abilities both athletically and academically. They should be a source of support for the student athlete and the program in which they are participating.

We would like all of our parents to be role models for our student athletes and set a good example for all of our students at Central Middle/High School. As such, they will exemplify good attitudes by treating all players, coaches, fans, officials and other parents with respect and dignity. Parents must insist that athletes abide by rules established by the coach, the school district, Section 2A and the Minnesota State High School League.

Parents should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar, racial, derogatory or disparaging remarks are never appropriate. Parents should allow their athletes to enjoy the benefits of competition, remembering that not everyone can be the star, be on the first team, or have equal playing time.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline spectators for violation of MSHSL, Section 2A, and/or local school rules. Disciplinary action may include removal from a contest and/or permanent removal from MSHSL or Central School sponsored events.

STUDENT RECORDS

PROTECTION AND PRIVACY OF PUPIL RECORDS

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

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.

b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.

c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" form. This written request must include the following information:

1. Name of student;
2. Home address;
3. School presently attended by student;
4. Parent legal relationship to student, if applicable;
5. Specific category or categories of directory information which is not to be made public without the parent or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires schools to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" f

COMMUNICATIONS

PARENT MEETINGS

1. Each season (fall, winter, spring), coaches may have a parents' meeting with recommended attendance by the parent(s)/guardian(s) and the participant(s) will be held - one for the season's athletic events and one for the season's fine arts events.
2. If parent(s)/guardian(s) are unable to attend the scheduled meeting, it will be the responsibility of the parent(s)/guardian(s) to contact the coaches to receive any necessary handouts/information.

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS, AND PARTICIPANTS

Roles:

- a. Coaches coach
- b. Participants play
- c. Officials officiate
- d. Parents support a., b., and c.

GUIDELINES FOR CONCERNS REGARDING SPORTS/FINE ARTS ACTIVITY PROGRAMS

GENERAL INFORMATION:

1. As coaches/advisors we are professionals and are expected to conduct ourselves in a professional manner. We cannot promise that all of your concerns can be resolved to your liking, but we can promise that we will listen to your concerns and respond to the best of our ability.
2. In order for our programs to be successful we must all work together – parent, coach, and participant. We all want to do what is best for each individual student-athlete whenever possible. As coaches/advisors we care a great deal about your son or daughter and want to contribute to their individual development in a positive way.

HOW TO HANDLE A PROBLEM OR CONCERN:

If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

1. Player talks to coach
2. Parent talk to coach
3. Contact Mr. Kley at (952) 467-7201.
4. Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

GUIDELINES FOR CONTACTING COACHES:

1. When participants need to talk to their coach or advisor, after practice is best, or set up a time to talk with the coach (maybe during school the following day).
2. Other than to request a meeting or to ask that the coach call you, do not approach the coach in a public setting. This can put both of you in a difficult position.
3. It is best to first call (or write) the coach. If a personal meeting is desired this can be requested. Calling first will allow such a meeting to be scheduled in a private setting and at an appropriate time.
4. If possible, call the coach at school during the day. If the coach cannot be reached, leave a message for him/her – through the office at the high school. The coach will then return the call.
5. At the coach's request, the Athletic Director's involvement may be needed before any personal meeting will be set up with a parent.

BEHAVIOR

DETENTION

1. If a student is assigned detention, he/she will serve assigned detention before going to practice.
2. Students will be expected to go to practice following detention.
3. Coach and/or High School Principal will determine consequences if a student fails to serve detention, up to and including missing events.
4. Any student athlete or fine arts participant who does not make up detention when assigned, will be in violation of the "Student Code of Responsibilities" and subject to additional consequences.

ATTENDANCE

1. A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment or a college visit. This rule includes the lunch period. (**Exception:** If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment.) Example: Appointment card with time, date, and signature of office personnel.
2. An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
3. No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMICS

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central High School believe that academics should take precedence. For this reason and to encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition, FFA, Knowledge Bowl and the Fall Play/Musical:

1. As it relates to grades, a student must have no failing grades in any class at the end of each grading period (quarter in Middle School/semester in High School) in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.

Exceptions

. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater

a. Wrestling triangular or tournament will serve as 2 events.

2. Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.

Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.

1. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.

2. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

MSHSL RULES

1. All MSHSL rules are the minimum standards of behavior to be abided by CHS students.

2. Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education.

GUILTY BY ASSOCIATION

Guilt by Association means a student remains in the presence of another high school student who is using, consuming, or has possession of a beverage containing alcohol or who is using, consuming, has possession of, is buying, selling, or giving away any controlled substance. The Guilt by Association Policy is in effect for all students in grades 7-12 during the entire calendar year.

a. After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).

b. After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties.

ATHLETIC/FINE ARTS ELIGIBILITY **STUDENT CODE OF RESPONSIBILITIES**

Some years ago, principals were given significant authority to discipline students involved in High School League activities. League rules create minimum penalties for violations of the rules established by its board. A general catch-all provision was drafted giving principal's additional authority. Students are governed by six responsibilities. These are:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the rights and property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- Assault on any person will not be condoned by the League and will be dealt with by the school administration and the local authorities.

"Any allegation of sexual, racial, religious harassment violence and/or hazing may also constitute a violation of the Student Code of Responsibilities."

The section contains a significant penalty, more severe than those contained in League rules. The penalty provision states: "A student who is dismissed or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time **as determined by the school principal**, acting on the authority of the local board of education. The League specifically recognizes by this policy that certain conduct requires penalties that may exceed those penalties typically imposed for first violations." All Code of Responsibilities violations are appealable to the Superintendent of the school.

Note that the penalty creates two classes of students. One who is "dismissed" and "one who violates the Student Code of Responsibilities." Dismissal refers to suspension or expulsion as those terms are used in the Pupil Fair Dismissal Act. The second category refers to violations of the "responsibilities" in the code. Under this provision principals can remove students from athletic and fine arts participation for any appropriate length of time for misbehavior. **CENTRAL HIGH SCHOOL HAS ADOPTED THESE STUDENT RESPONSIBILITIES FOR ALL MSHSL AND NON-MSHSL ACTIVITIES.**

The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

1. At any time during the calendar year, a student shall not, regardless of the quantity:
 - a. use or consume, have in possession a beverage containing alcohol;
 - b. use or consume, have in possession tobacco; or,
 - c. use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
 - d. use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals."Tobacco products" means; any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
 - e. Use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substance addressed by Minnesota or Federal Law.
2. If a student/athlete finds themselves in a setting where alcohol or other controlled substance are

being used he/she is expected to leave the setting in a safe and timely manner.

The following circumstances are specific exceptions to the above rules:

- a. Attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
 - b. Attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student and other minors are not using or possessing.
 - c. Attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment).
 - d. Attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
 - e. Public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.
3. These rules are in effect the entire calendar year. There is no summer time off.

CATEGORY I ACTIVITIES INCLUDE ALL MSHSL SPONSORED ACTIVITIES

Consequences

- a. **1st offense** (if in attendance but not using) warning with parental notification
1st offense (if possessing or using or 2nd offense if in attendance) 2 weeks or 2 events, whichever is greater.
- b. **2nd offense** 3 weeks or 6 events, whichever is greater.
- c. **3rd and any subsequent offenses**, 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
- d. **After the 3rd and subsequent offenses**, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

CATEGORY II ACTIVITIES APPLY TO FALL PLAY/MUSICAL

- a. Each member school shall develop penalties that it will apply to the participants in these activities.
 - b. Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity.
 - A. **1st Offense:** After confirmation of the violation, the parent or guardian will be notified, and the student will participate in a formalized counseling program. In order to regain eligibility, the counseling program must be successfully in progress or completed. The student will lose one-fourth of the required letter points in each Fine Arts activity. Refusal to serve a Category II penalty would invoke a Category I penalty.
 - B. **2nd and 3rd Offense:** After confirmation of the 2nd and 3rd violations, the student will be removed from the contest event which least affects the other students in the performance. The penalty should affect only the student involved if at all possible. The Drama Director in consultation with the High School Principal will determine appropriate consequences. If no consensus is reached, the student will be removed from the next MSHSL activity. The student will reenter a counseling program. The student will lose one-fourth of the required letter points.
 - C. **4th and Subsequent Offenses:** After confirmation of the fourth or subsequent violations, The student shall lose eligibility for the next two MSHSL events in which he/she is currently involved. The penalty should affect only the student involved if at all possible. The Drama Director in consultation with the High School Principal will make this decision. The student will reenter a counseling program. The student will lose one-fourth of the required letter points.
3. Some squads, teams, or organizations may have rules and regulations specific to their activity that may exceed those identified in this handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.
- G. Engaging in any behavior which constitutes "hazing" is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

A. "Hazing" means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

1. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, as its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).

This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)

Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)

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

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

HARASSMENT AND VIOLENCE POLICY

1. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).

C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

1. Sexual harassment consists of 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 or retaining employment, or of obtaining 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 that has the purpose or effect of substantially or unreasonably 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. Sexting: (See definition on page 40).
- b. unwelcome verbal harassment or abuse;
- c. unwelcome pressure for sexual activity;
- d. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- f. 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
- g. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race 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.

C. Religious Harassment; Definition

Religious harassment consists of physical or verbal conduct which is related to an individual's religion 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.

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. 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, whether that person is of the same sex or the opposite sex;
 - 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 threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. Religious Violence; Definition

Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. 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.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. 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.

B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal 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 principal to the human rights officer. If the report was given verbally, the principal 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 will result in disciplinary action against the principal. If the complaint involves the building principal, 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 the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

H. The school district will respect the privacy of the complainant, 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 conform with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by 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 complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

E. 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 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 receipt of a report, the school district will take appropriate action. Such action

may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, 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 or harassment.

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, 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 Minn. Stat. 626.556 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 pupils and staff members.

B. This policy shall appear in the student handbook.

C. The school district will develop a method of discussing this policy with students and employees.

D. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

- First Offense:**
- A. Verbal and/or written warning with parent notification
 - B. Student/Parent/Administration Conference
 - C. 1-3 day out of school suspension
- Second Offense:**
- A. Student/Parent/Administration Conference
 - B. 2-5 day out of school suspension
 - C. Counseling with school personnel or outside resources
 - D. Will be reported to Sheriff's Department or Social Services
 - E. Harassment education through School Support Services Department
- Third Offense:**
- A. Student/Parent/Administration Conference
 - B. 5-10 day out of school suspension
 - C. Counseling by School Support Services Personnel
- Fourth Offense:**
- A. Recommendation for Expulsion

HOMECOMING ELIGIBILITY POLICY

Section 1: Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a "Master of Ceremonies" during their sophomore, junior, or senior year.

Section 2: Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.

Section 3: Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.

Section 4: Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker

PHILOSOPHY AND CODE OF SPORTSMANSHIP

PHILOSOPHY

1. We believe that students will learn important lessons from making the effort to be successful in extra-curricular programs, which cannot be learned in a classroom setting.
2. Participating in extra-curricular activities at CHS is a privilege not a right.

CODE OF SPORTSMANSHIP

All CHS extra-curricular participants will:

1. Show respect for all home and visiting coaches, officials, fans, and players.
2. Respect the property of others.
3. Respect and obey the rules of CHS, the MSHSL, and host schools.
4. Show respect to those who are responsible for enforcing the rules of CHS, the MSHSL, and host schools.
5. Display a thorough knowledge of the rules of his/her event.
6. Will be fully responsible for his/her own actions and the consequences of his/her actions.

7. Remember that an extra-curricular game/event is only a game/event – not a matter of life or death for player, coach, school, fan, or community.

2024- 2025 ACTIVITIES ONLINE REGISTRATION

Registration is online only for grades 7-12 activities and athletics. All required documentation to sign electronically per the Minnesota State High School League and Central Schools can be found at:

<https://isd108.revtrak.net/>

Online Registration Steps:

- To get registered for fall athletics please complete the following steps! To get started, you can go to our Central Public Schools website (<https://www.isd108.org/>) and click on the payment portal at the top right of the page or you can go to our district's RevTrak Web Store (<isd108.revtrak.net>).

1. On the top right of the screen you will see an "Athletics" button. If you click on this button it will bring you to a second page where you can see all of the fall sports offerings at Central. Simply click on the sport that you want to register for!

2. Please fill out all of the information on the registration forms. We realize that this can be a lot of information for you to fill out, but this form meets all of the MSHSL requirements and more.

3. When you have finished up the forms please click on the "Add to Cart" button located at the bottom of the page and finish the checkout process. If everything goes through you should see a receipt and get a confirmation email from RevTrak.

If you are registered but have not seen your fees come through yet you need to add your student under the student fees tab. To do so, please follow these instructions.

To get started, just follow these simple steps:

1. Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student".

2. You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

The Activities Assistant will review all submissions and verify sports physicals on file. Then they will assign fees to be paid.

TRANSPORTATION AND SCHOOL ACTIVITIES POLICY

"School activities begin and end at school."

The Norwood Young America Schools is aware of its responsibility to provide safe transportation for student groups that represent the school at activities in other communities. In this regard, the principle "school activities begin and end at school" will be followed. Participating students shall be required to ride both to and from out of town activities using school provided transportation. This policy also applies to activities at the Norwood Sports Complex.

An exception to this policy may be permitted providing a Release Form completed online with registration and signed by the parent. With completed online registration to participate, a parent or legal guardian may request that they be permitted to drive their son/daughter to and/or from the activity.

Release Form (Included on the Activities Registration website)

- I hereby request that my student named above, be permitted to ride with me to and/or, from Central Schools to any games or activities for the 2023-2024 school year.
- I hereby warrant and covenant that I will defend, identify, and save the school district and its employees harmless from any or all actions, suits, claims, damages, judgment, and executions or other forms of liability, liquidated, or unliquidated, which any person may have or claims to have, now or in the future, arising out of or by reason of my transporting my student to and/or from this activity.

Students who do not adhere to this policy will be subjected to the following consequence:

Ineligible for the next scheduled event. If infraction takes place at the last event, students will be suspended for one day. In addition, if the driver is one of our students, the driver will also be suspended for one day.

MINNESOTA RIVER CONFERENCE ATHLETIC AND FINE ARTS SPORTSMANSHIP POLICY

I. PROGRAM GOALS/EXPECTATIONS:

It is the vision of the Minnesota River Conference Schools to call upon the school community of: teachers, coaches, students, parents and directors of music, speech, debate and drama; to strive for sportsmanship in everything they do by teaching the values, long thought inherent in interscholastic activities. The Minnesota River Conference views this policy as an effort to instill: values, personal responsibility, good sportsmanship and good citizenship in our students, coaches, and fans. It is the belief of the Minnesota River Conference Schools that students can believe in and live by the values of: dignity, respect, equity, fairness, scholarship and sportsmanship.

The expectations of the Minnesota River Conference are to provide an environment where:

- Coaches lead by example through respect of officials and acceptance of the outcome of the event, without criticism.
- Spectators support the efforts of their team through attendance at events and avoid abusive sideline coaching and criticism of game officials.
- Students demonstrate the model of sportsmanship whether completing or being a spectator.

II. TARGET AUDIENCE:

The Sportsmanship Policy of the Minnesota River Conference Schools is aimed at our students, coaches, parents, and fans. Through on-going sportsmanship programs and activities, the Minnesota River Conference will present its policy throughout the communities of the M.R.C.

III. SPORTSMANSHIP COMMITTEE MEMBERSHIP:

The Minnesota River Conference Schools will form an MRC Advisor Sportsmanship Committee consisting of the MRC athletic directors.

It shall be the duty of the committee to revise the Sportsmanship Policy and promote school sponsored programs that encourage sportsmanship at the Minnesota River Conference Schools.

IV. THE MINNESOTA RIVER CONFERENCE SPORTSMANSHIP RESOLUTION

Recognizing that participation in interscholastic activities is a privilege, the Minnesota River Conference requires that conduct of student participants be exemplary at all times. Participants are representatives of the Minnesota River Conference and their school and must conduct themselves appropriately both while in school and out of school. Student participants who violate this policy are subject to being removed from the activity at the discretion of the coach, athletic director, or building principal.

The building principal, with input from coaches, parents, teachers and students shall develop rules or conduct codes for all participants consistent with this policy and the rules adopted by the Minnesota State High School League. These rules should contain a notice to participants that failure to abide by them could result in removal from the activity. The rules and conduct codes shall be reviewed by the building principal and the athletic director periodically and presented to the school board.

V. CODE OF CONDUCT

SCHOOL BOARD –

- Adopt policies/resolutions that promote the ideals of good sportsmanship, ethics, and integrity.
- Serve as positive role models and expect the same from parents, fans, participants, coaches, and other school personnel.
- Support and reward participants, coaches, school administrators and fans that display good sportsmanship.
- Recognize the value of school activities as a vital part of education.
- Attend and enjoy school activities.

SCHOOL ADMINISTRATORS –

- Develop a program for teaching and promoting sportsmanship.
- Provide appropriate supervisory personnel for each interscholastic event.
- Support participants, coaches and fans that teach and display good sportsmanship.
- Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches and fans.
- Attend events whenever possible and function as a model of good sportsmanship.

COACHES –

- Follow the rules of the sport during the progress of the contest.
- Accept the decisions of contest officials and show respect for those decisions.
- Avoid unsports-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Avoid excessive public display of criticism in front of participants or spectators.
- Teach sportsmanship and reward players that are good sports.
- Avoid any contact with officials immediately following games.

STUDENT ATHLETES –

- Show respect for opponents by shaking hands with them.

- ☐ Accept the decisions of the contest officials.
- ☐ Avoid unsports-like gestures or language.
- ☐ Display modesty in victory and graciousness in defeat.
- ☐ Learn the rules of the games.
- ☐ Show respect for opposing coaches, players and fans.

SPECTATORS –

- ☐ Take part in cheers with the cheerleaders and applaud good performances.
- ☐ Work cooperatively with contest officials and supervisors in keeping order.
- ☐ Refrain from crowd booing, foot stomping or making negative comments about officials or participants.
- ☐ Stay off the playing floor or contest area at all times.
- ☐ Show respect for public property.
- ☐ Show respect for the coach's decisions during and after games.
- ☐ Be positive and refrain from negative comments.

CHEERLEADERS –

- ☐ Use discretion in selecting the time to cheer.
- ☐ Encourage support for any injured participant.
- ☐ Show respect for opposing cheerleaders.
- ☐ Learn the rules of the game.
- ☐ Lead positive cheers, which praise your team without antagonizing the opponent.
- ☐ Encourage a positive crowd alternative when booing or inappropriate chants begin by starting a popular cheer.

BANDS –

- ☐ Choose appropriate music and time for performing.
- ☐ Show respect at all times for officials, opponents and spectators.
- ☐ Stay off the playing floor or contest area at all times.

OFFICIALS –

- ☐ Accept your role in an unassuming manner.
- ☐ Maintain confidence and poise, controlling the contest from start to finish.
- ☐ Know the rules of the game thoroughly and abide by the established Code of Ethics.
- ☐ Publicly shake hands with coaches or both teams before the contest.
- ☐ Never exhibit emotions or argue with participants and coaches when enforcing rules.
- ☐ When watching a game as a spectator, give the officials the same respect you expect to receive when working a contest.
- ☐ Be prompt for all coaches.

MEDIA –

- ☐ Report act of sports-like behavior without giving undue publicity to unsports-like conduct.
- ☐ Refrain from making negative comments toward participants, coaches or contest officials.
- ☐ Recognize the efforts of all who participate in the contest.
- ☐ Report facts without demonstrating partiality to either team.
- ☐ Film and report from school designated areas.

VI. CODE OF ETHICS:

COACH –

A coach will be in violation of the standards or good sports established by the Minnesota State High School League by:

- Making degrading or critical remarks about officials during or after a contest either on the field of play from the bench or through any public news media.
- Arguing with officials or going through motions indicating dislike/destain for a decision.
- Detaining the officials following the contest to request a ruling or explanation of actions taken by the official.
- Being ejected from any contest.

PLAYERS -

As a student participant of the Minnesota River Conference interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of the Minnesota River Conference and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.
- I will show respect for the calls of the officials and refrain from any actions or comments, which are disrespectful.

VII. PROMOTION STRATEGIES

IDEAS FOR PROMOTING THE “GOOD SPORT PROGRAM” -

Throughout the school year, the Sportsmanship Committee will establish ideas for promoting the “Good Sport Program” at the Minnesota River Conference. The “Good Sport Program” at the Minnesota River Conference will include, but not limited to the following:

- Creation of a “warning ticket” to hand to those who exhibit poor sportsmanship in the stands.
- Development of a speaker’s bureau: Administrators and coaches and selected student athletes could talk with local adult civic organizations about the “Be a Good Sport” campaign. Student athletes could deliver talks to students in the junior high and elementary schools to stress good sportsmanship.
- Have the school board develop a policy that stresses that attendance at an athletic event is a privilege, and that inappropriate behavior by any party will be dealt with appropriately.
- Send local media press releases stating that the Minnesota River Conference has joined the “Be A Good Sport” campaign to promote food sportsmanship.
- Use the “Be A Good Sport” logo and ads in the Minnesota River Conference publications.
- Create banners and posters that convey the messages of good sportsmanship and welcome opponents to the Minnesota River Conference.
- If the Minnesota River Conference and its spectators and athletes receive good sportsmanship from opponents, write letters to the principal or athletic director of that school. The end result is that both parties are encouraged to practice good sportsmanship.
- Have the Minnesota River Conference public address announcer read a pregame statement encouraging sportsmanship and proper respect for the opponents and game officials.

REWARDS FOR GOOD SPORTS BEHAVIOR -

Throughout the school year, the Sportsmanship Committee will establish ideas for rewarding sportsmanship at the Minnesota River Conference. The “Good Sport Program” at the Minnesota River Conference will include, but not limited to the following:

- Have administrators, coaches and cheerleaders note examples of good sportsmanship. Those individuals will be recognized in a “Good Sport Recognition” program.
- Handout sportsmanship rewards at home events.

CONSEQUENCES FOR ACTS OF MISCONDUCT -

Acts of misconduct will be dealt with on an individual basis. Depending on the severity of the misconduct; players, coaches, and spectators could:

- Receive oral reprimands.
- Be asked to leave the event.
- Be removed from the playing event.
- Serve a one game suspension or more.
- Further legal ramifications could apply to personal behavior deemed inappropriate.

VIII. EVALUATION PROCEDURES:

During the course of the school year, the Wright County Conference will evaluate the effectiveness of our sportsmanship program. Things to evaluate will include:

- Promotional activities.
- Team and fan behavior.
- School procedures to handle conflicts.
- Recognition programs to reward good sports behavior.
- Crowd control plans.

2023-24 Superintendent Evaluation Summative Statement

GOAL 1:

Standard: School District Finances-

Elements: Budget Development and Maintenance (ongoing goal)

Summary Statement: The superintendent was highly effective in engaging in timely budget planning and action that consider both current and long-range planning. Managed reductions in staff professionally and worked closely with leadership team to review options, based on different scenarios/staff movement. Consistently manages fiscal responsibility to the community and distributes resources to ensure minimal student impact.

GOAL 2:

Standard: School District Operations-

Element: Facilities Management/Construction

Summary Statement: The superintendent was effective in ensuring the facilities management plan is in place and included the status of all buildings. The board recognized the challenge that has been placed on the superintendent for the current building project and appreciates his steadfastness in ensuring the commitment to the facility completion in a timely and satisfactory manner.

GOAL 3:

Standard: Human Resources

Elements: Hiring and Staff Development, Personnel Concerns

Summary Statement: The superintendent has been highly effective in putting appropriate performance evaluation systems into place and following through on job performance issues. The board recognized the previous lack of sufficient evaluative methods and appreciate the superintendent's effort to standardize and ensure teaching staff has professional growth opportunities.

GOAL 4:

Standard: Teaching and Learning

Element: Staff Development

Summary Statement: The superintendent has been effective in ensuring the staff development plan exists and is followed most of the time. The superintendent has also ensured that staff development programs are targeted toward staff growth and increasing student achievement. The board wanted to recognize the opportunities provided to staff members in the district that have continued to pursue leadership roles within the district. The board appreciates the internal succession planning.

Specifically, the board would like to recognize Tim's commitment to the construction project that is nearing completion. He has worked tirelessly to ensure taxpayer's levy dollars are being appropriately allocated and align with the district/community goals. In addition, the board would like to recognize and commend Tim for being named Region 9 Administrator of Excellence by the MN Association of School Administrators in the spring of 2024.

Ideas/domains for goals for the 24-25 school year. (see MSBA attachment)

Standards/Element Themes from Board Members (in order of frequency):

Standard- School District Finances

Elements-Budget Development and Maintenance

Standard-School District Operations

Elements- Facilities, Maintenance, Personnel

Standard- Student Support

Elements-School Safety and Security

Standard-Community & Community Relationships

Elements-Relationship with the Community, Visibility and Approachability