



ST. FRANCIS AREA SCHOOLS

STANDARD OPERATING PROCEDURES

The mission of St. Francis Area Schools is to **equip** all students with the knowledge and skills to **empower** them to **achieve** their dreams and full potential while becoming responsible citizens in a dynamic world.



2026-27

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Introduction

1.1 Purpose and Scope of Guidelines

The purpose of this handbook is to serve as a guide in answering questions about a variety of school issues and procedural questions. The handbook is not intended to establish a contract or additional terms and conditions of employment. However, the handbook is expected to be followed. Consistent with managerial rights, the district reserves the discretion to make changes in the handbook at any time in order to ensure compliance with legal requirements or in order to effectuate more efficient or appropriate operation of the district.

1.2 Distribution and Alternative Formats

The handbook is posted on the district's website. Contact the Administrative Assistant to the Superintendent to obtain a paper copy, including a version in a different format such as Spanish or larger print.

1.3 Frequency of Changes

This handbook will be revised frequently so online versions should be used whenever needed.

1.4 Order of Precedence

Employees are also responsible for following other district and building policies and procedures, including, but not limited to, information included in board-approved policies, building and district procedures, Employee Handbook, and Student/Family Handbook. If there is conflicting information, the following order of precedence will be followed:

- Federal law
- State law
- Collective bargaining agreements
- Board-approved policies and other actions
- Student Handbook and Employee Handbook
- Standard Operating Procedures (this document)
- Previous guidance, including emails, presentations, and information on the website

1.5 Definition of “Administrator”

The term, “administrator,” as used in this handbook, refers to building and department administrators, including all members of the District Leadership Team (DLT) except teacher representative(s).

Buildings and Grounds

2.1 Information in Other Locations

Information about the following topics is available at the maintenance office:

- Asbestos Management
- Hazard Communication Program
- Herbicide and Pesticide Notification
- Indoor Air Quality
- Lead in Water Management

2.2 Fire Marshal Points of Emphasis

Fire Marshal standards for public schools aim to ensure the safety of students, staff, and visitors. These standards are typically based on a combination of national codes and standards, as well as state and local regulations. The following [issues](#) were recently highlighted:

- Holiday lights
- Extension cords and “daisy chaining”
- Power strips
- Egress
- Window treatments
- Pull stations
- Electrical panels
- Fire extinguishers
- Distance between ceiling height and stored items
- Appliances
- Ceiling tiles
- Cloth partitions

All employees are required to follow fire marshal standards. Complete work orders when work might be needed to address a possible violation.

2.3 Access to Buildings–Holidays

Only staff with ADMIN rights on their card access profiles will have electronic building access to SFAS buildings on district-designated holidays. If an employee needs access on a holiday, they will need someone with ADMIN access to let them in and remain with them in the building.

Program Supervisors who schedule contractors or deliveries on a holiday or holiday weekend must meet the contractor or delivery company so custodial and maintenance staff can have an uninterrupted holiday.

2.4 Access to Buildings–Hours

Except for district-determined holidays, employees generally have access to school buildings 24/7. However, they may or may not have passcodes for the security system.

2.5 American Flags in Classrooms

Unless exceptions are approved by the building leader and Superintendent, each classroom must display an American flag. If your classroom is missing the flag, submit a maintenance work request through [Incident IQ!](#)

2.6 Appliances

- Only commercial grade appliances are allowed in schools, including designated lounge areas, unless exceptions are granted by the principal and Buildings and Grounds Department.
- Appliances not rated for commercial use are not allowed in schools.
- Appliances must have a grounded 3-prong cord.
- Appliances must be plugged into a wall outlet (not a power strip).
- Toasters and toaster ovens are not allowed.

2.7 Automated External Defibrillators (AEDs) / Naloxone

The district installed Automated External Defibrillators (AEDs) in specified [locations](#) in each school building. Naloxone is available in each AED unit according to [district procedure](#). Tampering with an AED or Naloxone is prohibited and may result in discipline.

2.8 Bloodborne Pathogens (BBP) and Other Potentially Infectious Materials (OPIM) Reporting

Under the direction of the [Maintenance Supervisor](#), the district maintains a BBP plan, which outlines procedures for handling bloody notes or injuries as well as OPIM incidents. When a BBP or OPIM incident occurs, immediately contact a custodian or other employee trained in handling BBP incidents for clean-up.

A report must be made to a BBP Exposure Control Officer as soon as possible if someone has been exposed to another person's blood and is not wearing the needed personal protective equipment (PPE). The [SFHS Licensed School Nurse](#) can be contacted between 7 am and 3 pm on teacher duty days. The [Custodial Supervisor](#) is available at other times, including the summer. Forward "First Report of Injury" forms for employees (available at Staff > Forms > Health and Safety), if needed, to the [Employee Data Coordinator](#).

2.9 Ceiling Tiles

Ceiling tiles must be in place and not cracked or broken.

2.10 Decorating Guidelines

1. Decorations must be kept away from fire protection equipment to allow for emergency access to these devices. Fire Protection Equipment includes: exit signs, fire alarm devices (pull stations, smoke and heat detectors, etc.), fire extinguishers, and emergency and normal-use light fixtures. At no time may items be attached to or hung from sprinkler heads or sprinkler system piping.
2. Only U.L.-approved lights should be used as decorative lighting inside the buildings, and they should be kept away from combustible materials (such as curtains, paper, etc.) at all times. When a staff member is not in the room all decorative lights should be turned off. Decorative lighting is only allowed for temporary use between December 1st and January 31st.
3. Large pieces of paper or large amounts of items hanging from the ceiling is prohibited
4. Permanent hanging hardware and drilling/screwing into the walls is prohibited. Only use adhesives and hanging methods approved by the head custodian.
5. Do not decorate the entire door because the fire code requires that it needs to clearly look like a door.
6. Submit a work order if ladders/step stools are needed. Do not use chairs, tables, boxes, etc.
7. Flammable materials (including artwork) must not cover more than 20% of a wall.
8. Interior power cords should not be routed through doorways, under carpeting, or across hallways as they can cause a tripping and/or a fire hazard.
9. No halogen or incandescent lighting is allowed. These types of lighting are an extreme fire hazard.
10. Live trees are prohibited. Artificial trees, if permitted by the building principal, must not create an obstruction to egress.
11. Canned snow or other flammable decorative sprays may not be used inside the buildings.
12. Curtains and drapes must be flame resistant. Cloth partitions are prohibited.

2.11 Doors and Corridors

Fire-rated doors (equipped with closers) are not to be blocked open at any time, except with an approved device that will automatically release upon activation of the fire alarm system. Exit doors and corridors are to be kept clear at all times. Doors must always be clearly identifiable as doorways/exits and can never be fully covered or decorated with paper; at least 1/4th of the door must be left undecorated. Hallway doors need to shut properly and lock.

2.12 Egress and Exits

1. A full 3-foot clear path must be maintained at all times to the outside door.
2. Nothing can block a doorway. Even partial blockage is not acceptable.
3. Nothing can be stored in the path of egress (corridors).

2.13 Electrical Safety

1. Daisy chaining is prohibited. Power strips may not be plugged into other power strips.
2. All multiplug adapters must have the ability to be "reset."
3. Access to electrical panels must be maintained. No items may be stored inside a 3-foot area or the taped off section of the floor.
4. All cords must be grounded.
5. Extension cords are not allowed in classrooms. However, U.L. listed power strips equipped with surge protection are acceptable if they are purchased through the district, are plugged into an outlet, and do not pose a trip hazard.
6. There is a maximum of two appliances plugged into a single power strip or outlet.

2.14 Employee Use of School Property and Equipment

School property is for the business of the district, so personal and other non-school use must be minimized. This includes the use of district-owned printers/copiers, computers/network/email, cell phones, and school vehicles.

District equipment shall not be removed from the building by employees for their personal use at any time and shall not be used by employees in the building for private purposes except:

1. Where use of the equipment serves a public purpose; and
2. With permission of the building administrator responsible for it; and
3. With the permission of the employee whose room or department the equipment is placed.

At no time may district property be used for personal monetary gain. The board expects employees who use equipment to do so with respect for district property and an understanding of proper use. Individuals and groups shall be responsible for damage to equipment.

2.15 Equipment to be Sold or Discarded

Any equipment to be sold or discarded must be approved in advance. The district sells equipment at public auctions.

2.16 Exterior Doors

Except for designated entrances, exterior doors may not be left unlocked or propped open. Do not let non-authorized individuals enter the building except at the designated entrances.

2.17 Facility Improvements

Any changes to buildings or property, including classrooms, must be approved in advance by a district leader or designee. Submit a ticket at [IncidentIQ](#) > Maintenance/Transportation > Other Topics > Facility Improvement Request. This form is different from a work order and should be used for big picture improvements that involve a significant expense. The completed form is reviewed by building administration, district leaders, and the board's Facilities Committee as needed before a decision is made.

2.18 Fire Alarm Protocol

The Fire Department is called on all fire alarms. The Fire Department may be cancelled only after the alarm has been investigated by school officials and determined to be a false alarm. The Fire Department, at its discretion, may continue to respond to the call after receipt of a cancellation notice. All individuals must evacuate during an alarm.

2.19 Flammable and Combustible Liquids

Flammable and combustible liquids must be stored in an approved cabinet when not in use.

2.20 Keys and Badge Access Cards

The Buildings and Grounds Department and IT department issues keys and badge access cards. Keys and badge access cards may not be loaned to non-employees. Employees are not allowed to duplicate keys or badge access cards. When on duty in buildings with students during the school day, employees are expected to carry their keys and visibly wear their badge access cards in case of an emergency. If a key or access card is lost, immediately contact the building leader and [Safety and Security Manager](#); there may be a charge to replace.

2.21 Latex Products

Although we cannot guarantee a latex-free environment, we strive to reduce the number of latex-containing items to minimize the likelihood of allergic reactions to latex. If you know of an item that contains latex (such as balloons and bean bag chairs), please notify the building principal who will work with you to identify similar items that are latex-free.

2.22 Lighting

1. LED and compact fluorescent lighting are appropriate to use. However, per fire code, no incandescent or halogen lighting is allowed in any school due to their high heat output.
3. The district does not allow extra lighting unless approved in advance by the building leader. There must be a good educational purpose to qualify for the waiver.
3. Paper must not be placed over classroom lighting as it is a fire hazard. If dimmer lighting or colored lighting is needed, please contact the building leader who will work with the custodial staff to find appropriate products.

2.23 Painting

Only members of the custodial and maintenance staff are approved to paint.

2.24 Public Access to School Property

During school hours, including 30 minutes before and after the student day, members of the public are not allowed to be on school property unless they are attending a public event, are attending a district-authorized non-public event, or have prior written permission from the school principal, Director of Community Education, or Superintendent.

During other hours, access to particular areas on school grounds may be restricted. For example, members of the public are not permitted to be in close proximity to students in childcare playing on the playground. Loitering is not allowed and, at any time. Visitors may be asked to leave.

2.25 Safety Data Sheets (SDS)

1. If a product contains chemicals, an SDS sheet must be maintained.
2. Individuals who order or receive products containing chemicals must request SDS sheets.
3. When an SDS sheet is received, the staff person keeps one copy for the notebook in their room (including the kitchen and custodial areas) and provides one copy to a [Chemical Hygiene Officer \(CHO\)](#). The CHO will update the SDS book located in the school office as needed.
4. Employees should contact building custodians for information about products that contain chemicals.
5. Employees are expected to follow all safety precautions outlined on labels and/or SDS sheets.
6. Review products and safety information at Menu > Departments > Maintenance and Grounds > [SDS Database](#).

2.26 Storage/Sprinklers

Storage items must be kept at least 18" below sprinkler heads.

2.27 Unmarked Chemicals

Any person who finds an unmarked chemical is expected to immediately report it to a chemical contact person or a custodian. Chemicals should not be left in the science room without the advance permission from the science teacher responsible for the room.

2.28 Work Requests

If there is an emergency (such as exposed electrical wires), contact the Maintenance Supervisor at 763-213-1883 and the building leader. For other requests, submit a work request through [Incident IQ!](#)

Communications

3.1 Branding

The district uses a [brand style guide](#) that includes color profiles, logos/motto use, athletics & activities spirit elements, preferred fonts, building names and acronyms, department names, stationery styles, and email signatures, slide presentation templates, and other resources.

3.2 Communications Modes Available

Method	Students	Staff	Families	Broader Community
Advisory/homeroom presentations	X			
Announcements	X			
Building updates for staff (digital)		X		
Building newsletters for families (digital)			X	
Community Education newsletters				X
Community Happenings	?		X	
Community Mailings				X
Digital sign				X
District updates for staff (digital)		X		
District newsletters (digital)		?	X	Subscription
Email messages	X	X	X	Subscription
Employee meetings & staff development		X		
Learning management systems (Google Classroom and Schoology)				
Parent portal (Infinite Campus)			X	
Parent-Teacher conferences			X	
Presentations at board meetings				X
Presentations at city council meetings				X
Press releases				X
Saints News (digital)			X	Subscription
Social media			X	X
Website (public)			X	X
Website (intranet)		X		

3.3 Communications Planning

The district is implementing a Communications Plan to enhance communications with stakeholders:

- Smore is being implemented according to a [plan](#) developed by the Communications Department.
- [View the Communications Plan](#), which is updated each fall and shared with the School Board.

3.4 Communications using 3CX Application

The district relies on the 3CX phone and communications system for internal and external communication. The following expectations apply to all district staff who use district-assigned phone extensions, the 3CX Web Client, or the 3CX Mobile App.

Staff should use the 3CX system for all district phone communication. When the 3CX Web Client is installed on your computer and the 3CX Mobile App is installed on your mobile device, incoming calls to your district phone number will ring on all connected devices. This ensures staff can be reached without sharing personal phone numbers. When texting becomes available, text messages sent or received through 3CX will be stored within 3CX. Staff should avoid using personal phones for district communication and should not share sensitive or confidential information via texting.

Communications made through 3CX, including phone calls, voicemail, and SMS, are district records and must be handled in accordance with all district privacy, data retention, and professional communication policies. All phone calls, voicemail messages, and text messages must reflect professional standards and be appropriate for public record. Staff are expected to maintain clear and respectful communication with students, families, colleagues, and community members.

For installation help, technical issues, or questions about 3CX features, submit a ticket to IT support through [Incident IQ](#).

3.5 Communications with Families

Except for Crossroads East, schools and the district use Smore digital newsletters to communicate with families at least monthly during the school year using a consistent date or day of the week. The newsletters are sent as links using Infinite Campus Messenger 2.0 or as embedded emails using Thrillshare Alerts. Each school identifies users to have access to the district Smore account. The [Communications Supervisor](#) allows access to the account and provides training and best practices when needed.

Staff members log phone calls to/from parents following [Navigating Student Contact Logs in Infinite Campus](#):

- Log into Infinite Campus
- Search for the student
- On the student record, choose the *Student Information* menu, then General, then *Contact Log*
- On the Contact Log page, select *New* to create a new entry
- In the Module drop-down, choose *Technology*
- Enter the details of the communication and capture all necessary information as described in this document, then select *Save*

3.6 Communications with Staff Members

The district staff e-newsletter is sent on the first Wednesday of each month during the school year by the Communications Department using Smore. School sites are expected to use Smore to communicate at least monthly (but preferably weekly) with staff members. District topics are expected to be included in these updates. For guidance, contact Dax Larson.

3.7 Community Newsletter Sign-Up

The digital version of Saints News was created in Smore to provide monthly updates for families and community members to be in the know of the amazing things happening at St. Francis Area Schools. This e-newsletter is subscription based and sent out through Smore. Interested people can subscribe to the e-newsletter at www.isd15.org/SaintsNews.

3.8 Community Happenings

The intent of the Community Happenings digital newsletter is to share educational and recreational opportunities for families to engage in their community and help our students become responsible citizens in a dynamic world. These are typically entities outside of the district with the goal of reaching our students.

Community Happenings is a Smore newsletter sent to all district families via Thrillshare on the last Wednesday of each month.

To submit an item for the e-newsletter, people are encouraged to email news.courier@isd15.org. Submissions are vetted by Chris Lindquist and Dax Larson using the guidance of St. Francis Area Schools [Policy 904](#). A disclaimer is included in the e-newsletter reading: *These activities are not sponsored or endorsed by St. Francis Area Schools.*

3.9 Distribution & Posting of Nonschool-Sponsored Material

1. [Policy 505](#) regulates distribution of materials on school property by students and employees.
2. [Policy 904](#) regulates distribution of materials on school property by nonschool persons

Both policies require submission of a request to the Director of Community Education at least five days prior to the planned distribution and include regulations and procedures that must be followed. Time, manner, and location restrictions apply. The Community Happenings e-newsletter was created to help distribute this information directly to families.

3.10 E-Mails

Employees are assigned email accounts and should check their inbox regularly during duty time, including when they arrive at school. They must also follow the rules in [Policy 524](#), Technology Acceptable Use. School email accounts are intended for work, with personal use kept to a minimum.

If a district email is not read or ends up in spam, it can hurt the district's reputation and cause other systems to block emails. This means district emails might not reach you, parents, and others. To help prevent this, read all emails from addresses ending in isd15.org and mark them as read. Also, do not purposely mark emails from isd15.org as spam.

3.11 Employee Meetings

Teachers meet regularly during the school year, usually during their duty time, but some meetings may go beyond the duty day if needed. Teachers must attend and be on time. Notes (with any confidential info removed) will be taken and shared with all employees at the site. An office professional's schedule may be adjusted to take and send out these notes by email.

3.12 Social Media Posts

The Communications Department manages the district Facebook, Instagram and X (formally Twitter) accounts. Facebook and Instagram have proven to be the most interactive and effective social media tools. The goal is to post content on Facebook and Instagram 4-5 times a week to stay relevant and in followers feeds. When possible, cross promotion of other school, activity or club social media accounts is conducted to help increase awareness and followers. The objective at the district level is to build trust, transparency, and community involvement by showcasing student and staff achievements, district initiatives, and important updates across social media platforms.

At the school level, buildings have the option to manage their own social media accounts, but it is highly recommended that a member of the Communications Department has ownership rights to each account. Activities and clubs may also create their own social media accounts through the guidance of an advisor or coach.

3.13 Language Access Plan / Language Line

The district's [Language Access Plan](#) documents the procedures planned or in place for the district to ensure access to services and information for limited English speakers (EL) in a language and format they can use and understand.

Language Line provides phone interpreters for parents and staff members who speak languages other than English. Contact the [Student Services Supervisor](#) (for SPED students) or [English Language Program Coordinator](#) (for other English Learners) for authorization and [instructions](#) on how to use the service.

3.14 Mail

1. Each teacher is assigned a mailbox; teachers are expected to regularly check their mailbox, including once when they arrive at school. Other employees are assigned individual or department mailboxes.
2. Employees may drop off interdistrict mail at any school office for delivery within the district. Confidential information must be enclosed in a sealed envelope.
3. Outgoing mail is processed at the district office. Employees must include the name of the sender and proper addressing to their office professional. Confidential information must be enclosed in a sealed envelope. Office professionals will send the mail to the district office for sealing and stamping. Envelopes without the name of the sender or proper addressing may not be mailed.
4. Email the [Maintenance Office Professional](#) and/or [Custodial Supervisor](#) if you are sending a large quantity of letter envelopes to be stamped. A maintenance/custodial staff member will pick up the envelopes early to deal with them promptly.
5. Any mailing with over 500 pieces may be sent bulk mail. The mail must be divided out by zip code and bundled in groups of 50. For mailings with over 100 pieces, the ??? keeps track of the sender, description of mailing, and cost. This information is submitted to the Business Manager at the end of the fiscal year so that the appropriate site account is charged.
6. Employees may not mail non-school items without appropriate pre-paid postage.
7. The St. Francis Post Office mail delivery staff does not have electronic access to school buildings in St. Francis. Building leaders are expected to clearly identify a space for the mail to be dropped in the event the main office or entryway to the building is not staffed so the postal carrier does not need to sit and wait to be buzzed into the office.

3.15 Media Requests for Interviews

Media are not allowed in school buildings without permission from the Superintendent or designee, except at public meetings like school board meetings. If an interview is requested by the media, refer them to the Superintendent's office before the interview.

3.16 Messenger 2.0

Infinite Campus Messenger 2.0 is a communication tool within the Infinite Campus student information system that allows schools to send notifications to parents/guardians and students via an inbox, email, texts, and phone calls. It facilitates mass communication for various purposes, such as communications to families by teachers, building administrators and the district. Messenger 2.0 is also used for all emergency or high priority messaging to families.

3.17 Thrillshare Alerts

Principals and OPs are given access to using the mass communications component of Thrillshare called Alerts. Alerts can be used to communicate to families. Alerts has some editing tools that are different from Messenger 2.0, which includes html coding that allows for embedding messages from Smore. For access to Alerts, contact the Communications Department.

3.18 Parent-Teacher Conferences

Parent-teacher conferences are held at different times during the year. Students and parents/guardians can meet with teachers or administrators at other times by calling or emailing. Conferences are a chance to talk about student progress using reports, discuss new methods or policies, work together with parents, and address questions or concerns.

3.19 Surveys of Students

[Policy 520](#) explains what kinds of questions can be asked in surveys of students.

3.20 Surveys of Staff Members and/or Parents

1. Surveys of staff members and/or parents must comply with all school policies.
2. Introductions to surveys must include the survey's purpose, who will use the results, how results will be used, a notice indicating the survey is optional, and a notice that responses may be shared with others. Please do not include a statement indicating survey results are confidential (even if our intention is to keep responses confidential, there may be times when we are obligated to share information with others such as law enforcement or child protection services).

Example: The "I Love Working in Our School Survey" is being given to elementary teachers to better understand why employees love working at St. Francis Area Public Schools. Though you are not required to take the survey, submitting a response will help the Human Resources Department publicize why people should apply to work here. Survey results may be shared with school board members, community members, and others.

3. Surveys of staff and/or parents must be approved in advance by the building leader.

3.21 Voicemail Expectations

Employees are expected to set up their voicemail prior to the beginning of the year and regularly check their voicemail. If you do not plan to regularly check voicemail during the summer, please update your voicemail message accordingly.

3.22 Website

The official district website - isd15.org - is managed by the Communications Department and serves as a central hub with up-to-date news, an active live feed, and a detailed calendar of events. Visitors can find important information such as policies, announcements, and resources, as well as step-by-step processes for enrollment, transportation, and other services. The site also includes contact information for staff, departments and administration.

Webpages at the school sites should be reviewed 2-3 times per year with edits and updates sent to the Communications Department. After proper training by the Communications Department, administrators and staff can update their own webpages. Requests for access can be sent to the Communications Department.

Crisis Management

4.1 Crisis Management Plans

Each building's "Crisis Management" plan includes procedures for securing the buildings, evacuating classrooms and buildings, and sheltering. The [ALICE Presentation](#) provides background information and the [ALICE Safety Plan](#) provides detailed information.

4.2 Crisis Response Committee Information

The [CRC - Crisis Response Committee](#) folder includes:

- Contact lists
- Emergency action plan outline
- Presentations and other resources
- School threats, lockdowns, response to school shootings
- Script examples
- Staff death/serious injury
- Student death/serious injury
- Suicide risk assessment
- Support room tools

4.3 ALICE Drills

- Each school will conduct at least five ALICE drills each year (including five required lockdown drills).
- Building leaders [schedule](#) ALICE drills by sending a calendar invite to the [Director of Community Education, Safety/Security Manager](#), and [Maintenance Supervisor](#) at least one week in advance.
- Building leaders must notify families 24 hours to one week in advance of an ALICE drill by sending an email through the Student Information System. Contact the [Communications Manager](#) for messaging templates, if needed.
- Support staff are available to meet with students and families following a drill.

4.4 Active Shooter Drills

- Active shooter drills are rarely scheduled, if ever.
- Building leaders [schedule](#) active shooter drills by sending a calendar invite to the [Director of Community Education, Safety/Security Manager](#), and [Maintenance Supervisor](#) at least one week in advance.
- Building leaders are expected to inform families 24 hours to one week in advance by sending an email through the Student Information System. Contact the [Communications Manager](#) for messaging templates, if needed.
- Support staff will be available to meet with students and families after a drill.
- A report must be filed with the board as per state law if an active shooter drill is conducted.

4.5 Calls When Student Leaves School Grounds

When a student leaves school grounds without permission:

- Follow a student's IEP or 504 Plan. For example, an IEP plan may dictate 911 is called whenever the student leaves the building without supervision.
- If a student might be in imminent danger and/or may endanger someone else, call 911 and then parents. Example: If an elementary student is running toward a highway or a student might be suicidal.
- If a student is neither in imminent danger nor intending to endanger someone else, call parents and then 911, if requested by parents. Example: A student leaves the building to drive to a restaurant without permission.

4.6 Cardiac Emergency Response Plan

The district's Cardiac Emergency Response Plan (CERP), which fulfills state requirements, details the formation of a response team, placement of automated external defibrillators (AEDs), communication protocols, step-by-step medical procedures to ensure rapid intervention during a sudden cardiac arrest, annual practice drills and certified training for staff and students to improve survival outcomes, and post-event procedures focusing on mental health support for those involved in an emergency.

4.7 Fire and Tornado Drills

- As per M.S. 121A.037, at least five (5) fire drills and one (1) tornado drill must be conducted in each school each year. The first fire drill must be conducted within the first ten days of the beginning of classes.
- These drills are reported to the Maintenance Supervisor.

4.8 Memorials

The district no longer allows new physical memorials (such as benches, plaques, and trees) because of challenges maintaining long-term commitments and ensuring equitable standards across the district.

4.9 Threat Reporting Form

State law requires districts to submit after-action [reports](#) for dangerous weapons, active shooter threats, swatting/hoax incidents, and other significant threat events connected to their institution. ~~that occurred on or after July 1, 2025.~~ Do not complete the form during emergency situations; building leaders complete the form after an incident has been resolved. For ongoing or imminent threats, immediately contact local law enforcement.

Curriculum and Instruction

5.1 Assessment Schedule

For each district-wide assessment, the [District Wide Assessment Calendar 2026-27](#) outlines the target audience by grade level; dates and mode of administration; estimated time length; purpose, rationale and notes; results timeline; and results format. Additional information is available on the [Curriculum and Instruction](#) website.

5.2 Bike Safety Training

M.S. 123B.935 outlines expectations for active transportation safety training for students in grades K-8. For K-3 students, training must include pedestrian safety, including crossing roads. For students in grades 4-8, training must include pedestrian and bicycle safety. Details about specific topics and timelines are outlined in the statute. Suggested training materials are located in Schoology > DistrictWide Curriculum > Curriculum and Instruction.

5.3 Courses–Approval of New and Reinstated Courses

A building leader must submit a course approval form no later than January 15th to the Director of Curriculum and Instruction for any new or reinstated course for the following year. The form includes information about curriculum, technology, equipment, and facility requirements.

5.4 Courses–Information for High School Classes

Course information (for example, a syllabus) for each high school class must be developed prior to the beginning of the term and be available to all students and families. Information must include:

- Course title, grade level, course length, program code, course code, course registration number, career pathway, and prerequisites.
- Course description matching the description in the MCCC catalog unless a variance is approved by the building leader and Director of Curriculum and Instruction,,
- Standards addressed in the course.
- Primary resources such as district approved textbooks and software used in the course.
- Grading scale and grade calculations (such as daily work 30%, projects and tests 30%, and final 40%); and
- Name and email address for the teacher.
- Classroom and attendance expectations consistent with school/district policy and state/federal law.

5.5 Curriculum–Cannabis Use and Substance Use

Beginning in 2026-27, as per [M.S. 120B.215](#), districts must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The [Cannabis Prevention-Guidebook 2026.05.08](#) provides guidance for school administrators and health educators on meeting statutory requirements.

5.6 Curriculum–Curriculum and Program Review Process

See [Policy 606](#) and “Curriculum & Instruction Procedures” for information about the district’s 9-year curriculum review cycle.

5.7 Curriculum–Mental Health Instruction

Beginning in 2026-27, as per [M.S. 120B.21](#), districts must provide mental health instruction to students in grades 4-12 aligned with local health standards and integrated into existing programs, curriculum, or the general school environment of the district. Secondary health teachers and classroom teachers in grades 4 and 5 are expected to use Erika’s Lighthouse curriculum unless they obtain approval in advance from the [Director of Curriculum and Instruction](#).

5.8 Curriculum–Removal and Disposal

The district encourages the removal and disposal of outdated or damaged curriculum. See “Curriculum & Instruction Procedures” for steps to follow, including the submission of the “Curriculum Removal and Disposal Request Form.”

5.9 Curriculum–Requests to Review Curriculum

See [Policy 604](#) for information about how parents, guardians, and adult students may request to review the content of the instructional materials to be provided to a minor child or to an adult student.

5.10 Curriculum-Opt-Out

[Minn. Statute 120B.20](#) gives a parent, guardian, or an adult student the right to opt-out of “instructional materials” and the district is required to offer alternative instruction. If the alternative instruction does not “meet the concerns of the parent, guardian, or adult student,” the parent is responsible to provide alternative instruction at their expense. The district is still responsible to “evaluate and assess the quality of the student’s work.” Please note parents can opt-out of instructional materials, but they can not opt-out of state-required standards. See [Policy 604](#) for additional information.

5.11 Curriculum-Reconsideration

See [Policy 606](#) for information about how individuals may submit a request for reconsideration of the use of certain textbooks or instructional materials.

5.12 Curriculum-Storage Requests and Returns

See “Curriculum & Instruction Procedures” for information about storing, accessing, and returning curriculum in the storage room at the high school.

5.13 Curriculum-Supplemental Curricular Resource Purchase Request

The purpose of the [application](#) is to provide a consistent, systematic process for ensuring all supplemental resources meet district-wide criteria for alignment, relevance, and digital safety requirements. In addition, this process will ensure that software and device purchases will be compatible with district devices/platforms and can be supported by district staff. Digital resources purchased without completing this application process may not be supported. The [“Curricular Supplemental Resource Evaluation Rubric”](#) is used to evaluate requests.

5.14 Curriculum-Teacher Changes/Updates

To make sure teachers have access to the curriculum they are expected to use, teacher changes and updates in employment or assignment need to be shared with the Curriculum and Instruction Department. See “Curriculum & Instruction Procedures” for more information.

5.15 Curriculum and Technology Requests

Before purchasing, requesting a donation, or completing a grant application for anything related to technology or curriculum, authorization is required. This will help ensure alignment with the network and technology requirements, curriculum and instruction plan, facility needs, legal requirements, and budget. Examples include downloading an app for use in a classroom, unblocking a website, adding a social media platform, ordering equipment that requires a network or computer connection, ordering any type of curriculum, and other similar items. Employees submit a “Technology/Curriculum Request Form” to their supervising administrator who reviews and sends the form to the District Cabinet for approval.

5.16 E-Learning Plan

The district will implement e-learning days in compliance with state law and the [2026-27 E-Learning Plan](#).

5.17 English Learners

A plan to assist English Learners (ELs) in achieving English proficiency and meeting state academic standards is available on the [Curriculum and Instruction](#) website.

5.18 Flexible Learning

[Flexible Learning](#) is a temporary learning model in which a student does not attend school in person but actively participates in classes. A student, for example, might need Flexible Learning if hospitalized. If the building leader determines a [Flexible Learning Plan](#) is warranted, they will assign a [Flexible Learning Plan Manager](#) to lead a team that includes the student, parent(s) and staff members to develop the plan. The plan may extend beyond a 15-day period if check-ins occur at least every 3 weeks and there is a return to school plan or timeline.

5.19 Holiday Learning Requirements

With oversight by the Director of Curriculum and Instruction, building leaders are responsible for ensuring school programming is provided on Constitution Day, Indigenous Peoples Day, Veterans Day, MLK Day, and Presidents Day. More specific information and resources are available at [Yearly Holidays to Teach](#).

5.20 Lesson Plans and Substitute Plans

School	Lesson Plans	Substitute Plans
ECFC	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	<p>Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive. A teacher specific folder is also located in the shared drive.</p> <p>When substitutes sign in upon arrival, they are provided account information and password to log in, as well as directions on how to sign into the Promethium Panel. Everything a substitute might need for the day (or directions on where to find materials and resources) are included in the sub plans.</p>
CCES	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	<p>Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive.</p> <p>Sub plans include student rosters, daily schedule, lesson plans, worksheets/assignments for students, and end-of-day procedures. This information is either posted in the “sub drive” or printed on a hard copy.</p>
EBES	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	<p>Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive.</p> <p>Substitutes access lesson plans through a school-specific sub shared drive that is organized into folders by teacher name.</p> <p>When substitutes sign in upon arrival, they are provided account information and password to log in, as well as directions on how to sign into the Promethium Panel. Everything a substitute might need for the day (or directions on where to find materials and resources) are included in the sub plans.</p>
SFES	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	<p>Each day prior to the beginning of school, sub plans are posted in the “sub drive” or printed on a hard copy.</p> <p>Office staff provide login information, as well as answer any questions, regarding the access process.</p> <p>Sub plans include student rosters, daily schedule, lesson plans, worksheets/assignments for students, and end-of-day procedures.</p>
SFMS	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	<p>Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive.</p> <p>Sub plans include rosters, seating charts, accommodations, crisis information, and lesson plans.</p> <p>When substitute teachers arrive in the morning, they report to the front office where they are given a general middle school substitute teacher folder. The folder contains log-in information, bell schedule, guest teacher document with phone numbers and other information. They also receive a key, Chromebook, and a charging cord.</p> <p>At the end of the day, they return all items to the front office.</p>

SFHS	Lesson plans are not required to be posted, but teachers must provide lesson plans to their substitutes.	Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive.
Saints Academy	Teachers write hexmester course/unit planners that include daily activities, formative assessments, and summative assessments for every topic for a course.	Each day prior to the beginning of school, sub plans are updated in a sub plans folder in a shared drive. Sub plans include school expectations, classroom expectations, lesson plans, and that day's activities. If there are any materials required for the substitute, teachers provide them to the office professional.
Saints Online	Teachers use prebuilt Edmentum curriculum, but courses may be slightly edited to better reflect SFAS requirements.	Teachers typically do not need substitutes so no sub plans are required.
Crossroads East	Lesson plans are not required to be posted, but teachers set individual daily goals for each student. Each day is based on where they left off in their course the previous day.	Staff complete an electronic sub form that is in a shared folder.

5.21 Learning Management System (LMS) and Gradebook Expectations

All teachers will be expected to use a learning management system to post or assign assignments and other learning materials for students and their parents. This is urgent because starting in November there may be numerous students who will not be allowed to physically attend school if they do not meet immunization requirements.

2026-27 School Year (Year 1 of Transition and Use of Google Classroom)

- Grade K-2 teachers will teach students how to login and use Seesaw by the end of October. By winter, assign reading and math assignments from the links on the pacing guide, organized by the instructional coaches. The assignments include the Early Literacy package and math assignments in Seesaw that match the pacing guide. Other subjects are encouraged to be assigned to students. Use instructional coaches as a support, if needed.
- Grade 3-5 teachers will learn the Google Classroom management system with the support of a technology coach, and upload reading, and math. Align to the pacing guide, when possible. Other subjects are encouraged.
- Grade 6-12 teachers will follow the guidance below.

Google Transition Plan Details

- For those willing to jump on board next fall and get started, teachers may attend "Beginner Google Classroom" sessions on the September 1, 2026, professional development day.
- Teachers in grades 3-5 will also be allotted time during the year with ongoing support to move materials from Schoology to Google Classroom with support from a coach.
- Teachers in grades 6-12 will have support, including training and time, on Day 172 to move materials from Schoology to Google Classroom.
- If other dates are needed, the late start schedule will be considered.

2027-28 School Year (Year 2 of Transition and Use of Google Classroom)

Teachers will be expected to use SeeSaw (grades K-2) or Google Classroom (grades 3-12); Schoology will be discontinued. The change means some teachers will need to move resources from Schoology to Google Classroom. Google Classroom is part of the district's Google Suite, which provides an additional layer of security and does not require additional costs paid by the district.

School	Learning Management System	Gradebook
ECFC	Not applicable.	Not applicable. Ratings are entered into Educlimber 3 times per year.
Elementary Schools	See above.	K-4 teachers post trimester grades in Infinite Campus. 5th grade teachers post grades on assignments/tests and trimester grades in Infinite Campus.
SFMS	See above.	Grades are posted in Infinite Campus on at least a weekly basis.
SFHS	See above.	Grades are posted in Infinite Campus on at least a weekly basis.
Saints Academy	Teachers use Schoology or Google to post curriculum, resources, and assignments on a daily basis.	Teachers post grades in Infinite Campus using rubrics/standards-based grading.
Saints Online	Teachers use Edmentum, Calvert, Schoology or Google Classroom to post curriculum, resources, and assignments on a daily basis	
Crossroads East	Teachers use Edgenuity for curriculum, resources, assignments, and grades. Work must be reviewed frequently so students can progress through courses.	

5.22 Licensure–Administrators

Principals and some district administrators are required to complete clock hours approved by the Minnesota Board of School Administrators ([BOSA](#)) to renew their administrative licenses. College credits and forms approved by the MBSA are turned in to the Administrative Assistant to the Superintendent who enters them into the state system.

5.23 Licensure–Teachers

To legally teach in a public school in Minnesota, individuals must possess an appropriate teaching license issued by the Professional Educator Licensing and Standards Board ([PELSB](#)). After obtaining an initial license, teachers must complete licensure renewal hours as approved by the district's Continuing Education and Licensure Committee (CELC). These hours are integrated into professional development offered through Teacher Academy, the district's Q-Comp program. Teachers can also earn hours by completing college credits and participating in professional development offered by the district. Enter the [CELC site](#) for hours and contact the [chair of CELC](#) for additional information.

5.24 Multi-Tiered System of Supports (MTSS)

The MTSS handbook is available on the [Curriculum and Instruction](#) website.

5.25 Staff Development Requests

To access district staff development requests, contact the Director of Curriculum and Instruction or Director of Special Services depending on the request. After receiving written approval, staff members enter the leave request in the online leave reporting system and make arrangements for travel.

5.26 Teaching Guides for Elementary Schools

In conjunction with classroom teachers, the Curriculum and Instruction Department developed teaching guides for grades K-5, available in Schoology > DistrictWide Curriculum Drive > Curriculum and Instruction folder > K-5 pacing guide. The teaching guides include standards, curriculum resources, and pacing expectations. Teachers are expected to follow these guidelines.

Discipline Reporting

6.1 Monthly Behavior Referral Review

Building leaders review disciplinary incidents for conformance to district expectations and share feedback with teachers. If there are questions, contact the Superintendent.

6.2 Administrator Responsible for Processing Discipline

If a student violates school policy in another building (for example, a high school student commits vandalism at an elementary school), the administrator who supervises the student during the instructional day communicates with the student/parents and enters information into discipline systems, including DIRS.

6.3 Bullying (Including Cyberbullying) and Harassment Reporting

Possible Harassment Incidents	Possible Bullying Incidents
Encourage students, parents, and staff members to complete harassment reports. Reports are routed to the Director of Human Resources.	Encourage students, parents, and staff members to complete bullying reports. Reports are routed to the Superintendent..
Add information from the reports to SFHS, SFMS, and Other Schools harassment tracking sheets. Include information about victims or targets. Contact Brandon Nelson for access.	Add information from the reports to SFHS, SFMS, and Other Schools bullying tracking sheets. Include information about victims or targets. Contact Karsten Anderson for access.
Unless directed to do otherwise, commence with the investigation.	Unless directed to do otherwise, commence with the investigation.
Confer with the Director of Human Resources. If warranted, downgrade the incident to “inappropriate language” or “verbal abuse” depending on circumstances. Keep the racial tags in the documentation of the incident.	Confer with the Superintendent. If warranted, downgrade the incident to “inappropriate language” or “verbal abuse” depending on circumstances. Keep the racial tags in the documentation of the incident.
The Director of Human Resources reviews harassment reports. Building leaders will be informed of results of their reviews; building leaders change data in Educlimber and/or Infinite Campus accordingly.	The Superintendent reviews bullying reports. Building leaders will be informed of results of their reviews; building leaders change data in Educlimber and/or Infinite Campus accordingly.

6.4 Discipline Incident Description Expectations

1. Do not use other student names within the reporting form.
2. Be objective and state what was seen and/or heard.
3. If a student commits several violations during the same incident, categorize it using the most significant violation. For example, harassment/bullying is more severe than throwing a piece of paper in a classroom.
4. If entering in Infinite Campus, leave the “Title” empty so “Event Type” populates into “Title.”
5. The building leader may change the name of the infraction, description, and/or classification (major or minor).

6.5 Discipline Incident Reporting Platform

Elementary Schools

Staff members follow [Entering Discipline Incidents in Educlimber](#) to enter discipline incidents. Elementary principals or designees are responsible for re-entering information for majors or DIRS-related infractions into Infinite Campus.

Secondary Schools

Secondary schools enter discipline incidents into Infinite Campus. Refer to [Administrator Workflow](#) and [Teacher Workflow](#) for additional information.

6.6 Discipline Incident Reporting System (DIRS)

DIRS enables both the Minnesota Department of Education (MDE) and school districts to comply with state and federal reporting requirements for suspensions, expulsions, and dangerous weapons. DIRS is a web-based, password-protected system where all public school districts must report specified disciplinary incidents and other information. Principals must complete data entry and review for schools by June 30. The Superintendent must complete reports and certify district data by July 31. The data entry portal, guide, and list of offenses can be found on the [MDE's website](#).

6.7 Expulsions

If behavior might warrant a possible expulsion, the building leader will contact the Superintendent. If the child receives IEP services, the building leader will also contact the Director of Special Education. A folder in a shared drive will be set up so related documents can be uploaded. Include the suspension notice generally stating up to 10 days of out-of-school suspension pending possible expulsion; contact information for the parents; written description of the incident; pictures of any weapons; video footage, and other relevant information. Contact the Superintendent when all materials have been uploaded.

The Superintendent may contact the district attorney to determine what action should be taken. If warranted, an Agreement in Lieu of Expulsion is generally preferred to an actual expulsion. Regardless, the district must make arrangements to provide educational services.

6.8 Parent Requests to Review Video Footage

Parents have the right to view video footage of a disciplinary incident involving their child *if the child is under 18*. When possible, images of other students should be blurred. If not possible, parents may view that part of the video showing the child's conduct. If a redacted version of the video can be made, parents have the right to it upon request, and the district may charge for the cost related to making the copy based on employee hourly rates. Parents may not videotape the video footage.

Typically, video footage will be viewed in the school where the students attend or where the incident occurred. Bus-related videos will be emailed to the Director of Human Resources who will make arrangements for parents to view videos in the district office.

6.9 Discipline Reporting for Incidents Outside of the Classroom

Contact the person who will enter the incident via a paper form (if available at the site), phone, email, or in-person conversation. Include specific information about what was seen and heard, including location and names of potential witnesses.

Classroom teachers are notified of a disciplinary incident involving one of their students in the following ways:

- Elementary Schools: The person who enters the incident tags the classroom teacher, administrative intern (for all majors and minors), and principal (for all majors) so they are notified of the incident.
- Secondary Schools: If the incident is significant, information is shared with the student's classroom teachers. For students with an IEP, the special education lead and their case manager are contacted.

Examples	Reporting Procedure. Who Enters the Incidents?
Teachers who send a student out of class	The teacher enters the incident.
Teachers who observe an incident outside of their classroom involving students not in their class	Elementaries: The observing teacher enters the incident or informs the administration. Secondaries: The teacher informs the administration or behavior interventionist.
Bus drivers	Inform the Transportation Supervisor or designee.
Other employees (such as education assistants or nutrition services workers) who observe an incident in a classroom	Inform the classroom teacher.
Other employees (such as education assistants or nutrition services workers) who observe an incident in a common area	Inform the administration except: <ul style="list-style-type: none">• At SFMS, nutrition service workers contact their supervisor who informs the administration.• At SFMS, employees can also inform the behavior interventionist.

Enrollment and Student Management System

7.1 Attendance Reporting to County and State Officials

As per [Minn. Stat. 120A.24](#), when a student has 15 consecutive unexcused absences, the principal must:

- File a [report](#) with the Superintendent.
- Send an email, letter, and/or otherwise contact the student's family to encourage the student to enroll in the school.
- Contact the local welfare agency and provide the student's most recent contact information on file.
- Contact the Minnesota Department of Education if the local welfare agency notifies the district it was unable to contact the student or student's family.

7.2 Entrance Age into Kindergarten

Information about Entrance Age into Kindergarten, including requests for early entrance is available in the *District Student Handbook* and the [Kindergarten Early Entrance](#) folder.

7.3 Enrolling Students

- Enrolling students submit Online Registrations (OLRs), which are routed to the ALC Office Professional (OP) who processes and connects the OLR in the system.
- An email is sent to the Enrollment Specialist to process the OLR.
- The Enrollment Specialist assigns the student to a school (which results in automatic email notifications to buildings and departments), downloads the OLR, verifies information, and problem-solves issues with the OLR.
- The Enrollment Specialist submits a Records Request to the previous school. Received records are uploaded and coded. Regular education student records are sent to the Enrollment Specialist and special education records are transferred to SPED Forms. If records are not received, office professionals follow-up with schools.
- The Enrollment Specialist enters enrollment, and adds to the enrollment tracker.
- Enrollment reports run during the summer should use the first day of school as the run date for accurate projections.
- Each site rosters (assigns to teachers) their assigned students.
- During the summer, building leaders make arrangements with OPs to process summer enrollments on at least a weekly basis except during the week of July 4th.
- Enrollment How Tos and Links can be found [here](#).

7.4 Withdrawing Students During the Summer

- Building leaders ensure student withdrawals are processed weekly during the summer except during the week of July 4th.
- Building Office Professionals (OPs) receive Record Requests via email or fax.
- Building OPs send the records and include the withdrawal date, date of withdrawal, and school to be attended on the student record.
- Building OPs withdraw the student.
- During the summer, building leaders make arrangements for OPs to withdraw students on at least a weekly basis except during the week of July 4th.

7.5 Homeschool Paperwork

New Homeschool Families

New homeschool families must submit an "Initial Registration" form to the residing district. Parents must provide student immunization records or notarized statements of conscientious objection for each student. Update immunization information when each student reaches 7th grade.

- The Enrollment Specialist will enroll student(s) as RAE HOMESCHOOL in Infinite Campus.
- Once signed, the Homeschool Liaison will scan documents into person documents in Infinite Campus and file.

Existing Homeschool Families

Existing homeschool families must submit the “Letter of Intent to Continue to Provide Instruction” form each year after a full report has been filed in the same district. This form needs to be submitted by October 1. The Homeschool Liaison will file and upload documents into Infinite Campus.

Educational Reimbursement

Participating homeschool families are required to complete and return the Student Report for Aids to Nonpublic Students form by October 1.

- The MARSS Coordinator will send Aids to Nonpublic forms to the Minnesota Department of Education (MDE).
- The MDE will send the Nonpublic School Detail Data Report to the MARSS Coordinator in November.

Participating homeschool families must submit receipts for reimbursement by April 15.

- The Homeschool Liaison will fill out an Itemized Expense form for each homeschool family with the total amount reimbursed. The Itemized Expense for, Aids to Nonpublic, and receipts are then given to the Administrative Assistant to the Superintendent to sign and then will give to Accounts Payable.
- Accounts Payable will generate payment and mail to the family.

7.6 Inter-District Transfers

Elementary students are assigned to elementary schools based on the residence of a parent or guardian. To request a different school, an [Inter-District Transfer Form](#) must be completed with a signature from at least one parent/guardian with legal custody.

The form must be submitted to the Enrollment Specialist who will inform parents that school placements will be made after April 1st. The Enrollment Specialist will also forward the form to both principals who may be impacted. On or after April 1st, transfers will be considered and approved, denied, or waitlisted. Factors considered include class size caps, teacher availability, and space needs. Preference will be given to students with siblings in the requested school and childcare arrangements.

The Enrollment Specialist will contact parents/guardians with decisions and change the enrollment school if approved.

7.7 Father’s Parental Rights

The father’s name on a birth certificate does not give him any parental rights if he was not married to the mother at the time of the child’s birth. A “Recognition of Parentage” may be filed or a court order may establish the father’s paternity/parental rights.

7.8 Grading Windows

The deadline for special education teachers to submit grades at the elementary level is noon on the last day of the grading window.

7.9 Guardian ad Litem Right to Information

A Guardian ad Litem does not have a right to private student data from employees, nor does she/he have a right to interview the students at school, unless there is a court order that confers those rights. Before sharing any information, the Guardian ad Litem should produce an existing court order regarding their appointment and access to student records. Information shared pursuant to a court order should be limited to existing records and direct observations, not impressions, speculation or opinions.

7.10 Non-Custodial Parent Access to Records

M.S. 120A.22, Subd.1a. Indicates “Upon request, a noncustodial parent has the right of access to receive copies of school records and information, to attend conferences, and to be informed about the child’s welfare, educational progress, and status, as authorized under section 518.7, subdivision 3. The school is not required to hold a separate conference for each parent.”

7.11 Non-Resident Students Enrolling in SFAS

Open Enrollment and Non-Resident Agreements

As part of the Online Registration (OLR) process, parents complete open enrollment and non-resident agreement forms. The Enrollment Specialist obtains the Superintendent's signature through the Student Data Coordinator, and submits the application to the resident district. After approval by the non-resident district, the Enrollment Specialist files paperwork into the student's person documents tab in the Student Management System. The Enrollment Specialist then enrolls the student.

Student Acknowledgement and Tuition Agreements

When a non-resident student with special education needs enrolls in the district, the Student Services Office Professional prepares a Student Acknowledgement & Tuition and forwards it to the resident district. Signed copies are maintained in the Special Services OP desk for the current year. Previous years are stored in the Special Education closet at the District Office.

Notice of Change of Student Enrollment (NCSE)

Non-resident students may be assigned to Crossroads or Crossroads East. The intake person at the site completes the information packet and forwards to the Enrollment Specialist. The Enrollment Specialist processes the packet and sends a Notice of Change of Student Enrollment (NCSE) to the resident district. The MARRS Coordinator enters the start date in the Student Management System.

7.12 Resident Students Enrolling Elsewhere

Open Enrollment and Non-Resident Agreements

When the district receives an open enrollment or non-resident agreement for a student leaving the district, the Enrollment Specialist verifies the residency of the student, obtains the Superintendent's signature through the Student Data Coordinator when applicable, keeps a copy in the district office, and forwards the agreement to the serving district. The Enrollment Specialist will keep updated documentation of reasons for leaving the district.

Student Acknowledgement and Tuition Agreements

When a resident student with special education needs enrolls in another district, the non-resident district prepares a Student Acknowledgement & Tuition Agreement to Student Services Office Professional. The Student Services OP verifies residency, status of the IEP, time period of service. The Student Services OP also obtains the signature of the Director of Special Education (if needed), and maintains a copy.

Notice of Change of Student Enrollment (NCSE)

Crossroads, Crossroads East, and resident students may be assigned to a program outside of the district (including Care and Treatment facilities and juvenile detention centers). If the program sends a Notice of Change of Student Enrollment (NCSE), the MARRS Coordinator will update the student status in the Student Management System.

7.13 Shared-Time Students

Non-public and homeschooled children may take regular classes as shared-time students if the following conditions are met:

- There are openings in classes, programs, grades and schools as determined by the school principal and superintendent.
- Shared-time students receive the same transportation services at the beginning or end of the school day as full-time students. However, students or parents provide transportation to/from school during other times.
- No breaks in instructional time (except for lunch or recess) are allowed while at school. For example, a student cannot take a class, take a break (except for lunch or recess), and then take a subsequent class.
- A shared-time student must have completed enrollment paperwork on file.

7.14 Surrogate Parents

Need

Consistent with Minn. R. 3525.2440 - 3525.2455 and 34 C.F.R. § 300.519, the district will assign a surrogate parent to represent the child for special education or Section 504 services if one of the following conditions exists:

1. The parent, guardian, or conservator is unknown or unavailable;
2. When the parent requests the appointment of a surrogate parent in writing; or
3. When parental rights have been terminated or the student is a ward of the Commissioner of Human Services.

Process for Assigning Surrogate Parent

When a surrogate parent is needed, the IEP Case Manager will submit an [SFAS Request for Surrogate Parent](#) to the [Director of Student Services](#). Following MDE guidance, the Director will contact the potential surrogate to ensure eligibility and outline expectations and then appoint a surrogate parent by including a completed and signed form in the student's special education or Section 504 folder.

Qualifications Required

Qualifications for a surrogate parent include the following:

1. The surrogate can have no interest that conflicts with those of the child being represented;
2. The surrogate must possess the ability to effectively advocate for an appropriate educational program for the child; and
3. The surrogate may not be an employee of the public agency involved in the education or care of the child.
4. The surrogate must also complete a criminal background check.

Need for Removal of Surrogate Parent

A surrogate may also be removed as a surrogate parent if one of the following conditions exists:

1. Failure to represent the pupil in any of the parental functions described by federal and state rules and regulations (for example, failure to attend team meetings);
2. A conflict of interest;
3. A change in the pupil's eligibility for special education services;
4. Actions by the surrogate that threaten the pupil's well-being; or
5. Failure to appear to represent the pupil

Process for Removing Surrogate Parent

1. A surrogate parent may be removed by majority vote of the school board.
2. If any person has reason to believe a surrogate parent should be removed, the Director of Special Services must be notified in writing.
3. The Director will complete the *Removal of a Surrogate Parent* form if in favor of removal, notify the surrogate of the

Finance

Unless otherwise noted, forms are available on the district's website at Forms & Library > Business Services.

8.1 Accounts Payable Guidelines

- Invoices must be coded based on classification, not where the budget currently allows. If budgets need to be adjusted, submit a Budget Transfer Form.
- District-purchased items may not be resold (for example, office supplies or equipment).
- Unless an exception is approved by the Director of Business Services, payments of at least \$100,000 will be made by wire transfer, and payments between \$25,000 and \$100,000 will be made by ACH.
- Other payments will be made by weekly accounts payable checks. Invoices must be received on Tuesday by 3:00 pm. Checks will be printed on Thursdays and mailed on Fridays. Lists of checks will be presented to the board on the first meeting of each month.

8.2 Bank Balances / Cash Flow

At least two business days before finance or payroll checks are issued, the Accounts Payable Clerk or Payroll Supervisor will email the Finance Manager with the type of transaction and dollar amount. If the bank balance is not high enough to pay for all checks, the Finance Manager will transfer money from investment accounts.

Each day, depositories will provide cash balances of district bank accounts. If the balance is under the minimum required amount set by the Business Manager, the Finance Manager will transfer money from investment accounts to reach at least the minimum required amount.

After bank reconciliations are completed each month, the Finance Manager will provide specific finance and payroll withdrawal amounts to PMA so cash flow documents are updated on a routine basis.

8.3 Budget Change Requests

Administrators submit budget change requests to the Finance Manager who will review and make the approved budget changes on the financial management system. Generally, budget changes must be within the same finance code unless authorized by the Business Manager.

8.4 Cash/Check Handling and Deposit Procedures

- Cash and checks should be counted and verified by two people.
- Teachers/advisors are expected to drop off cash and checks to the principal's office or Activities Office on a daily basis.
- Cash should not be converted to a check.
- Cash and checks must be stored in a safe.
- Office personnel are required to deposit cash/checks as soon as possible.
- Building leaders will ensure at least two office professionals are trained on how to make deposits.
- Each office must deposit cash/checks as soon as possible, but no later than Friday of the week it was received.
- Cash/checks should not be held over the weekend unless money is dropped off to the office after noon on Friday or an event occurs on Friday night-Sunday. In these cases, deposits should be made as soon as possible the following week.
- Cash receipt documentation is expected to be submitted to the finance department **within 48 hours** of the bank deposit.
- Exceptions to these expectations must be reported immediately to finance@isd15.org.

8.5 Contracting with Public Officers, Including Board Members

Minn. Stat. [471.87-88](#) states a public officer, including a board member, may not have a personal financial interest in any contract made in the officer's official capacity unless an exception applies. Minn. Stat. [471.88, Subd. 5](#) provides an exception when competitive bidding is not required by law.

The district uses the following process to approve contracts with public officers prior to completion of work:

- An administrator (for example, a building principal, Director of Community Education, and/or Activities Director) must approve the proposed expenditure, in writing, out of their budget following district procedures.
- The administrator must submit a proposed board resolution to the Director of Business Services or Superintendent to approve and submit to the board for consideration.
- As per Minn. Stat. [471.89](#), the board must authorize a contract with a public officer in advance by unanimous vote, "adopting a resolution setting out the essential facts and determining that the contract price is as low or lower than the price at which the commodity or service could be obtained elsewhere."

After work completion and prior to payment, the officer must file an affidavit with the Director of Business Services and Clerk stating:

- the name of the officer and the office held by the officer;
- an itemization of the commodity or services furnished;
- the contract price;
- the reasonable value;
- the interest of the officer in the contract; and
- that to the best of the officer's knowledge and belief the contract price is as low as, or lower than, the price at which the commodity or services could be obtained from other sources.

The affidavit will be included in the board packet. The interested officer is encouraged to abstain from the vote to approve the payment even though there is no statutory language indicating the officer must abstain from the vote.

8.6 Contracts

Contracts with vendors (including fundraisers) and other entities must be signed in advance by the Superintendent or designee.

8.7 Fixed Assets

As defined in [Policy 704](#), which governs the tracking of fixed assets, the capitalization threshold level for fixed assets is \$5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000.

Fixed Asset Tagging

- Department and building leaders code fixed assets to an object code in the "500-series" and identify the location of the item(s).
- The [Business Services Office Professional](#) adds fixed assets to Skyward > Fixed Assets, including the make, model, serial number, price, UFARS code, and location. A digital asset tag number is generated.
- Physical asset tags are provided to the special education department, which places tags on their fixed assets. The Information Technology Department manages their own tags.

Fixed Asset Disposal

When a fixed asset is disposed, a Fixed Asset Disposal Form is emailed to the [Business Services Office Professional](#) who records changes in the financial management system.

Fixed Asset Review

Fixed assets are updated annually during the audit preparation process.

- In April of each year, administrators are provided lists of fixed assets in their area. Changes are given to the Business Services Office Professional prior to July 1st.
- After the District Accountant reviews suggested changes, the [Business Services Office Professional](#) updates fixed assets lists on the financial management system.
- The District Accountant depreciates fixed assets, reviews the general ledger, and reconciles the General Fixed Asset Account Group to the detailed fixed asset records.

8.8 Fundraisers

See the “Fundraiser” section for information specifically about fundraising, including expectations for non-school groups, the district, and school groups.

8.9 Gifts/Donations

Gifts/donations to the district must be approved by the board. The building office professional deposits the money, marks the gift/donation with the appropriate revenue code, and sends the Gift Contribution Form ([Forms and Documents Library](#) > Business Services) to the [Administrative Assistant for the Superintendent](#) who will include relevant information in an upcoming board packet. After board approval, the finance department records the cash receipt and increases the expenditure budget for the year accordingly.

8.10 Payroll–Timesheets

- Timesheets must be turned in every pay period by stated deadlines.
- Timesheets may not be held for later payment.
- Timesheets must be fully completed with the following:
 - Account code. Only object codes within the 100-series can be used.
 - Rate of pay.
 - Number of hours.
 - Employee and supervisor signatures.
 - Reason for the timesheet.
- Reconcile absences in Frontline each pay period.
- Complete Personnel Action Forms (PAFs) as soon as possible to avoid payroll issues.

8.11 Petty Cash

Only nominal amounts of petty cash may be kept in secure areas of the office so cash can be collected and processed. Requests for petty cash are made at the beginning of the year to the finance department. A plan on using petty cash must be approved by the Finance Department. Petty cash can not be used to reimburse someone or pay for anything.

8.12 Purchasing Card (P-Card)

In some situations, using P-Cards is a cost effective way for purchases and payment of small dollar material transactions. The following expectations must be followed:

- No personal purchases are allowed.
- The cardholder must reconcile monthly statements and maintain accurate accounting records.
- Statements are due to the Finance Department by deadlines outlined in the P-Card Schedule ([Forms and Documents Library](#) > Business Services)
- Ensure purchases are tax-exempt (except for lodging and meals).

8.13 Purchasing Process and Guidelines

Purchasing Process

- Employee finds a product or item they want to purchase
- Employee fills out a requisition data entry form at [isd15.org](#) > Staff Portal > Forms > Staff > Business Services > Requisition Data Entry Form. The Employee gives the form to their Office Professional.
- The Office Professional processes a requisition in Skyward. See [Setting Up Requisitions and Purchases](#).
- The Office Professional submits the requisition for approval to their Supervisor/Manager and the Director of Business Services. See [Approving Requisitions](#).
- When the Office Professional in Business Services updates the batches daily in Skyward, the requisition is turned into a purchase order.
- Either the Office Professional who submitted the requisition or the Office Professional in Business Service will submit the final approved order to the vendor.
- When the product arrives, the Office Professional who submitted the order “receives” the items in Skyward. See [Receiving Items](#).
- All invoices should be submitted to Accounts payable@isd15.org for payment.

Other Purchasing Guidelines

- Tax Exemption forms are maintained in the Business Office.
- Purchase orders must be dated prior to the purchase or service rendered.
- Contracts with vendors and other entities must be signed in advance by the Superintendent.
- At least two signatures are required on all district purchases. Student Activity purchases require three. Signatures mean...
 - Cost is appropriate and necessary.
 - The correct budget code is being used.
 - There is a budget to cover the expense.
- All curriculum-related purchases—regardless of the code used—must be pre-approved and processed through the Curriculum and Instruction Department.
- All technology-related purchases—regardless of the code used—must be pre-approved and processed through the Information Technology Department.
- Personal credit cards are not allowed for large purchases.
- District-purchased items cannot be shipped to homes.
- The last day to purchase items for the current fiscal year is April 15th. Items must be physically received by June 30th.
- Digital curriculum and other software is expensed in the year it covers. For example, if a license is for 7/1/25 through 6/30/26, the purchase is coded to FY 26.
- White paper is ordered in bulk. Email the [Finance Department](#) with how many boxes needed.
- When items are received, employees submit the packing slip or itemized slip to the person who ordered the items.

8.14 Purchases Not Allowed Using Public Funds

Examples include:

- Gifts for staff
- Flowers for funerals
- Gift cards
- Holiday gifts or cards
- Donations to families or other organizations
- Food items for the lounge
- Alcoholic beverages
- Food expenses for non-academic needs
- Personal items
- Scholarships from student activity accounts

8.15 Raffles

For raffles conducted by the district or student activity, the Activities Director and building leader are responsible for following all rules and regulations set by the [Gambling Control Board](#). A detailed plan for handling money must be approved in advance by Business Services.

8.16 Reimbursements, Including Travel Expenses

- Employees will be reimbursed for school-related expenses if pre-approved by the supervisor and appropriate receipts are submitted. If expenses are not pre-approved, they may be denied.
- Employees are eligible for mileage reimbursement if pre-approved by the supervisor and appropriate documentation is provided. If expenses are not pre-approved, they may be denied.
- A Travel Expense Form ([Forms and Documents Library](#) > Business Services) for mileage, parking, and meals should be submitted monthly. This form includes a list of rates and expectations.
- Expenses are coded to accounts overseen by the administrator who pre-approved expenses.

8.17 Sales Taxes

The district is responsible for collecting and paying sales taxes, if required. Tax Exemption forms are maintained in the Business Office.

8.18 UFARS

The Minnesota Department of Education (MDE) requires the use of the Uniform Financial Accounting and Reporting Standards ([UFARS](#)). A [presentation](#) by the Business Office and [UFARS Manual](#) provide additional information.

8.19 Vending Machines

See the “USDA Smart Snacks Standards” in the “Foods and Beverages” section for information about allowed products. The coach/advisor is solely responsible for filling vending machines, depositing proceeds, and communicating with the vending company; office professionals are not allowed to complete this work.

Foods and Beverages

This section pertains to food and beverages not sponsored by Nutrition Services as part of the breakfast and lunch program.

9.1 USDA Smart Snack Standards

Foods and beverages sold at school during the school day in areas accessible to students must meet the USDA's Smart Snack Standards other than those foods provided as part of the school meal programs. Examples include a la carte items sold in the cafeteria and foods sold in school stores, snack bars, and vending machines. Foods and beverages sold during fundraisers are also included unless these items are not intended for consumption at school. The school day is defined as the midnight before to 30 minutes after the end of the school day. Additional resources:

- [Smart Snack Calculator](#)
- [Smart Snacks and Fundraisers](#)
- [Smart Snacks and Coffee Bars](#)

Employees directly overseeing sales of foods and beverages described in this section (such as coaches and advisors) as well as their supervisors are responsible for meeting USDA Smart Snack Standards. Documentation of compliance must be maintained at the point of sale and in building administrative offices. Building and department administrators overseeing these employees must regularly monitor compliance (at least one time each trimester) and take corrective action, as needed.

9.2 Foods and Beverages Licensure Requirements and Exceptions

As per [Minn. Statute Chapter 157](#), a license is required annually for every person, firm, or corporation engaged in the business of conducting a food and beverage establishment, including concession stands and special event food stands. Depending on what is served, a licensed Food Manager may be needed. Visit Anoka County's [License and Permits](#) webpage for more information and applications.

Potluck Event License Exemption

As per the Minnesota Department of Health, a potluck is a meal at which each guest brings food that is shared with others. Potluck events are exempt from licensing requirements if:

- Food is brought by the people attending.
- Food is not prepared in or brought into a licensed food establishment at the site of the potluck.

The school's kitchen may not be used in any manner for the potluck event. "These products are homemade and not subject to state inspection" must be posted when this exemption is used.

Cottage Food Law License Exemption

The Minnesota [Cottage Food Law](#) allows for individuals to make and sell certain non-potentially hazardous food and canned goods in Minnesota without a license. The school's kitchen may not be used in any manner for Cottage Food. "These products are homemade and not subject to state inspection" must be posted when this exemption is used.

9.3 Wellness Policy and Resources

[Policy 533](#) outlines methods to promote student wellness, including provisions related to foods and beverages. Information is available at [Departments > Nutrition Services > Wellness](#).

Fundraisers

The district greatly appreciates work to raise money to benefit students, employees, and the district. These procedures outline district expectations for all fundraisers, including crowdfunding (for example, using DonorsChoose, GoFundMe, Amazon Wishlists, and other similar platforms).

10.1 Fundraiser Request Form and Board Review

- All fundraisers must be pre-approved by completing a Fundraising Approval Request found in the Forms and Documents Library. Administration reserves the right to approve or reject any fundraiser request by any school or non-school group.
- To streamline approval processes please contact the Superintendent if your group (such as an elementary parent group) plans to hold numerous fundraisers during the year.
- The Administrative Assistant to the Superintendent prepares a report to the board listing fundraisers conducted during the year.

10.2 Rules Applying to All Individuals and Groups (School and Non-School)

Using School Facilities or Grounds

If your fundraiser requires renting or using school buildings or grounds, you must submit a Facility Rental Form to the Facilities Manager.

Altering Property

Any fundraiser that involves physical changes to school building or grounds must include a Facilities Improvement Form for approval.

Purchasing Curriculum, Technology, and Equipment

If you are planning to fundraise for curriculum, technology, or equipment, the request must include a detailed description of the planned purchases and be approved in advance by site and district supervisors. Once donated, items become district property, are added to district inventory, and cannot be reserved exclusively for a single employee.

Selling Foods or Beverages

Federal and State laws strictly regulate food and beverage sales to students, including school stores, vending machines, concession stands, and other fundraisers.

During the School Day:

- Any food or beverage sold to students between midnight until 30 minutes after the end of the instructional school day (including school stores, vending machines, and concessions) must comply with USDA Smart Snack Standards.
- Submit pdf copies of labels and results from the Smart Snack Calculator showing compliance. Maintain compliance documents at the point of sale and in building or department administrative offices.
- Absolutely no homemade food may be sold to students during the school day.

Outside the School Day:

- Items not meant to be eaten at school (for example, frozen cookie dough sold to parents) are exempt from Smart Snack rules.
- Non-school groups may sell certain homemade items (non-hazardous foods/canned goods) without a license under Minnesota's Cottage Food Law. School kitchens cannot be used to make these items. A sign stating, "These products are homemade and not subject to state inspection" must be prominently posted at the point of sale. Contact the Community Education Facilities Manager for more information.

10.3 Rules Depending on Who is Running the Fundraiser

Functional Area	Internal (District, Student Activity, or Staff)	External (Booster Clubs, Parent Groups, and Non-School Individuals/Groups)
Contracts	Must be signed in advance by the Superintendent	Handled entirely by the external sponsor.
Online Fundraising Platforms and Apps (for example, GoFundMe, DonorsChoose)	Must be reviewed in advance by the Technology Department for data privacy and security compliance	Handled entirely by the external sponsor
Money Handling	<ul style="list-style-type: none"> • Must use district safe. • Never deposit into a personal or other non-school account. • Do not use cash to buy supplies or other items. • Cash may not be converted to a check by the advisor or other person. • Cash must be counted by 2 people and turned in daily to the Building Leader's or Activities office. • Deposit funds into a school bank account on a regular basis. 	<ul style="list-style-type: none"> • Must use a non-district safe. • Do not keep money in the school overnight. • Deposit funds directly into the booster club's bank account.
Raffles and Other Gambling	<ul style="list-style-type: none"> • The Activities Director and building leader must ensure compliance with the Gambling Control Board. • A money-handling plan must be pre-approved by the Director of Business Services. 	The external sponsor must ensure compliance with the Gambling Control Board .
Promotion with School Resources or to School Audiences Examples: a district email account; paper copies to/from staff members, parents, or students; paper copies posted in school buildings or grounds; newsletters, etc.	<ul style="list-style-type: none"> • Requests must be pre-approved by the building leader or immediate supervisor. • Share the purpose of the fundraiser and the name of the Individual/group sponsoring it. 	<ul style="list-style-type: none"> • Follow Policy 904. • Requests must be pre-approved by Community Education • Clearly state the purpose of the fundraiser, sponsor name, and that it is not school-sponsored.
Financial Reporting and Taxes	<ul style="list-style-type: none"> • Turn in a detailed financial and inventory report (revenue, expenditures, and units bought, sold, and remaining) to your supervising administrator and Director of Business Services at the end of the fundraiser or on June 30th, whichever is earlier. • Costs will be coded to UFARS accounts. • The district will pay sales taxes. 	Handled entirely by the external sponsor

Human Resources

11.1 Information in Employee Handbook

In addition to other topics, refer to the [Employee Handbook](#) for the following:

- Hours
- Compensation and benefits
- Employment-related policies
- Job attendance
- Email expectations
- Photo ID access badge
- School closure, delays, or early release
- Professional leave, Jury duty, and school conference and activities leave
- Discipline
- Employee safety such as employee work injuries, right-to-know/hazardous substances, bloodborne pathogens, and hepatitis B vaccinations.
- District equipment
- Nursing mothers, lactating employees, and pregnancy accommodations
- Reimbursement
- Staff conduct
- Ethics
- Personnel files
- Training
- Important information for teachers
- Address change
- Parking
- Cafeteria
- Discounts

11.2 Administrator Coverage Due to Short-Term Absences

Administrators are expected to notify their backup if planning to be away from the building for a particular day. If the administrator is in the district but out of the building when a situation arises, the office professional will contact the administrator or backup as needed.

Position	Backup
Superintendent	Director of Human Resources or Director of Community Education
Early Childhood Family Center	1. Other Program Supervisor 2. Director of Community Education or Director of Support Services.
East Bethel Elementary School	1. EBES Administrative Intern 2. CCES Principal 3. Superintendent
Cedar Creek Elementary School	1. CCES Administrative Intern 2. EBES Principal 3. Superintendent
St. Francis Elementary School	1. SFES Administrative Intern 2. Other Principal 3. Superintendent

St. Francis Middle School	1. SFMS Assistant Principal 2. Other Principal 3. Superintendent
St. Francis High School	1. SFHS Assistant Principal 2. Other Principal 3. Superintendent
St. Francis Learning Center	1. Student Services Program Supervisor 2. Student Services and Special Programs Supervisor 3. Director of Support Services 4. Superintendent
Director of Human Resources Director of Curriculum and Instruction Director of Community Education Director of Student Services	Superintendent
Director of Communications Director of Buildings and Grounds Oversight of Activities Director	1. Director of Community Education 2. Superintendent
Director of Technology	1. Other CESO Employee 2. Director of Community Education 3. Superintendent
Business Manager	1. Other CESO Employee 2. Superintendent

11.3 Benefits Portal

The district uses Ease Benefit Enrollment for eligible employees to sign up for health insurance, dental insurance, life/AD&D insurance, long-term disability insurance, FSA health care, and FSA dependent care. New employees will receive an email with directions on how to complete the packet.

11.4 Break and Lunch Protocols

The following protocol is followed for breaks and lunches for school building employees:

Staff Classification and Expectations

To ensure fairness and compliance, protocols should distinguish between exempt and non-exempt staff:

- Exempt Staff (Teachers)
 - **Breaks and Lunches:** While staff may be permitted to leave the building during this time, a check-out procedure determined by building administration ensures that the building office knows who is off-site in the event of an emergency or unexpected need for coverage.
- Hourly Staff
 - **Breaks:** Because these are paid periods, it is reasonable to set an expectation that staff remain on school grounds or seek approval if leaving the building is necessary.
 - **Unpaid Duty-Free Lunches:** Recognize that these periods are distinct from paid breaks. While staff may be permitted to leave the building during this time, a check-out procedure determined by building administration ensures that the building office knows who is off-site in the event of an emergency or unexpected need for coverage.

Procedural Guidelines

- **The "Check-Out" Mechanism:** Building administrators will Implement one of the following methods.
 - *Physical Logs:* A simple sign-out sheet located in the main office is effective for small buildings.
 - *Digital Logs:* A shared spreadsheet or digital form is recommended for larger staff counts to avoid bottlenecking at the front desk.
- **Scope:** Include all non-instructional absences where the employee leaves the building premises.
- **Emergency Situations:** In the event of a fire drill, lockdown, or building-wide emergency, accurate knowledge of who is off-site is vital for safety personnel.

11.5 Education Assistant Training

Within 60 days of starting work as an education assistant who supports a licensed teacher in providing student instruction, school districts are required to provide the training required in [Minnesota Statutes 2024, section 120B.363, subdivision 3](#). School districts are required by [Minnesota Statutes 2024, section 121A.642](#) to provide at least eight hours of annual paid professional development to all education assistants and other instructional support staff with at least six hours completed before the first instructional day or within 30 days of hiring. The professional development must be relevant to work responsibilities and may include planning with the classroom teacher or the requirements of Minnesota Statutes 2024, section 120B.363, subdivision 3. A school administrator must annually certify compliance with the requirement.

Within five days of beginning to work alone with an individual student with a disability, the assigned paraprofessional must be either given paid time, or time during the school day, to review a student's individualized education program or be briefed on the student's specific needs by appropriate staff.

The Special Education Department trains special education assistants and videotapes training. Recordings are shared with the Human Resources Department, which trains other education assistants.

11.6 Employee Investigations

The *Investigations Manual* includes guidelines for conducting investigations of employees, Tennessee Warning, and templates for conducting meetings and follow-up letters. Access information by contacting the [Director of Human Resources](#).

11.7 Employee Recognition Program

Approved by the School Board on August 8, 2022

Purpose: Consistent with M.S. [123B.02](#), subdivision 14a, the district recognizes the work employees give to students, the district, and communities we serve through a board-approved Employee Recognition Program.

Recognition of Years of Service: Full-time and part-time regular employees who reach their 20th work anniversary year with the district (and every five years thereafter) will be recognized. For example, employees who began their work in the district between September 1, 2001 and August 31, 2002 will be honored for their 20 years of service during workshop week of the 2022-23 school year. The district will provide a gift of appreciation such as a clock, plaque, paperweight, or other similarly priced gift. Refreshments may be provided to honor their service to the district.

Recognition of Retirees: Full-time and part-time employees retiring during a fiscal year may be recognized at their sites of employment and/or at a school board meeting. In addition to a certificate and/or nominal gift, refreshments may be provided to honor their service to the district.

Recognition of School Board Service: The district will provide a certificate and gift of appreciation such as a clock, plaque, paperweight, or other similarly priced gift to each person leaving the school board. Refreshments may be provided to honor their service to the district.

Accounting: Costs associated with the Employee Recognition Program will be taken out of the existing Business Services budget. Expenses must follow regularly prescribed disbursement procedures, including receipts.

11.8 Evaluations-Long-Term Substitute Teachers (LTS)

For an LTS, a year only counts for probation if hired for the full school year or more. If hired for less than a school year, the LTS is not in a probationary period and, therefore, statute does not require evaluations. If hired for the full school year, the LTS should be evaluated three times.

11.9 Evaluations-Non-Licensed Staff

A [Non-Licensed Staff Performance Tool](#) is available to conduct yearly evaluations. Building and department leaders may contact the [Human Resources Manager](#) for access. The tool includes performance evaluation procedures, an employee self-assessment, performance evaluation rubric, evaluation form, and sample introductory letter. Return completed evaluations to the Human Resources Manager.

11.10 Evaluations-Teacher Development and Evaluation (TDE)

The [2026-27 TDE plan](#) includes procedures related to administrative evaluations and peer observations. Teachers are responsible for setting up meetings and observations with their administrator. At the beginning of the year, administrators may detail their timing expectations and preferred method for setting up meetings (for example, by sending a calendar invite to the administrator after checking their availability).

11.11 Job Postings

Authorized employees submit requests to post positions through Frontline > Recruiting & Hiring > Job Postings.

11.12 Lactating Rooms

The administrator of each building will provide for a lactating room. The room may not be a bathroom or closet. However, the room may be used for other purposes and then vacated at certain times to accommodate a nursing student or employee; in this case a "Do Not Disturb" sign will be available to protect the privacy of the individual.

The room must have doors that lock from the inside and window treatments (such as drapes or blinds) that maintain the user's privacy. In addition, the room must have a chair, a flat surface, a nearby basin, and electrical outlet(s) within reach of work space.

The district must provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for her child. If possible, the break time should coincide with the employee's paid break time. If not, the break time need not be paid.

11.13 Onboarding Plans

Each district-level lead is responsible for developing an onboarding plan for new employees in their department.

11.14 Pay for E-Learning Days

As per state law, a district that declares an e-learning day must continue to pay the full wages for scheduled work hours and benefits for all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

11.15 Personnel Action Forms (PAFs)

PAFs are submitted by administrators for actions related to personnel or consultants:

- The forms are used when hiring or contracting with someone, initiating end-of-employment actions, and assigning financial codes.
- Submission leads to adding names to the personnel consent agenda, creating/discontinuing email accounts, providing/disabling access to Drive and network services, issuing keys and badges, granting access to software, and completing other employment-related actions.
- If email accounts, keys, and/or badges are needed before the first date or after the last date of employment, please provide specific information in the PAF.
- To fill out a PAF, go to Frontline and select Recruiting & Hiring > Forms.

11.16 Personnel Requests / Staffing Plan / New Position Request Form

Requests for new positions are made by completing a *New Position Request Form*. Contact the Director of Business Services for the appropriate UFARS code(s). The Qualifications and Summary of Duties sections can refer to job descriptions, which must be in place prior to posting.

Personnel requests for the following year must be submitted to the Director of Human Resources and Superintendent by January 31st. A staffing plan will be developed and reviewed by the District Cabinet in the spring.

11.17 Presentations & Distribution of Materials to Staff Members

Presentations to Staff Members

The district has limited staff development and meeting time, and we must treat outside groups similarly in providing access to staff members. As a result, presentations to staff members by outside groups are rarely allowed.

Presentations regarding employee retirement plans and other employment-related activities may be conducted either before or after the teacher duty day, but employees are not required to attend. The Director of Human Resources must pre-approve presentations. Non-teachers must complete a leave request to attend the meeting if the meeting is conducted during their scheduled work time. The Director of Human Resources will coordinate with vendors giving approved presentations.

Presentations from non-profit organizations—those that qualify for 501(c)3 status—may be allowed if the content of the presentation directly relates to school programming and/or is in conjunction with partnerships within the district. The Director of Curriculum and Instruction must pre-approve the presentation.

Presentations from non-profit organizations with content other than the above may be allowed either before or after the teacher duty day, but employees are not required to attend. The Director of Curriculum and Instruction must pre-approve the presentation. Employees who are not teachers must complete a leave request to attend the meeting if the meeting is conducted during their scheduled work time.

Administrators reserve the right to limit the time, manner, and place of all presentations to staff and students.

Distribution of Other Materials to Staff Members

The following are expectations regarding requests to provide personal advertising to employees:

1. All requests for distribution of materials (such as flyers, brochures, etc.) will be handled via a centralized system in the Community Education Department. Individual schools, principals, and other school staff will not process requests.
2. Requests will be reviewed on the basis of [Policy 904](#).
3. Once approved, copies of the advertising will be placed in a designated location for 5 school days. This location will be determined by the building principal, but should be in a generally accessible area for employees. The information will not be placed in employee mailboxes unless delivered via the U.S. Postal Service.

11.18 Reference Check Questions and Best Practices

Supervisors may access examples of reference check questions and best practices by contacting the [Director of Human Resources](#).

11.19 Reimbursement for Damaged Personal Property

If a student damages personal property (such as glasses) of an employee while working in school, they may be reimbursed if a supervisor verifies the damage and receipts are submitted. Employees may be required to first submit the reimbursement request to their insurance company.

11.20 Remote Working

Selected district office employees are allowed to work remotely up to one day per week during the summer. You must have a work location free from disruption of other responsibilities and a location that allows for the security of data. Also, you must have access to high speed internet at all times.

A working remotely plan must be approved before any employee can request to work remotely during a time the district office is open.

Complete the following and submit the working remotely plan to your supervisor for approval:

1. When a person arrives at the building to see me, the following will happen:
2. A building employee stops by to see me, the following will happen:
3. If a person calls my office phone, the following will happen:
4. Mail in my inbox will be handled as follows:
5. In-person responsibilities of my department are covered by the following:

11.21 Special Education Administrative Roles and Responsibilities

Contact the [Director of Special Services](#) for access to [Student Services Roles and Responsibilities](#), which shows administrative responsibilities for providing special education services (such as hiring staff, working with students and parents, and accessing resources).

11.22 Student Teacher Supervision

Unless the student teacher is a licensed substitute or has another teaching license, the classroom teacher serves as the teacher of record and, therefore, is ultimately responsible for the safety of students. The classroom teacher is expected to be able to see and hear everything in the classroom and intervene, if necessary. Work of supervising teachers may include intervention support for students, curriculum development, and other similar duties.

11.23 Student Teachers, Nursing Practicum Students, Counseling Interns, and Administrative Interns

1. Before agreeing to supervise a student teacher, nursing practicum, counseling intern, or administrative intern, the supervisor will forward the following items to the Director of Human Resources for review and approval:
 - Name, start and end date, and supervising person's name
 - Any proposed agreement between the college and the district
 - A statement indicating if an email address and/or badge is needed.
2. Human Resources will make sure the following are completed:
 - Non-Staff - Student Teacher, Intern, or other Work Experience form (Frontline)
 - Signed copy of a data privacy agreement
 - Volunteer background check authorized by the individual
 - Agreement between the college and the district
3. If the placement is approved, the district office will create an email address for the student teacher / counseling intern, if needed. The email signature will include a statement such as "Student teacher under the supervision of TEACHER NAME."
4. The student teacher / counseling intern will complete all Vector training as outlined in the "Student Teacher" group.
5. The district office will complete the items listed in the "Student Teacher/Intern Onboarding" spreadsheet, if needed. Please note:
 - The ID badge for student teachers and counseling interns will be distinguished from employees.
 - Counseling interns will have their own username and be assigned to the "Counseling Intern Group" for access rights in Infinite Campus.
 - For students they directly serve, student teachers will be provided access to the Teacher group in Infinite Campus.

11.24 Subpoenas

[Policy 408](#) outlines expectations for employees who receive a subpoena to provide information about a school-related issue. Employees are expected to share the subpoena with their building administrator. The building administrator will work with the Director of Human Resources or Superintendent to ensure a FERPA notice is shared with parents of students as needed.

11.25 Succession Planning

The Superintendent and district-level leaders are responsible for developing a succession plan for resignations, retirements, and absences of department leaders.

Technology

12.1 Artificial Intelligence (AI) Guidelines for Students and Employees

- The [document](#) provides guidelines for students and employees, including general guidelines; acceptable uses of AI; unacceptable uses of AI, academic integrity; assessment expectations; rubrics for using AI; privacy, security, and ethical considerations; and AI literacy and ongoing learning.
- Gemini and NotebookLM are the preferred choices for use of AI because they are part of the Google Suite. This enables a seamless integration with Google products and provides additional privacy protections.
- There are [simple steps](#) to migrate data from ChatGPT to Gemini.

12.2 Cell Phones Issued by the District

If the district issues a cell phone to an employee to fulfill their work assignment, the district will pay all work-related costs for the use and maintenance of the phone. Personal use of district-issued cell phones is strongly discouraged and may require reimbursement.

12.3 Consumer Voice-Activated Assistant Devices

Consumer voice-activated assistant devices are hardware products that are purposely designed for hands-free, voice-driven interaction and rely on continuous listening, voice and data collection, and cloud-based processing to function.

Voice-activated smart assistants and speakers (Amazon Echo, Google Home, Apple HomePod, and similar devices) continuously listen for activation words, capture surrounding audio, and transmit audio to third-party cloud services. Because these devices can capture student voices, staff conversations, and confidential information, they pose privacy, security, and compliance risks in school environments.

To protect students and staff, and to comply with state and federal data-privacy requirements, the use of consumer voice-activated assistant devices is **prohibited** in all district facilities and on all district networks. Unauthorized devices may be disconnected, removed, or disabled by the Information Technology Department without prior notice.

Limited exceptions may be granted only when:

- Required as part of an IEP, 504 plan, or approved assistive technology accommodation
- Approved in writing by the building leader and Superintendent or designee for a specific instructional or research purpose
- Configured and managed by the Information Technology Department under strict privacy and security controls.

12.4 Copying/Printing

To reduce copier/printing costs, employees are encouraged to use the district's [print center](#). Documents should be printed in black/white whenever possible; must be in standard sizes, but preferably 8-½ x 11; and must be ordered three days in advance. The Delivery Driver drops printed copies at each building's mail room.

Costs for Non-School Copying/Printing:

- Black/white copies/prints cost \$0.25/impression. If there is one two-sided copy, the charge is \$0.50.
- Color copies cost \$0.50/impression. If there is one two-sided copy, the charge is \$1.00.
- Payment should be made immediately at the building office.

12.5 Education Data and “Technology Providers”

Unless an exception applies, a government entity or technology provider must not electronically access or monitor:

- Any location-tracking feature of a school-issued device;
- Any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
- Student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

A government entity or technology provider may only engage in prohibited activities if:

- The activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by a district, a vendor, or the Department of Education, and notice is provided in advance;
- The activity is permitted by a judicial warrant;
- The public educational agency or institution is notified or becomes aware that the device is missing or stolen;
- The activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
- The activity is necessary to comply with federal or state law, including but not limited to section 121A.031; or
- The activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

Within 30 days of the start of the school year, the district must give parents and students direct and timely notice of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The current year's list of providers is posted at [Information Technology website](#) > Digital Tools > View. Parents and students may inspect a complete copy of any contract with a technology provider.

12.6 Employee Use of School Computers and E-mail

As per the Employee Handbook and [Policy 497](#), the district does not allow excessive use of computers or email for non-district work, including union business, during work time. Other school rules apply such as the prohibition of bullying, harassment, and inappropriate language.

12.7 Microsoft Workplace Discount Program

District employees can save on select Microsoft 365 subscriptions joining the [Microsoft Workplace Discount Program](#).

12.8 Multi-Factor Authentication (MFA)

The district implemented MFA to require two forms of verification to access an account. This added layer protects against unauthorized access—even if your password is compromised. You will need to use MFA each time you sign into your account from a new device or, periodically, based on the district's security policy. Download the Google Authenticator app (or Microsoft Authenticator or other authenticator) before following [Instructions](#) on how to set up an account. If you lose your smartphone, contact the IT Help Desk immediately

12.9 Security Standards and Cybersecurity

Information Security Standards

The district is developing Information Security Standards for technology. Standards include Technology Asset Management, Software Asset Management, Digital Data Management, Secure Configuration Management, Account and Credential Management, Vulnerability Management, Audit Log Management, Email and Web Browser Protections, Malware Defense, Security Awareness Training, Service Provider Management, and Incident Response Management. Contact the [Director of Technology](#) for general information.

Cyber Incident Response Plan

When the Cyber Incident Response Plan is finalized, it will be attached in this section. The Director of Technology is responsible for reporting cybersecurity incidents impacting the district by completing a [Cybersecurity Incident Report](#) found on the Minnesota IT Services (MNIT) website.

12.10 Student Digital Data Investigation Process

This process, which is managed by the Instructional Technology Department, provides clear guidelines for investigating data-related incidents while safeguarding the rights of students and families. The process applies specifically to requests for individual student data and is separate from general public data requests. Examples include:

- A school administrator or teacher requesting a student's web browsing or search history.
- Law enforcement requesting access to a student's device or asking for security video footage involving a specific student.

12.11 Technology Purchase Requests

Requests for technology-related equipment are made through the yearly process for operating capital requests and/or curriculum purchases. The Information Technology Department must approve all technology device, equipment, software, and cloud-based service purchases in advance to ensure compatibility and alignment with the technology environment and compliance with state and federal law.

12.12 Technology Work Requests

Submit technology work requests through [Incident IQ!](#)

Transportation

13.1 Drivers for Extracurricular Activities

After fulfilling posting requirements in the Bus Driver Agreement, a coach or advisor—if appropriately licensed as a driver—may agree to drive students in a van or activity bus to participate in their extracurricular activities. All transportation rules and expectations must be followed, including pre-trip and post-trip inspections. Pay requests are submitted to the Transportation Supervisor who approves, codes, and submits payment requests to the Payroll Coordinator for processing.

13.2 Interdepartment Invoices/Chargebacks

When charging a department for transportation services, the transportation department will submit the invoice to the finance department. The finance department will record the invoice and then send the invoice to the department/site for their information and reconciliation. If there is an error in the billing, the department/site leader will work with the transportation and finance departments to correct.

13.3 Mechanical Work for Maintenance/Grounds Equipment

This procedure outlines the process for completing mechanical work for maintenance and grounds equipment.

Work Orders

- Work orders to repair/service maintenance/grounds equipment will be entered into Fleet Vision software.
- When possible, either the Maintenance Supervisor or Grounds Supervisor will ride with a mechanic to explain a noise or other similar issue.
- The Transportation Supervisor will allow the Maintenance Office Professional, the Maintenance Supervisor, and Grounds Supervisor to access Fleet Vision. The Maintenance Office Professional will enter work order requests, but the Maintenance Supervisor and Grounds Supervisor will access the software as needed.
- The Transportation Supervisor will determine if a button for Transportation Work Orders should be on the website. If changes need to be made, the Communications Manager will be notified.
- If time is needed to address an issue that requires immediate attention, the transportation department will notify the maintenance/grounds department, which will determine if mechanical work should be completed at an external shop.

Preventative Maintenance

- For preventative maintenance on vehicles based on mileage, the Mechanic-Shop Foreman will contact the Maintenance Office Professional when oil changes and other preventative maintenance should be performed on maintenance/grounds equipment.
- If desiring a change, the Grounds Supervisor will contact the Transportation Supervisor and Mechanic-Shop Foreman to share preferred timelines for snow plows and other equipment that are currently serviced by mileage.
- For preventative maintenance on vehicles based on hours used, the maintenance/grounds department will issue a work order when service is needed.

Complaints

- Concerns (for example, this procedure is not followed or mechanics are working on personal vehicles when buses or other district vehicles need work) should be shared with both the Transportation Supervisor and Mechanic-Shop Foreman who will determine what action is needed. The Transportation Supervisor will oversee investigations and performance issues, but the Mechanic-Shop Foreman may provide work direction.

13.4 Notification of Families

If children are on a bus when an accident occurs, when students witness a serious accident, and/or when students witness a death or serious injury, the Transportation Department will notify parents.

13.5 Vehicle Requests

Submit vehicle requests through [Incident IQ!](#)

Other Important Information

14.1 Accident / Injury Reporting for Students

- All student injuries that occur on school grounds or at a school-sponsored activity should be reported to the school nurse (or principal's office if the nurse is not on duty).
- The nurse will assess the injuries sustained, call 911 if necessary, provide medical treatment (first aid, bandage, ice, etc.) as needed., and call the parent/guardian.
- The nurse and/or other staff member present at the time of the injury/accident will submit a Student Accident Report.

14.2 Class Supply Lists

By April 30th, principals in grades K-8 will present classroom supply lists for the following year to the Communications Coordinator for immediate posting. Prior to that date, principals are required to meet with teachers and/or grade level teams to update lists. Any additional supplies needed after posting will be provided free of charge to students using classroom discretionary funds.

14.3 Community Education Registration System

The district's Community Education program uses Arux for registration into Early Childhood Family Education, Kids Connection, Youth Recreation, Youth Enrichment, and Adult Enrichment programs. To set up an account, access the Help Center, or register, visit the [Community Education webpage](#).

14.4 Copyright Compliance / Video Use Guidelines / SWANK Streaming

Employees are expected to comply with copyright laws for all paper and digital resources, including digital streaming services (for example, Netflix, Amazon Prime, Disney+, Hulu, etc.). Classroom use of these resources—through the district network or personal account or hotspot—may violate their terms of service.

As part of the district's efforts to align with these requirements, the Instructional Technology Department may decline to install some streaming service apps to staff devices and may remove some apps previously installed. Internet access to these services may be blocked on the district network.

To help enhance instruction while following [video use guidelines](#), SWANK was selected as the district video streaming provider. SWANK provides hundreds of titles to enhance your teaching or for use on special viewing days, and additional titles may be requested for review each year in May. Please see [SWANK K12 Streaming Teacher Guide](#) for instructions. Tech support is available to provide assistance.

14.5 Disposal of Obsolete Equipment and Materials

Employees must notify their administrator prior to disposing of equipment and materials and follow the guidelines established in [Policy 802](#).

14.6 End-of-Year Checkout

The Curriculum and Instruction Department issues an [end-of-year checkout](#) for teachers. After receiving the building leader's signature, the form must be turned in to the building office professional before leaving at the end of the school year.

14.7 Facility Scheduling and Use

Community Education oversees scheduling and use of facilities. [Policy 902](#) governs community use of facilities and equipment, the [Facility Use Policy and Procedures](#) page provides guidance about facility use, and the [Facility Scheduling](#) page provides specific information about scheduling for non-school groups.

Type of Request	During the School Day	Not During the School Day
School-sponsored athletics and activities	Community Education (for example, pep fests)	Community Education (including games and practices)
Other school-sponsored requests	Building office professional	Community Education
Non-school-sponsored requests	Community Education	Community Education
Requests for district office	Community Education	Community Education

14.8 Field Trips

[Policy 610](#), Field Trips, outlines information and expectations for student field trips. Other expectations:

Day Field Trips

Procedures for day field trips include step-by-step instructions. Requests ([Forms & Documents Library](#) > Staff > Field Trip Requests) must be submitted to the building leader at least six weeks prior to the trip.

Extended Trips

[Policy 610](#), Field Trips, provides information and expectations for extended trips (any trip that includes at least one overnight stay). Unless there are extenuating circumstances (such as a state playoff berth), submit the Extended Trip Approval Form to the building administration at least 45 days prior to the trip. The form includes important procedural requirements.

Travel to Another School Within the District

Travel may be necessary to another school during the instructional day (for example, elementary students may be taken to practice at the high school prior to an evening concert). Although permission slips are not required, parents must be notified the day before the trip takes place.

14.9 Law Enforcement Officials and Federal Agents

The district strives to keep students and staff members safe while protecting student and parent rights and working with law enforcement officials and federal agents. Under most circumstances, access to school buildings is limited. For example, federal agents must present a valid judicial warrant before entering a school or bus during the student instructional day. Employees in school and department offices are expected to follow district protocols.

School Buildings

Before entering a building during the student instructional day, law enforcement officials and federal agents are expected to first check in at the main office. The district complies with valid judicial warrants.

Employees are expected to refer law enforcement officials and federal agents, including immigration officials, to the building administration; refrain from sharing personal data about any student, parent, or employee; and refrain from physically interacting with or physically blocking a law enforcement official or federal agent.

Building and department administrators will process requests from federal officials according to [district procedures](#) in conjunction with the Superintendent and other district leaders.

School Parking Lots

If a local or federal law enforcement official or agent is in a parking lot, contact the building administrator. Building administrators will follow [district procedures](#).

Sample Script for Referring Officials to the Building Administrator

The district does not allow individuals to walk through schools during the school day. Sample script:

- “I’m sorry, but only students, staff members, and authorized visitors are allowed to be in the school during this time. Let’s go to the office so a principal can help you.”

Buses

If a bus driver encounters a federal law enforcement official or agent at a bus stop or drop-off / pick-up area, the driver should contact the transportation office for further directions.

If there is a suspicion that a federal law enforcement official or agent is following a bus, the driver should follow the same routine as they would with any other similar situation of suspicion of being followed.

Sample Scripts for Handling Requests for Student or Staff Information

Staff should decline requests for student information (such as the home address for the student or immigration status of the student). Sample Scripts:

- “I’m sorry, but I cannot share that information. You may contact the school principal (or transportation office) for further assistance.”
- “FERPA regulations prevent me from providing that information. Let me refer you to the school principal (or transportation office) for any follow-up.”
- “Our school policy prohibits sharing student data without explicit consent or a court order. I’m happy to connect you with the school principal (or transportation office) for more details.”

14.10 Lobbying Restrictions

Federal funds may not be used for lobbying, including membership dues that support lobbying activity. Recipients are responsible for ensuring the use of federal funds complies with applicable statutes and regulations, including:

- Ensuring no federal grant dollars are used directly or indirectly to pay for lobbying efforts;
- A presumption that membership fee amounts tied to a percentage of a federal grant are unallowable;
- Maintaining adequate documentation to demonstrate compliance to ensure membership fees are not used on lobbying and are reasonable and necessary; and
- Avoiding payment of dues to organizations that cannot or do not report the proportion of their activities that are dedicated to lobbying.

For more information, see USDE’s letter to districts dated September 29, 2025.

14.11 McKinney-Vento and Basic Needs Programs

Alan.Schlomann@isd15.org is the district contact person for McKinney-Vento, Local Homeless Prevention Assistance, and Basic Needs programs. Each school site selects a contact for the programs.

McKinney-Vento

McKinney-Vento is a program that helps homeless students with transportation to school, nutrition assistance, and other assistance. More information is available at [Homeless McKinney-Vento](#) on the MDE website. A [McKinney-Vento Staff Training Powerpoint](#) includes information specifically for St. Francis Area Schools.

If a student may qualify for assistance, contact Alan.Schlomann@isd15.org and fill out the [McKinney-Vento Student Referral Form](#). This form includes the identification process and signs of homelessness. Please download and complete the form electronically.

The [National Center for Homeless Education \(NCHE\)](#) has many free resources, such as posters, folders, flyers, information brochures, and other free materials.

Local Homeless Prevention Assistance (LHPA) Program

LHPA is an Anoka County program that allows the district to help families avoid homelessness and assist those families that are already homeless to get out of homelessness. The [Local Homeless Prevention Assistance program authorized expenditures](#) document provides examples of the types

of expenses these funds can be used for. If you have a student, or family, you feel may qualify, please reach out to your designated [Local Homeless Prevention Assistance program building liaison](#) to submit a request form.

Basic Needs

Basic Needs is an Anoka County program that allows the district to help students and families that may be struggling to provide for the basic needs of their family. The [Basic Needs Allowable Purchases Guide](#) explains the program and gives some parameters for how we can use the funds. If you have a student, or family, you feel may qualify, please reach out to your designated [Basic Needs Building Liaison](#) to submit a request form.

14.12 Observances Including Moments of Silence

This [procedure](#) seeks to balance the role in civic education with the role of parents to guide their children's upbringing, ensuring that schools remain neutral environments focused on academic instruction rather than political or social advocacy. Expectations include neutrality in schools, objectivity, age appropriateness, voluntary participation, and consistency. Areas covered include lowering of flags, moments of silence, holiday learning requirements, observance of a direct community loss, and other observances.

14.13 Requests to Review Video Footage

Video Footage of Car Accidents in Parking Lots

1. If the accident involves a school vehicle, contact the Superintendent for guidance on sharing video footage with others involved in the accident.
2. If involved in an accident, individuals (or their parents) may submit a data request to the Superintendent to view video footage of district parking lots.
3. The building administrator will share the video clip with the Superintendent.
4. Viewing the video may occur in a school building or district office. They may not take pictures or videos of the footage.
5. The district will not share information about other people or vehicles.
6. Videos will not be released to insurance companies unless a subpoena is submitted to the district.

Video Footage of Discipline Incidents

Parents have the right to view video footage of a disciplinary incident involving their child *if the child is under 18*. When possible, images of other students should be blurred. If not possible, parents may view that part of the video showing the child's conduct. If a redacted version of the video can be made, parents have the right to it upon request, and the district may charge for the cost related to making the copy based on employee hourly rates. Parents may not videotape the video footage.

Typically, video footage will be viewed in the school where the students attend or where the incident occurred. Bus-related videos will be emailed to the Director of Human Resources who will make arrangements for parents to view videos in the district office.

Video Footage from Bus Routes

1. Submission of Requests
 - Requests to view video footage are made to the Transportation Department either verbally or in writing.
 - Requests should be as specific as possible to ensure that the retrieval of the footage is correct.

2. Process to View Video Footage

- The Transportation Department staff will identify and edit bus video footage.
- The Transportation Department staff will email the Director of Human Resources.
- The email will include the video clip and all the contact information of the requester.
- The Director of Human Resources will determine if it is appropriate for the requester to view the video clip (for example, the child must be the subject of the video). If so, the Director of Human Resources or designee will contact the requester to arrange a time for viewing the bus footage.
- The Director of Human Resources or designee will show the clip to the requester at the District Office or other location.
- Taking cell phone or other video/audio footage of the clip is strictly prohibited.

14.14 Social Worker Referrals

Any parent/legal guardian with legal custody may request a referral to a social worker for their child.

14.15 Student Activities/Clubs

Definition

As used in this section, "Student Activities/Clubs" are organized extracurricular or co-curricular activities or clubs that benefit current students. Examples include girls basketball, debate, and student council. Each student activity/club must have an advisor who oversees the student activity/club, including related financial accounts, if any.

Student Activity/Club Authorization

To form a student activity/club, an advisor submits the "Student Activity/Club Authorization" form to the building administrator. The form is available at [Staff Portal](#) > Forms > Business Services. Upon approval by the building leader and activities director, if needed, the principal forwards a signed copy to the Administrative Assistant to the Superintendent for review by the District Cabinet and School Board.

Paid / Unpaid Advisors

Advisors are unpaid unless the Master Agreement with district teachers includes a stipend prior to work completed.

Finance Account Authorization

Student activities/clubs must use school-controlled accounts to collect revenue and make expenditures. Funds are raised by students and for students who are currently enrolled and participate in the activity/club. The advisor's role is to advise and guide students yet not direct the financial decisions of the students. With some exceptions outlined in the Manual for Activity Fund Accounting (MAFA), student activity funds may not be used for general district operations.

Guidance

Statutes and other required practices govern financial accounting and reporting requirements for Minnesota public schools. The Uniform Financial Accounting and Reporting Standards (UFARS) manual contains the legal authority and the financial accounting system for all educational programs in Minnesota public schools. MAFA, which governs financial accounting procedures for Student Activities, is Chapter 14 in the UFARS manual.

Yearly School Board Approval

As per MAFA, the school board must annually review and approve the list of student activities/clubs.

14.16 Student Promotion, Retention, and Program Design

[Policy 513](#) provides information about student promotion, retention and program design. Parents complete the *Parent Request for Whole Grade Retention* and classroom teacher(s) complete the *Request for Whole Grade Retention Data Summary*. Forms are forwarded to the [Director of Curriculum and Instruction](#) who works with others before making a recommendation to the Superintendent. As per Policy 513, the Superintendent's decision on grade placement is final.

14.17 Mileage Reimbursement for Non-Public Students

Families of children who attend a private or parochial school outside district boundaries may be eligible for reimbursement for miles traveled within district boundaries. More information is available on the [Transportation Department webpage](#). Completed forms are submitted to the Transportation Supervisor.

14.18 Political Advocacy / Neutrality in Schools

General Statement

According to Minn. Stat. 211B.09, an employee or official of the state or of a political subdivision may not use official authority or influence to compel a person to apply for membership in or become a member of a political organization, to pay or promise to pay a political contribution, or to take part in political activity. As a result, while employees of the School District may not be limited in expressing personal political viewpoints outside of their official duties, they are expected to refrain from utilizing their position to influence students and parents/guardians.

School Referenda

Minnesota law has restrictions on the use of School District resources (including employee time) to support or oppose School District initiatives. Please contact the Superintendent for a copy of a brochure from the Minnesota School Boards Association about what school employees can and cannot do with regard to school referenda elections.

Other Political Advocacy

Employees are expected to refrain from using school resources such as school computers, email accounts, mailboxes, printers, copiers, and work time to advocate for or against any political issue or candidate. When employees receive emails advocating for or against a political candidate or issue, do not forward, print or post them.

Employees are not allowed to display political signs within school buildings or on school grounds. Exceptions may be granted if signs for both sides of an issue or for all candidates for a political office are displayed in an equitable manner within a classroom for legitimate instructional purposes.

During instructional hours, employees must refrain from advocating for or against any political issue or candidate. Discussions or comments about candidates or political topics during instructional time must be related to legitimate pedagogical interests, consistent with applicable curriculum, and fair and equitable to all issues and/or candidates.

[Policy 505](#) provides additional information about the distribution of non-school materials by students and employees.

Neutrality in Schools

District employees should not push a political or social agenda within a school setting.

- **Curriculum:** “Neutrality in schools” means that educators refrain from discussing political or social issues or they share multiple perspectives on controversial topics in a fair and balanced approach. Teachers should also encourage students to share differing or multiple perspectives on issues. Some may call this “point/counterpoint” or a “fair and balanced” approach to teaching and learning.
- **Protests and Walkouts:** The district does not sponsor or promote student protests or walkouts, and employees may not encourage or discourage students from participating. Participating students are counted as unexcused unless parents excuse their absence. Staff members are expected to remain in their assigned location with remaining students unless building administrators assign them to monitor a different location. School rules (such as harassment and other discipline policies) apply.

14.19 Team Meals/Special Events

Coaches and activity advisors are expected to contact the Activities Director in advance if a team meal/special event is planned. These events are presumed to be school-sponsored unless indicated otherwise. As a school-sponsored event, the coach reserves the facility; attends the function; provides oversight of setup, operations, and clean-up; ensures food is not sold; and liaises with the custodial staff.

	Coach/Advisor Oversight	Not School Function
Facility rental	Spaces must be reserved. No fee is charged.	Facility rental expectations and fees apply.
Foods and beverages	Clear communication about foods and beverages must be reviewed with the Activities Director before approval. Food may not be sold,	Clear communication of food and facility needs must be presented and reviewed.
Custodial care	A fee may be charged if the team meal or special event occurs outside normal custodial coverage.	Charges for custodial care will apply
Insurance coverage	School insurance covers school-sponsored events. Additional insurance is not required.	The group must provide a liability policy

14.20: Volunteer Background Checks

To volunteer in a school, parents or community members complete a "Volunteer Application" and "Volunteer Background Check," located on the [Volunteer webpage](#). Individuals who have been convicted of any felony, or a misdemeanor offense involving a child, as well as those with pending charges for such offenses, are not eligible to volunteer.

The Director of Community Education forwards applications to an Office Professional at the school(s) requested. On a shared document, the Human Resources Department indicates if the results of the background check meet district standards. If not, the building leader informs the applicant the results did not meet district standards to volunteer. Applicants may contact the Director of Human Resources with questions.

14.21: Work-Based Learning Permission and Release of Liability

Prior to beginning work at an off-site employer, a parent/guardian of a student participating in work-based learning must complete a "[Permission and Release of Liability for Student Transportation Associated with Work-Based Learning \(WBL\)](#)" form.