

Regular School Board Meeting

Monday, December 20, 2021 5:00 PM

Electronic Meeting held Via ZOOM, 1515 11th Street, International Falls,
Minnesota 56649

You are invited to a Zoom webinar.

When: Dec 20, 2021 05:00 PM Central Time (US and
Canada)

Topic: Regular School Board Meeting

Please click the link below to join the webinar:
<https://isd361.zoom.us/j/88557190335?pwd=T3phejFwUmdGRHY2RUlsNWYreEpLdz09>
Passcode: 137133

Or One tap mobile :

US: +13017158592,,88557190335#,,,,*137133#
or +13126266799,,88557190335#,,,,*137133#

Webinar ID: 885 5719 0335

Passcode: 137133

CALL TO ORDER

1. Roll Call:

- Toni Korpi, Clerk
- Emily McGonigle, Director
- Bruce Raboin, Director
- Ted Saxton, Board Chair
- Roxanne Skogstad-Ditsch, Treasurer
- JoAnn Smith, Director
- Jennifer Windels, Vice Board Chair

Non Voting Members:

- Kevin Grover, Superintendent
- Mitch Erickson, Student Representative

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by __,
second by __. Motion carried / failed.

Open Forum

1. Elk's Student's of the Month: Elisha Boelk and
Kaden Mayfield
2. Public Open Forum

Consent Agenda

1. Approve past meeting minutes for the regular
school board meeting on November 15, November 23
and December 6, 2021.

2. Approve current accounts payable due in the amount of \$836,804.82.
3. Approve payroll in the amount of \$662,426.38 for pay periods November 19, December 3, and December 17.
4. Approve hire of Vicki Steinback as Paraprofessional effective December 15, 2021.
5. Approve hire of Tonja Ruelle as Paraprofessional effective December 16, 2021.
6. Approve hire of Jeff Kerry as Head Softball Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
7. Approve hire of Casey Meyer as Assistant Softball Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
8. Approve hire of Phil Talmage as Head Baseball Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
9. Approve hire of Will Awe as Assistant Baseball Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
10. Approve hire of Tony Casareto as Head Golf Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
11. Approve hire of Charlie Anderson as Assistant Golf Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
12. Approve hire of Sheryl Hendrickson as Head Girls Track Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
13. Approve hire of Aleisha Hendrickson as Assistant Girls Track Coach for the 2021-2022 season. This position is hired contingent upon

the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.

14. Accept resignation of Tawnya Porter, Fireman, effective December 31, 2021.
15. Approve extension of Recreation Commission joint powers agreement the with City of International Falls to January 31, 2022.
16. Second reading of School Board Policy 102 - Equal Educational Opportunity
17. Second reading of School Board Policy 406 - Public and Private Personnel Data
18. Second reading of School Board Policy 413 - Harassment and Violence
19. Second reading of School Board Policy 425 - Staff Development
20. First reading of School Board Policy 501 - School Weapons Policy
21. First reading of School Board Policy 507 - Corporal Punishment
22. First reading of School Board Policy 524 - Internet Acceptable Use and Safety Policy
23. First reading of School Board Policy 400 - Substitute Pay Policy.
24. Approve the 2021 World's Best Workforce Summary.
25. Approve the 2021-2022 World's Best Workforce Plan.

Action Items

1. Resolution Acceptance of Gifts and Donations. Motion by __, second by __. Motion carried / failed.
2. Approve hire of Amy Raboin as Title Instructor, effective January 3, 2022. Motion by __, second by __. Motion carried / failed.
*Bruce Raboin to abstain from voting.
3. Set January organizational meeting for Monday, January 3, 2022 at 5:00 p.m. Motion by __, second by __. Motion carried / failed.
4. Approve the Principals contract for July 1, 2023 to June 30, 2025. Motion by __, second by __. Motion carried / failed.
5. Approve unpaid medical leave request from Emily Amerud for January 24, 2022 to February 25, 2022. Motion by __, second by __. Motion carried / failed.
6. Approve Resolution in Support of the Congressional IDEA Full Funding Act. Motion by __, second by __. Motion carried / failed.

Committee and Administrative Reports

1. Mitch Erickson, Student Representative
2. Melissa Tate, Elementary Principal

a. COVID update: Falls Elementary School (FES)

3. Tim Everson, Secondary Principal

a. COVID update: Falls High School (FHS)

4. Kevin Grover, Superintendent:

a. COVID update: District

5. Committee Reports:

a. Community Education Update:

i. BethAnne Slatinski

b. Recreation Commission

Truth in Taxation Hearing

**** Cannot begin before 6:00 pm.***

1. Receive Truth in Taxation Presentation.

2. Certify the 21 Pay 22 (FY23) Levy at \$3,193,349.16. Motion by __, second by __.
Motion carried / failed.

Adjournment

REGULAR MEETING MINUTES
REGULAR MEETING OF THE BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT NO. 361
Monday, November 15, 2021 at 5:00 p.m.
Meeting Held Via Zoom Meeting and in FHS Library

Call to Order

Toni Korpi:	Present
Emily McGonigle:	Absent
Bruce Raboin:	Present
Ted Saxton:	Present
Roxanne Skogstad-Ditsch:	Present
Joann Smith:	Present
Jennifer Windels:	Present

Present: 6, Absent: 1.

Emily McGonigle attending via zoom as a non voting member.

Non Voting Members in Attendance: Kevin Grover, Superintendent and Mitch Erickson,
Student Council Student Representative

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by Roxanne Skogstad-Ditsch, then second by Bruce Raboin. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea,
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

Presentation

1. Presentation from MSBA regarding strategic planning. Gail Gilman presented presentation to Board.

Open Forum

1. Elk's Student's of the Month:

1.a. September: Anthony Scholler

1.b. October: Kylee Sweney and Parker Sivonen

1.c. November: KayLynn Cronin and Colton Hollis

2. Public Open Forum: Cedulie Lloyd of Cedulie's Photography regarding school photos.

Consent Agenda

Motion by Jennifer Windels, then second by Joann Smith to accept Consent Agenda as presented. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea,
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

1. Approve past meeting minutes for the regular school board meeting on October 18th and November 1st.
2. Approve current accounts payable due in the amount of \$676,769.59.
3. Approve payroll in the amount of \$416,864.68 for pay periods October 22nd and November 5th.
4. Accept resignation of Ruth Reller, Cafe Helper, effective September 1, 2021.
5. Approve hire of Ashley Kostiuk as a Paraprofessional effective November 8, 2021.
6. Approve hire of Katie Miles as the Covid-19 Test Site Coordinator effective October 26, 2021.
7. Approve hire of Jenesa Casareto as Youth Grant Coordinator. Hire is contingent upon finding qualified elementary teacher, and effective date to be determined based upon hiring of replacement teacher.
8. Accept resignation of Lani Anderson, Paraprofessional, effective November 19, 2021.
9. Approve hire of Brandon Barras as Assistant Girls Basketball Coach for the 2021-2022 season. This position is hired contingent upon the activity season being held during the 2021-2022 school year. Payment of wages may be prorated based upon whether the season is cut short due to COVID.
10. Accept resignation from Paul Hjelle as Head Cross Country Coach and Head Boys Track Coach effective November 15, 2021.
11. First Reading of School Board Policy 102 - Equal Educational Opportunity
12. First Reading of School Board Policy 406 - Public and Private Personnel Data (with forms)
13. First Reading of School Board Policy 413 - Harassment and Violence
14. First Reading of School Board Policy 425 - Staff Development
15. Acknowledge Girls Basketball volunteer coach Darrick Johnson for the 2021-2022 season.
16. Approve FES PA replacement project with LVC Company in amount of \$39,249.

Action Items

1. Resolution Acceptance of Gifts and Donations. Motion by Bruce Raboin, then second by Roxanne Skogstad-Ditsch. Motion Carried.
Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1
2. Adopt Resolution of Governing Board Supporting Application to MSHSL Foundation. Motion by Joann Smith, then second by Roxanne Skogstad-Ditsch. Motion Carried.
Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

3. Approve dissolution of Girls Hockey Cooperative between Rainy River and International Falls. Motion by Bruce Raboin, then second by Joann Smith. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

4. Approve Resolution to form Girls Hockey Cooperative with Rainy River School District, Ontario and Indus School District. Motion by Roxanne Skogstad-Ditsch, then second by Toni Korpi. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea

Yea: 6, Nay: 0, Absent: 1

5. Approve the Principals contract for July 1, 2021 to June 30, 2023. Motion by Jennifer Windels, then second by Joann Smith. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

6. Acknowledge Girls Basketball volunteer coach Steve Windels for the 2021-2022 season. Motion by Roxanne Skogstad-Ditsch, then second by Bruce Raboin. Motion Carried.

Emily McGonigle: Absent, Jennifer Windels: Abstain (With Conflict), Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Committee and Administrative Reports

1. Mitch Erickson, Student Representative: Gave update on food drive, pie sales, and other projects.

2. Melissa Tate, Elementary Principal: Reported low on substitute para's and teachers,

2.a. COVID update: Falls Elementary School (FES): Take home tests being sent home

3. Tim Everson, Secondary Principal: Reported low on substitute para's and teachers,

3.a. COVID update: Falls High School (FHS): Take home tests being sent home

4. Kevin Grover, Superintendent:

4.a. COVID update: Shared District graphs and gave update.

4.b. Meeting reminders: November 23rd at 5:30 pm and December 1 at 5:00 pm.

5. Committee Reports:

5.a. Community Education Update: Lifeguard training planned for January.

5.b. Recreation Commission

Adjournment

Carried. 6:39 pm. Motion by Jennifer Windels, then second by Joann Smith. Motion Carried.

Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea,
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

Approved Minutes:

District Clerk	Date	Board Chair	Date
----------------	------	-------------	------

SPECIAL MEETING MINUTES
SPECIAL MEETING OF THE BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT NO. 361
Tuesday, November 23 2021 at 5:30 p.m.
Meeting Held Via Zoom Meeting and in FHS Library

Call to Order:

Toni Korpi: Present
Emily McGonigle: Absent
Bruce Raboin: Present
Ted Saxton: Present
Roxanne Skogstad-Ditsch: Present
Joann Smith: Present
Jennifer Windels: Present
Present: 6, Absent: 1.

Non Voting Member Present: Kevin Grover, Superintendent

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by __, second by __. Motion carried / failed.
Car. Motion by Joann Smith, then second by Roxanne Skogstad-Ditsch. Motion Carried.
Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea,
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

Presentation and Discussion:

1. Presentation from TeamWorks International regarding strategic planning.

Adjournment

Motion by Roxanne Skogstad-Ditsch, then second by Toni Korpi to adjourn at 6:23 pm.
Motion Carried.
Emily McGonigle: Absent, Toni Korpi: Yea, Bruce Raboin: Yea, Ted Saxton: Yea,
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 6, Nay: 0, Absent: 1

Approved Minutes:

District Clerk

Date

Board Chair

Date

SPECIAL MEETING MINUTES
SPECIAL MEETING OF THE BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT NO. 361
Monday, December 6, 2021 at 5:30 p.m.
Meeting Held Via Zoom Meeting and in FHS Library

Call to Order:

Toni Korpi: Present
Emily McGonigle: Present
Bruce Raboin: Present
Ted Saxton: Present
Roxanne Skogstad-Ditsch: Present
Joann Smith: Present
Jennifer Windels: Present

Present: 5, Absent: 2.

Emily McGonigle arrived late 5 mins late; Bruce Raboin and Roxanne Skogstad-Ditsch attended via zoom as non voting members. Non Voting Members Present: Kevin Grover, Superintendent

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by Jennifer Windels, then second by Toni Korpi. Motion Carried.

Bruce Raboin: Absent, Roxanne Skogstad-Ditsch: Absent, Toni Korpi: Yea, Emily McGonigle: Yea, Ted Saxton: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 5, Nay: 0, Absent: 2

Action

1. Motion to enter into an agreement with Teamworks to provide services to assist the District in developing a strategic plan. Motion by Jennifer Windels, then second by Joann Smith. Motion Carried.

Bruce Raboin: Absent, Roxanne Skogstad-Ditsch: Absent, Toni Korpi: Yea, Emily McGonigle: Yea, Ted Saxton: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 5, Nay: 0, Absent: 2

Discussion:

1. COVID update and discussion.

1.a. District; 1.b. FES; 1.c. FHS

Adjournment

Motion by Toni Korpi, then second by Jennifer Windels to adjourn at 6:27 pm. Motion Carried.

Bruce Raboin: Absent, Roxanne Skogstad-Ditsch: Absent, Toni Korpi: Yea, Emily McGonigle: Yea, Ted Saxton: Yea, Joann Smith: Yea, Jennifer Windels: Yea
Yea: 5, Nay: 0, Absent: 2

Approved Minutes:

District Clerk

Date

Board Chair

Date

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124462	THEME AND VARIATIONS	12/3/2021	123950	FES Music Supplies	1302200024	\$ (730.00)
201124735	Madison National Life	11/17/2021	1462447	September Life Premium	0	\$ 2,063.80
	Madison National Life	11/17/2021	1462446	September LTD Premium	0	\$ 156.00
	Madison National Life	11/17/2021	1462448	October LTD Premium	0	\$ 153.60
	Madison National Life	11/17/2021	1462449	October Life Premium	0	\$ 1,703.80
	Madison National Life	11/17/2021	1466059	November Life Premium	0	\$ 1,721.70
	Madison National Life	11/17/2021	1466058	November LTD Premium	0	\$ 153.60
201124736	Viterbo University	11/17/2021	11/11/2021	2021 SCHOLARSHIP MYLES MASON FROM RAINY LAKE SPORT FISHING CLUB/RJ MEMORIAL	0	\$ 500.00
	Viterbo University	11/17/2021	2021	2021 MYLES MASON SCHOLARSHIP RECIPIENT WALLACE HAGLUND	0	\$ 250.00
201124737	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 938.78
	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 286.54
	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 12.97
	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 16.67
	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 9.00
	AFSCME Council 65	11/19/2021	20211119AD/	Payroll accrual	0	\$ 0.33
201124738	AFT Local #331	11/19/2021	20211119AD[	Payroll accrual	0	\$ 3,184.36
	AFT Local #331	11/19/2021	20211119AD[	Payroll accrual	0	\$ 56.20
201124739	ND Child Support Division	11/19/2021	20211119AD(	Child Support	0	\$ 332.31
201124740	Para Local #4798	11/19/2021	20211119AD[	Payroll accrual	0	\$ 772.87
	Para Local #4798	11/19/2021	20211119AD[	Payroll accrual	0	\$ 16.73
201124741	Annie's Frozen Yogurt	11/19/2021	25268	Frozen Yogurt	7702200000	\$ 100.00
201124742	ARROWHEAD LIBRARY SYSTEM	11/19/2021	7585	Library Catalog System	6202200000	\$ 625.00
201124743	Aviben	11/19/2021	21010	403b Third Party Admin Svc	1102200006	\$ 166.93
201124744	COCA-COLA BOTTLING CO	11/19/2021	33947	FHS; Ala Carte Beverages	7702200002	\$ 80.00
	COCA-COLA BOTTLING CO	11/19/2021	34017	FHS; Ala Carte Beverages	7702200002	\$ 180.50
201124745	FORESTLAND SALES AND SERVICE	11/19/2021	44298	Spring pin kit	0	\$ 11.95
201124746	GUARDIAN PEST CONTROL INC	11/19/2021	2288769	Pest Control Service	8102200019	\$ 64.65
201124747	HAWKINS INC	11/19/2021	6053314	Pool Chemicals	8102200029	\$ 30.14
201124748	Marco Technologies LLC	11/19/2021	INV9329707	Guid Office Cost per Copy	7102200000	\$ 14.07
	Marco Technologies LLC	11/19/2021	INV9329708	FES; Canon 1025N Copier	1302200028	\$ 197.07

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124749	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 567.40
	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 4,519.44
	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 2,398.90
	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 5,880.13
	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 7,196.68
	MN POWER	11/19/2021	110921	Electricity Bill	8102200041	\$ 439.60
201124750	PAN O GOLD BAKING CO	11/19/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 42.00
	PAN O GOLD BAKING CO	11/19/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 140.25
	PAN O GOLD BAKING CO	11/19/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 102.98
	PAN O GOLD BAKING CO	11/19/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 88.74
	PAN O GOLD BAKING CO	11/19/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 25.74
201124751	Rainy Lake Oil, Inc.	11/19/2021	59229	6000 gal P-40 fuel and 3000 gal unleaded.	7602200027	\$ 25,181.73
201124752	Rotary Club of International Falls	11/19/2021	755	Corporate Dues FY22	0	\$ 320.00
201124753	SANDSTROM'S INC	11/19/2021	380957	Milk for Meal Service	7702200003	\$ 675.00
	SANDSTROM'S INC	11/19/2021	381888	Milk for Meal Service	7702200003	\$ 612.50
	SANDSTROM'S INC	11/19/2021	381887	Milk for Meal Service	7702200003	\$ 425.00
	SANDSTROM'S INC	11/19/2021	382826	Milk for Meal Service	7702200003	\$ 412.50
201124754	SCHOLASTIC	11/19/2021	33272390	FES 5th Grade Books	1302200044	\$ 217.73
201124755	UNITED TRUCK BODY	11/19/2021	549440	Diagnose and repair clutch fan on bus 32	7602200023	\$ 191.25
	UNITED TRUCK BODY	11/19/2021	549500A	Windshields for bus	7602200022	\$ 384.00
	UNITED TRUCK BODY	11/19/2021	549500B	Diagnose and repair clutch fan on bus 32	7602200023	\$ 1,074.91
201124756	VOYAGEUR REFRIGERATION ICE INC	11/19/2021	7183	Walk-In Freezer Repair PO	0	\$ 1,992.96
					8102200080	
201124757	MN BCA	11/23/2021	111821	Background Check B.Story	0	\$ 15.00
201124758	RECREATION COMMISSION	11/23/2021	Rec GVball 11	Rec Com GVball JH fee reimbursement payment	0	\$ 50.00
201124759	MN BCA	11/22/2021	11222021	Background Check - Tonja Ruelle	0	\$ 15.00
201124760	BEMIDJI BUS LINE	11/24/2021	20716	Charter Bus Volleyball	2922200023	\$ 750.00

10/5/2021

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	BEMIDJI BUS LINE	11/24/2021	20762	Charter Bus - Football (Crosby-Ironton)	2922200024	\$ 1,151.17
	BEMIDJI BUS LINE	11/24/2021	20762	Charter Bus - Football (Crosby-Ironton)	2922200024	\$ 98.83
	BEMIDJI BUS LINE	11/24/2021	20797	Charter Bus - Football (Willow River)	2922200024	\$ 1,316.94
	BEMIDJI BUS LINE	11/24/2021	20797	Charter Bus - Football (Willow River)	2922200024	\$ 113.06
	BEMIDJI BUS LINE	11/24/2021	20648	Charter Bus - Football (Moose Lake)	2922200024	\$ 1,289.31
	BEMIDJI BUS LINE	11/24/2021	20648	Charter Bus - Football (Moose Lake)	2922200024	\$ 110.69
	BEMIDJI BUS LINE	11/24/2021	20700	Charter Bus - Football (Hinkley)	2922200024	\$ 1,440.35
	BEMIDJI BUS LINE	11/24/2021	20700	Charter Bus - Football (Hinkley)	2922200024	\$ 123.65
201124761	BLICK ART MATERIALS	11/24/2021	7407524	ART SUPPLIES LISA SIMON CUSTOMER # 2203003	2122200002	\$ 843.25
201124762	BSN SPORTS	11/24/2021	914418618	Footballs (Wilson/Nike) & Game Ball Prep Kit	2922200015	\$ 196.54
201124763	C1stTechnologies	11/24/2021	ISO-3106	Microsoft Windows Server	6052200033	\$ 6,378.65
201124764	Marco Technologies LLC	11/24/2021	457322345	Comm Ed; Minolta C458 Copier	5002200000	\$ 217.40
	Marco Technologies LLC	11/24/2021	457321941	FHS; B & W Copy Machine 754E	3002200002	\$ 185.42
	Marco Technologies LLC	11/24/2021	457320000	Copier Leases	1102200002	\$ 842.94
	Marco Technologies LLC	11/24/2021	457320000	Copier Leases	1102200002	\$ 842.93
	Marco Technologies LLC	11/24/2021	458111978	FES; Color Copier and FHS; Mailroom Copier	3002200008	\$ 1,338.34
	Marco Technologies LLC	11/24/2021	458111978	FES; Color Copier and FHS; Mailroom Copier	3002200008	\$ 809.88
201124765	MEDTOX LABORATORIES	11/24/2021	1.0202E+11	Drug/Alcohol Testing	0	\$ 118.03
201124766	MN TELECOMMUNICATIONS	11/24/2021	7882	Monthly Broadband Services	6052200003	\$ 1,512.50
201124767	Rainy Lake Gazette	11/24/2021	285	Advertising Local Newspaper	1102200031	\$ 810.00
	Rainy Lake Gazette	11/24/2021	143	Advertising Local Newspaper	1102200031	\$ 190.00

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124768	SHANNONS INC	11/24/2021	Draw 2	FES HVAC work (Final)	8102200013	\$ 8,779.90
	SHANNONS INC	11/24/2021	21896	Trouble shoot and repair Hot water heater in Arena	8102200103	\$ 1,398.50
201124769	Trophies Plus, Inc.	11/24/2021	372560	Football All-District Trophies	2922200022	\$ 44.85
201124770	ZIEMBA, BERNIE	11/24/2021	110821	WOOD SHOP SUPPLIES GEORGE MCDONALD	2552200014	\$ 400.00
201124771	Village Inn	11/24/2021	11122021	Cost of pies for the pie fundraiser.	0	\$ 7,490.00
201124772	US FOODSERVICE	11/25/2021	5772833	Food for Meal Services	7702200006	\$ 57.61
	US FOODSERVICE	11/25/2021	5670120	Food for Meal Services	7702200006	\$ 748.60
	US FOODSERVICE	11/25/2021	5670123	Food for Meal Services	7702200006	\$ 1,560.44
	US FOODSERVICE	11/25/2021	5670123	Food for Meal Services	7702200006	\$ 119.42
	US FOODSERVICE	11/25/2021	5752203	Food for Meal Services	7702200006	\$ 1,293.51
	US FOODSERVICE	11/25/2021	5752203	Food for Meal Services	7702200006	\$ 252.34
201124772	US FOODSERVICE	11/25/2021	5752196	Food for Meal Services	7702200006	\$ 135.80
	US FOODSERVICE	11/25/2021	5670121	Food for Meal Services	7702200006	\$ 1,002.81
	US FOODSERVICE	11/25/2021	5670121	Food for Meal Services	7702200006	\$ 121.63
	US FOODSERVICE	11/25/2021	5752190	Food for Meal Services	7702200006	\$ 1,011.36
	US FOODSERVICE	11/25/2021	5752190	Food for Meal Services	7702200006	\$ 13.18
	US FOODSERVICE	11/25/2021	5752197	Food for Meal Services	7702200006	\$ 102.60
	US FOODSERVICE	11/25/2021	5816056	Food for Meal Services	7702200006	\$ 807.72
	US FOODSERVICE	11/25/2021	5816056	Food for Meal Services	7702200006	\$ 95.08
	US FOODSERVICE	11/25/2021	5892321	Food for Meal Services	7702200006	\$ 112.79
	US FOODSERVICE	11/25/2021	5892320	Food for Meal Services	7702200006	\$ 604.55
	US FOODSERVICE	11/25/2021	5892320	Food for Meal Services	7702200006	\$ 114.84
	US FOODSERVICE	11/25/2021	5892322	Food for Meal Services	7702200006	\$ 2,015.18
	US FOODSERVICE	11/25/2021	5892322	Food for Meal Services	7702200006	\$ 745.60
	US FOODSERVICE	11/25/2021	5816057	Food for Meal Services	7702200006	\$ 1,820.71
	US FOODSERVICE	11/25/2021	5816059	Pre School and Kindergarten Snacks	1302200068	\$ 84.41
	US FOODSERVICE	11/25/2021	3087216	Food for Meal Services	7702200006	\$ 1,300.02
	US FOODSERVICE	11/25/2021	3087216	Food for Meal Services	7702200006	\$ 60.68

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	US FOODSERVICE	11/25/2021	3087218	Food for Meal Services	7702200006	\$ 121.52
	US FOODSERVICE	11/25/2021	3177887	Food for Meal Services	7702200006	\$ 1,635.52
	US FOODSERVICE	11/25/2021	3177901	Pre School and Kindergarten Snacks	1302200068	\$ 254.08
	US FOODSERVICE	11/25/2021	3087215	Food for Meal Services	7702200006	\$ 964.20
	US FOODSERVICE	11/25/2021	3177886	Food for Meal Services	7702200006	\$ 1,137.95
	US FOODSERVICE	11/25/2021	3087219	Food for Meal Services	7702200006	\$ 125.32
201124773	Apptegy	12/3/2021	INV-06658	Thrillshare Contract	6052200046	\$ 7,650.00
201124774	BEMIDJI WELDERS SUPPLY	12/3/2021	10070803	METAL SHOP SUPPLIES DAVE OLSON PER \$ FROM 2020-21	2552200013	\$ 1,256.98
201124775	COCA-COLA BOTTLING CO	12/3/2021	34118	FHS; Ala Carte Beverages	7702200002	\$ 142.30
	COCA-COLA BOTTLING CO	12/3/2021	34130	FHS; Ala Carte Beverages	7702200002	\$ 80.00
201124776	KANTOR ELECTRIC INC	12/3/2021	16802	Adjust woodshop breaker and 2 plug adaptors for new treadmills	8102200112	\$ 50.00
	KANTOR ELECTRIC INC	12/3/2021	16802	Adjust woodshop breaker and 2 plug adaptors for new treadmills	8102200112	\$ 42.84
201124777	MN ENERGY RESOURCES CORP	12/3/2021	0505015015-(	Garage; Natural Gas Services	8102200031	\$ 312.34
201124778	NORTHEAST SERVICE COOPERATIVE	12/3/2021	2825	IEA annual contract days-Health & Safety	8102200071	\$ 840.00
201124779	OFFICE DEPOT	12/3/2021	2.088E+11	OFFICE SUPPLIES TIM EVERSON	3002200053	\$ 279.99
	OFFICE DEPOT	12/3/2021	2.088E+11	OFFICE SUPPLIES TIM EVERSON	3002200053	\$ 277.44
	OFFICE DEPOT	12/3/2021	2.0439E+11	FES Paper Supply	1302200106	\$ 4,141.97
201124780	PAN O GOLD BAKING CO	12/3/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 63.00
	PAN O GOLD BAKING CO	12/3/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 92.62
	PAN O GOLD BAKING CO	12/3/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 150.53
201124781	PUSH-PEDAL-PULL EXERCISE EQUIP.	12/3/2021	321270	PHY. ED. SPORTS EQUIPMENT	3002200019	\$ 19,063.71
201124782	RATWIK ROSZAK & MALONEY PA	12/3/2021	69984	services	1102200011	\$ 739.15
201124783	SANDSTROM'S INC	12/3/2021	382827	Milk for Meal Service	7702200003	\$ 212.50
	SANDSTROM'S INC	12/3/2021	383963	Milk for Meal Service	7702200003	\$ 425.00
	SANDSTROM'S INC	12/3/2021	384807	Fhs; Milk for Meal Service	7702200003	\$ 425.00
201124784	Voyager Sopris Learning	12/3/2021	4541730	FES LETRS Virtual Training	1302200107	\$ 3,000.00

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
				(Tate)		
	Voyager Sopris Learning	12/3/2021	4565596	LETRS 3E Virtual Unit Training (Tate)	1302200111	\$ 3,000.00
	Voyager Sopris Learning	12/3/2021	4565598	FES Facilitator Training Renewal (Tate)	1302200110	\$ 1,995.00
	Voyager Sopris Learning	12/3/2021	4565597	FES Facilitator Training Renewal (Tate)	1302200110	\$ 9,000.00
	Voyager Sopris Learning	12/3/2021	4570225	LETRS 3E Virtual Unit Training (Tate)	1302200111	\$ 1,919.50
201124785	WATER DEPT	12/3/2021	74-006700-0C	Water Usage - Garage	8102200021	\$ 51.14
	WATER DEPT	12/3/2021	13-014700-0C	FHS; Water Usage	8102200021	\$ 2,024.55
	WATER DEPT	12/3/2021	13-014800-0C	FES; Water Usage	8102200021	\$ 1,463.05
	WATER DEPT	12/3/2021	13-014900-0C	Arena; Water Usage	8102200021	\$ 924.01
	WATER DEPT	12/3/2021	30-007100-02	Stadium; Water Usage	8102200021	\$ 50.94
201124786	Fish, Dave	12/3/2021	GBball 11/30/	Girls Bball Official on 11/30/21 vs EG	0	\$ 60.00
	Fish, Dave	12/3/2021	GBball 11/30/	Girls Bball Official on 11/30/21 vs EG	0	\$ 85.00
	Fish, Dave	12/2/2021	GBball 11/30/	Girls Bball Official on 11/30/21 vs EG	0	\$ (60.00)
	Fish, Dave	12/2/2021	GBball 11/30/	Girls Bball Official on 11/30/21 vs EG	0	\$ (85.00)
201124787	Lamppa, Brian	12/3/2021	GBball 11/30/	Girls Basketball Official on 11/30/21 vs EG	0	\$ 60.00
	Lamppa, Brian	12/3/2021	GBball 11/30/	Girls Basketball Official on 11/30/21 vs EG	0	\$ 85.00
	Lamppa, Brian	12/2/2021	GBball 11/30/	Girls Basketball Official on 11/30/21 vs EG	0	\$ (60.00)
	Lamppa, Brian	12/2/2021	GBball 11/30/	Girls Basketball Official on 11/30/21 vs EG	0	\$ (85.00)
201124788	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on 11/30/21 vs EG	0	\$ 60.00
	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 85.00

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
				11/30/21 vs EG		
	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 110.88
				11/30/21 vs EG		
	Lamppa, Davis	12/2/2021	GBball 11/30/	Girls Basketball Official on	0	\$ (60.00)
				11/30/21 vs EG		
	Lamppa, Davis	12/2/2021	GBball 11/30/	Girls Basketball Official on	0	\$ (85.00)
				11/30/21 vs EG		
	Lamppa, Davis	12/2/2021	GBball 11/30/	Girls Basketball Official on	0	\$ (110.88)
				11/30/21 vs EG		
201124789	BEMIDJI WELDERS SUPPLY	12/3/2021	10070482	ALI FUNDS METAL SHOP SUPPLIES	2552200012	\$ 2,196.80
				DAVE OLSON		
201124790	CliftonLarsonAllen LLP	12/3/2021	3087874	Audit	1102200005	\$ 12,075.00
201124791	COCA-COLA BOTTLING CO	12/3/2021	553947	FHS; Ala Carte Beverages	7702200002	\$ 184.60
201124792	PAN O GOLD BAKING CO	12/3/2021	1.001E+13	Bread for Meal Service	7702200001	\$ 42.00
201124793	SANDSTROM'S INC	12/3/2021	383965	Milk for Meal Service	7702200003	\$ 325.00
201124794	TechCheck	12/3/2021	45868	Troubleshoot paging system at	6052200000	\$ 753.75
				FES		
	TechCheck	12/3/2021	45868	Troubleshoot paging system at	6052200000	\$ 251.25
				FES		
201124795	Fish, Dave	12/3/2021	GBball 11/30/	Girls Bball Official on	0	\$ 60.00
				11/30/21 vs EG		
	Fish, Dave	12/3/2021	GBball 11/30/	Girls Bball Official on	0	\$ 85.00
				11/30/21 vs EG		
201124796	Lamppa, Brian	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 60.00
				11/30/21 vs EG		
	Lamppa, Brian	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 85.00
				11/30/21 vs EG		
201124797	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 60.00
				11/30/21 vs EG		
	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 85.00
				11/30/21 vs EG		
	Lamppa, Davis	12/3/2021	GBball 11/30/	Girls Basketball Official on	0	\$ 110.88
				11/30/21 vs EG		

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124798	AFT Local #331	12/3/2021	20211203AD	Payroll accrual	0	\$ 3,184.36
	AFT Local #331	12/3/2021	20211203AD	Payroll accrual	0	\$ 56.20
201124799	ND Child Support Division	12/3/2021	20211203AD	Child Support	0	\$ 332.31
201124800	Para Local #4798	12/3/2021	20211203AD	Payroll accrual	0	\$ 772.87
	Para Local #4798	12/3/2021	20211203AD	Payroll accrual	0	\$ 16.73
201124801	Range Credit Bureau, Inc.	12/3/2021	20211203AD	Payroll accrual	0	\$ 181.31
201124802	BENDA, James	12/8/2021	BHockey 12/2	Boys Hockey Official on 12/2/21 vs Hibbing	0	\$ 80.00
	BENDA, James	12/8/2021	BHockey 12/2	Boys Hockey Official on 12/2/21 vs Hibbing	0	\$ 107.00
201124804	SCAIA, TODD	12/8/2021	GHockey 12/4	Girls Hockey Official on 12/4/21 vs Detroit Lakes	0	\$ 107.00
	SCAIA, TODD	12/8/2021	GHockey 12/4	Girls Hockey Official on 12/4/21 vs Detroit Lakes	0	\$ 114.24
201124805	Section 7A	12/8/2021	Football 10/31	Section 7A Football Playoff Game Livestream Fee	0	\$ 300.00
201124806	Shikowsky, Chad	12/8/2021	BHockey 12/2	Boys Hockey Linesman on 12/2/21 vs Hibbing	0	\$ 80.00
	Shikowsky, Chad	12/8/2021	BHockey 12/3	Boys Hockey Official on 12/3/31 vs LOW	0	\$ 107.00
	Shikowsky, Chad	12/8/2021	BHockey 12/3	Boys Hockey Official on 12/3/31 vs LOW	0	\$ 40.00
201124807	STRUKEL, JASON	12/8/2021	BHockey 12/2	Boys Hockey Official on 12/2/21 vs Hibbing	0	\$ 80.00
	STRUKEL, JASON	12/8/2021	BHockey 12/2	Boys Hockey Official on 12/2/21 vs Hibbing	0	\$ 107.00
	STRUKEL, JASON	12/8/2021	BHockey 12/2	Boys Hockey Official on 12/2/21 vs Hibbing	0	\$ 110.88
201124808	THEME AND VARIATIONS	12/8/2021	123950	FES Music Supplies	1302200024	\$ 730.00
201124809	Annie's Frozen Yogurt	12/10/2021	25332	Frozen Yogurt	7702200000	\$ 100.00
201124810	APPLE INC	12/10/2021	AG20324092	STM DUX PLUS DUO iPad 7	6052200036	\$ 699.00
201124811	AT & T Mobility	12/10/2021	28731052249	Hot Spots	1102200028	\$ 111.65
201124812	Education Innovation Partners	12/10/2021	1649	EIP Monthly Billing	6052200025	\$ 206.25

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	Education Innovation Partners	12/10/2021	1621	EIP Monthly Billing	6052200025	\$ 206.25
	Education Innovation Partners	12/10/2021	1593	EIP Monthly Billing	6052200025	\$ 206.25
201124813	FORESTLAND SALES AND SERVICE	12/10/2021	44566	Repair/Parts on Blue Ford Truck	0	\$ 41.90
201124814	FRIENDS GARBAGE SERVICE, LLC	12/10/2021	9247211	Garbage Pickups	8102200034	\$ 1,874.34
201124815	GraceNotes, LLC	12/10/2021	8xn5k6	FULL SUBSCRIPTION	2582200001	\$ 35.00
201124816	GUARDIAN PEST CONTROL INC	12/10/2021	2298144	Pest Control Service	8102200019	\$ 64.65
201124817	KGHS-AM	12/10/2021	113021	School Matters	102200001	\$ 225.00
201124818	MIDCONTINENT COMMUNICATIONS	12/10/2021	1.514E+13	ALC Phone & Data	3002200001	\$ 167.26
	MIDCONTINENT COMMUNICATIONS	12/10/2021	2.751E+13	Fax Long Distance	3002200009	\$ 8.90
	MIDCONTINENT COMMUNICATIONS	12/10/2021	2.751E+13	FHS Fax	3002200009	\$ 29.25
201124819	MN ENERGY RESOURCES CORP	12/10/2021	0503526034-(	FES Natural Gas Services	8102200031	\$ 3,568.46
	MN ENERGY RESOURCES CORP	12/10/2021	0507263223-(	Natural Gas Services; FHS	8102200031	\$ 6,884.06
	MN ENERGY RESOURCES CORP	12/10/2021	0507263223-(	Natural Gas Services; FHS	8102200031	\$ 2,294.69
	MN ENERGY RESOURCES CORP	12/10/2021	0503196532-(	Arena Water Heater	8102200031	\$ 3,282.53
	MN ENERGY RESOURCES CORP	12/10/2021	0506435793-(	Arena	8102200031	\$ 2,660.04
201124820	New Dominion School	12/10/2021	10036	Special Ed Services	0	\$ 1,317.46
	New Dominion School	12/10/2021	10036	Special Ed Services	0	\$ 3,680.11
201124821	NORTHERN LUMBER CO	12/10/2021	784322	HOT METALS SUPPLIES DAVE OLSON	2552200007	\$ 2,262.40
201124822	NORTHLAND LEARNING CENTER	12/10/2021	5838	JPA Northland Learning Center FY22	1102200009	\$ 259.40
201124823	SKYWARD INC MN BRANCH	12/10/2021	214858	New Student Online Enrollment/Setup/Training	6052200050	\$ 5,462.00
201124824	TAYLOR'S PLUMBING & HEATING LLC	12/10/2021	2655	clean and inspect drain FES office	8102200105	\$ 150.00
201124825	The Sport Shop	12/10/2021	111721	Girls Hockey Team Stick Bags	2922200025	\$ 184.00
	The Sport Shop	12/10/2021	120621	FES Recess - Sponge Pucks	1302200124	\$ 66.96
201124826	TIERNEY BROTHERS INC	12/10/2021	856938	SMART Learning Suite - 1 yr extended software maintenance	6052200042	\$ 2,999.70
	TIERNEY BROTHERS INC	12/10/2021	857911	Smart and Copernicus Bundle	6052200006	\$ 86,368.00
201124827	TK Elevator Corp	12/10/2021	3006299288	Elevator inspection and service	8102200086	\$ 1,371.97

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124828	UPPER LAKES FOODS	12/10/2021	912179-00	FHS; Food for Meal Service	0	\$ 964.95
	UPPER LAKES FOODS	12/10/2021	912179-00	FHS; Food for Meal Service	0	\$ 671.64
201124829	Clement, David Brian	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 85.00
	Clement, David Brian	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 60.00
201124830	GLUMACK, BABE	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 85.00
	GLUMACK, BABE	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 60.00
	GLUMACK, BABE	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 114.24
201124831	KARICH, Brian	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 85.00
	KARICH, Brian	12/10/2021	BBasketball 1	Boys Basketball Official on 12/7/21 vs Chisholm	0	\$ 60.00
201124832	MN BCA	12/10/2021	jh120821	Background check for Hailee Schaaf	0	\$ 15.00
201124833	ISD #361	12/9/2021	Gate Startup	Gate Start Up Cash	0	\$ 300.00
201124834	Benham, Damon	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 60.00
	Benham, Damon	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 85.00
201124835	Bowles, Shawn	12/16/2021	11.18.21	student meal reimbursement due to weather team was unable to return home that night.	0	\$ 22.79
201124836	ERZAR, JIM	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 60.00
	ERZAR, JIM	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 85.00
	ERZAR, JIM	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 129.92

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
201124837	Fish, Dave	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 60.00
	Fish, Dave	12/16/2021	BBasketball 1	Boys Basketball Official on 12/9/21 vs Ely	0	\$ 85.00
201124838	Ford, Christine	12/16/2021	11.18.21	team was unable to return home due to weather.	0	\$ 47.27
201124839	KGHS-AM	12/16/2021	1145DFC1	Brochure/flyer/media ads	0	\$ 2,051.25
201124840	Pelland, Darci	12/16/2021	11.18.21	meal reimbursement due to weather team was unable to return home until the next day.	0	\$ 41.98
201124841	RECREATION COMMISSION	12/16/2021	11.30.21	Annual Levy FY22	0	\$ 76,812.00
201124843	SCAIA, TODD	12/16/2021	GHockey 12/1	Girls Hockey Official on 12/11/21 vs Crookston	0	\$ 107.00
	SCAIA, TODD	12/16/2021	BHockey 12/1	Boys Hockey Official on 12/10/21 vs Williston	0	\$ 107.00
	SCAIA, TODD	12/16/2021	BHockey 12/1	Boys Hockey Official on 12/11/21 vs Williston	0	\$ 107.00
201124844	Zuehlke, Bob	12/16/2021	GHockey 12/1	Girls Hockey Official on 12/11/21 vs Crookston	0	\$ 107.00
	Zuehlke, Bob	12/16/2021	BHockey 12/1	Boys Hockey Official on 12/10/21 vs Williston	0	\$ 107.00
	Zuehlke, Bob	12/16/2021	BHockey 12/1	Boys Hockey Official on 12/10/21 vs Williston	0	\$ 132.16
201124844	Zuehlke, Bob	12/16/2021	BHockey 12/1	Boys Hockey Official on 12/11/21 vs Williston	0	\$ 107.00
201124845	AT & T Mobility	12/21/2021	28729771316	Bus WI-FI	1102200028	\$ 229.38
	AT & T Mobility	12/21/2021	28729771316	IT Dir. Phone	1102200028	\$ 49.70
	AT & T Mobility	12/21/2021	28729771316	Distance Learning Hotspots	1102200028	\$ 382.30
201124846	BSN SPORTS	12/21/2021	914393421	Girls Swimming Competition Suits	2922200018	\$ 2,544.43
201124847	CITIZENS FOR BACKUS	12/21/2021	120121	ALC Lease Agreement	3002200000	\$ 722.62
201124848	Essentia Health	12/21/2021	800006981	DOT Physicals Acct #89511195	0	\$ 200.00

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
				Acct #89322117		
201124849	Highland Hardware Woodworking	12/21/2021	786379	SUPPLIES FOR METALS DAVE OLSON	2552200016	\$ 116.91
201124850	KANTOR ELECTRIC INC	12/21/2021	16841	Band room Motor out of adjustment	8102200118	\$ 100.00
	KANTOR ELECTRIC INC	12/21/2021	16842	Repair light in room 202 FES	8102200119	\$ 147.12
201124851	KOOCHICHING COUNTY TREASURER	12/21/2021	11302021	Tax Notices	1102200040	\$ 2,013.34
201124852	Marco Technologies LLC	12/21/2021	459921516	FHS; B & W Copy Machine 754E	3002200002	\$ 162.17
	Marco Technologies LLC	12/21/2021	459919916	Comm Ed; Minolta C458 Copier	5002200000	\$ 605.46
	Marco Technologies LLC	12/21/2021	459919916-1	Copier Leases	1102200002	\$ 658.98
	Marco Technologies LLC	12/21/2021	459919916-1	Copier Leases	1102200002	\$ 658.97
201124853	MIDCONTINENT COMMUNICATIONS	12/21/2021	1.2486E+13	FHS, Fax, & Fields; Internet Service	3002200009	\$ 19.32
	MIDCONTINENT COMMUNICATIONS	12/21/2021	1.2486E+13	FHS, Fax, & Fields; Internet Service	3002200009	\$ 63.49
201124854	MN DEPT LABOR & INDUSTRY	12/21/2021	ALR0127451X	Arena Elevator Inspection	0	\$ 100.00
201124855	PEPPER JW & SON INC	12/21/2021	363810559	Reeds for Grades 6-12	2582200002	\$ 29.99
	PEPPER JW & SON INC	12/21/2021	363809385	Reeds for Grades 6-12	2582200002	\$ 49.98
	PEPPER JW & SON INC	12/21/2021	363836254	Reeds for Grades 6-12	2582200002	\$ 64.98
201124856	Premier Furniture and Equipment	12/21/2021	4199	Falls elementary school furniture.	1302200001	\$ 53,364.00
201124857	ZIEMBA, BERNIE	12/21/2021	121021	BLANKET PO FOR WOOD AND METAL	2552200015	\$ 756.00
202100464	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 173.08
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 196.14
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 1,887.86
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 3,210.97
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 24.84
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 1,677.65
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 384.62
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 138.47
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 891.56
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 209.53
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0	\$ 250.00

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0 \$	2,706.11
	Aviben	11/19/2021	20211119AD1	Payroll accrual	0 \$	53.61
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	92.30
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	196.14
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	312.73
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	1,321.81
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	24.84
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	384.78
	Aviben	11/19/2021	20211119AFT	Payroll accrual	0 \$	84.62
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	46.15
	Aviben	11/19/2021	20211119AFT	TSA Benefits	0 \$	350.73
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	194.82
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	65.38
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	942.18
	Aviben	11/19/2021	20211119AFT	TSA Benefit	0 \$	53.61
202100465	Empower Retirement	11/19/2021	20211119AD1	Payroll accrual	0 \$	580.00
	Empower Retirement	11/19/2021	20211119AD1	Payroll accrual	0 \$	50.00
	Empower Retirement	11/19/2021	20211119AD1	Payroll accrual	0 \$	53.82
202100465	Empower Retirement	11/19/2021	20211119AD1	Payroll accrual	0 \$	25.06
	Empower Retirement	11/19/2021	20211119AFC	Deferred Comp 457 Benefit	0 \$	53.82
	Empower Retirement	11/19/2021	20211119AFC	Deferred Comp 457 Benefit	0 \$	25.06
	Empower Retirement	11/19/2021	20211119AFH	HCSP	0 \$	2,718.00
	Empower Retirement	11/19/2021	20211119AFH	HCSP	0 \$	69.99
202100466	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	21,787.32
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	340.53
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	696.28
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	134.25
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	1,185.00
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	108.70
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	27,280.27
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	419.27
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	579.19
	Internal Revenue Service	11/19/2021	20211119ADF	Payroll accrual	0 \$	115.14

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	Internal Revenue Service	11/19/2021	20211119AD1	Payroll accrual	0	\$ 5,095.34
	Internal Revenue Service	11/19/2021	20211119AD1	Payroll accrual	0	\$ 79.65
	Internal Revenue Service	11/19/2021	20211119AD1	Payroll accrual	0	\$ 162.83
	Internal Revenue Service	11/19/2021	20211119AD1	Payroll accrual	0	\$ 31.40
	Internal Revenue Service	11/19/2021	20211119AFF	FICA Benefit	0	\$ 21,787.32
	Internal Revenue Service	11/19/2021	20211119AFF	FICA Benefit	0	\$ 340.53
	Internal Revenue Service	11/19/2021	20211119AFF	FICA Benefit	0	\$ 696.28
	Internal Revenue Service	11/19/2021	20211119AFF	FICA Benefit	0	\$ 134.25
	Internal Revenue Service	11/19/2021	20211119AFN	Medicare Benefit	0	\$ 5,095.34
	Internal Revenue Service	11/19/2021	20211119AFN	Medicare Benefit	0	\$ 79.65
	Internal Revenue Service	11/19/2021	20211119AFN	Medicare Benefit	0	\$ 162.83
	Internal Revenue Service	11/19/2021	20211119AFN	Medicare Benefit	0	\$ 31.40
202100467	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 60.00
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 20.00
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 12,952.54
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 211.67
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 302.68
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 58.08
	MINNESOTA REVENUE	11/19/2021	20211119AD5	Payroll accrual	0	\$ 66.53
202100468	MN Teachers Retirement Association	11/19/2021	20211119AD1	Payroll accrual	0	\$ 17,276.47
	MN Teachers Retirement Association	11/19/2021	20211119AD1	Payroll accrual	0	\$ 261.95
202100468	MN Teachers Retirement Association	11/19/2021	20211119AD1	Payroll accrual	0	\$ 32.46
	MN Teachers Retirement Association	11/19/2021	20211119AFT	TRA Benefit	0	\$ 19,211.38
	MN Teachers Retirement Association	11/19/2021	20211119AFT	TRA Benefit	0	\$ 291.28
	MN Teachers Retirement Association	11/19/2021	20211119AFT	TRA Benefit	0	\$ 36.10
202100469	Public Employees Retirement Associa	11/19/2021	20211119AD1	Payroll accrual	0	\$ 30.00
	Public Employees Retirement Associa	11/19/2021	20211119ADF	Payroll accrual	0	\$ 6,427.44
	Public Employees Retirement Associa	11/19/2021	20211119ADF	Payroll accrual	0	\$ 131.46
	Public Employees Retirement Associa	11/19/2021	20211119ADF	Payroll accrual	0	\$ 708.87
	Public Employees Retirement Associa	11/19/2021	20211119ADF	Payroll accrual	0	\$ 140.75
	Public Employees Retirement Associa	11/19/2021	20211119AFC	DCP Benefit	0	\$ 30.00
	Public Employees Retirement Associa	11/19/2021	20211119AFP	PERA Benefit	0	\$ 7,416.28
	Public Employees Retirement Associa	11/19/2021	20211119AFP	PERA Benefit	0	\$ 151.69

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	Public Employees Retirement Associa	11/19/2021	20211119AFP	PERA Benefit	0	\$ 817.92
	Public Employees Retirement Associa	11/19/2021	20211119AFP	PERA Benefit	0	\$ 162.40
	Public Employees Retirement Associa	11/19/2021	20211119AFP	Payroll accrual	0	\$ -
202100470	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 173.08
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 196.14
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 1,887.86
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 3,210.97
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 24.84
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 1,677.65
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 384.62
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 138.47
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 891.56
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 209.53
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 250.00
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 2,706.11
	Aviben	12/3/2021	20211203AD1	Payroll accrual	0	\$ 53.61
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 92.30
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 196.14
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 312.73
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 1,321.81
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 24.84
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 384.78
	Aviben	12/3/2021	20211203AFT	Payroll accrual	0	\$ 84.62
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 46.15
	Aviben	12/3/2021	20211203AFT	TSA Benefits	0	\$ 350.73
202100470	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 194.82
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 65.38
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 942.18
	Aviben	12/3/2021	20211203AFT	TSA Benefit	0	\$ 53.61
202100471	Empower Retirement	12/3/2021	20211203AD1	Payroll accrual	0	\$ 580.00
	Empower Retirement	12/3/2021	20211203AD1	Payroll accrual	0	\$ 50.00
	Empower Retirement	12/3/2021	20211203AD1	Payroll accrual	0	\$ 53.82
	Empower Retirement	12/3/2021	20211203AD1	Payroll accrual	0	\$ 25.06

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	Empower Retirement	12/3/2021	20211203AFC	Deferred Comp 457 Benefit	0	\$ 53.82
	Empower Retirement	12/3/2021	20211203AFC	Deferred Comp 457 Benefit	0	\$ 25.06
	Empower Retirement	12/3/2021	20211203AFF	HCSP	0	\$ 2,820.08
	Empower Retirement	12/3/2021	20211203AFF	HCSP	0	\$ 69.99
202100472	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 18,474.10
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 369.99
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 672.31
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 335.00
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 168.85
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 24,631.96
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 395.03
	Internal Revenue Service	12/3/2021	20211203ADF	Payroll accrual	0	\$ 526.95
	Internal Revenue Service	12/3/2021	20211203ADP	Payroll accrual	0	\$ 4,320.59
	Internal Revenue Service	12/3/2021	20211203ADP	Payroll accrual	0	\$ 86.52
	Internal Revenue Service	12/3/2021	20211203ADP	Payroll accrual	0	\$ 157.24
	Internal Revenue Service	12/3/2021	20211203AFF	FICA Benefit	0	\$ 18,474.10
	Internal Revenue Service	12/3/2021	20211203AFF	FICA Benefit	0	\$ 369.99
	Internal Revenue Service	12/3/2021	20211203AFF	FICA Benefit	0	\$ 672.31
	Internal Revenue Service	12/3/2021	20211203AFN	Medicare Benefit	0	\$ 4,320.59
	Internal Revenue Service	12/3/2021	20211203AFN	Medicare Benefit	0	\$ 86.52
	Internal Revenue Service	12/3/2021	20211203AFN	Medicare Benefit	0	\$ 157.24
202100473	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 60.00
	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 20.00
	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 11,586.38
	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 205.30
	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 277.66
	MINNESOTA REVENUE	12/3/2021	20211203ADS	Payroll accrual	0	\$ 72.70
202100474	MN Teachers Retirement Association	12/3/2021	20211203ADP	Payroll accrual	0	\$ 15,659.27
	MN Teachers Retirement Association	12/3/2021	20211203ADP	Payroll accrual	0	\$ 252.04
	MN Teachers Retirement Association	12/3/2021	20211203ADP	Payroll accrual	0	\$ 30.43
	MN Teachers Retirement Association	12/3/2021	20211203ADP	Payroll accrual	0	\$ 22.88
	MN Teachers Retirement Association	12/3/2021	20211203AFT	TRA Benefit	0	\$ 17,413.18
	MN Teachers Retirement Association	12/3/2021	20211203AFT	TRA Benefit	0	\$ 280.27

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
	MN Teachers Retirement Association	12/3/2021	20211203AFT	TRA Benefit	0	\$ 33.84
	MN Teachers Retirement Association	12/3/2021	20211203AFT	Payroll accrual	0	\$ 25.44
202100475	Public Employees Retirement Association	12/3/2021	20211203ADF	Payroll accrual	0	\$ 30.00
	Public Employees Retirement Association	12/3/2021	20211203ADF	Payroll accrual	0	\$ 6,348.63
	Public Employees Retirement Association	12/3/2021	20211203ADF	Payroll accrual	0	\$ 136.05
	Public Employees Retirement Association	12/3/2021	20211203ADF	Payroll accrual	0	\$ 695.49
	Public Employees Retirement Association	12/3/2021	20211203ADF	Payroll accrual	0	\$ 10.35
	Public Employees Retirement Association	12/3/2021	20211203AFC	DCP Benefit	0	\$ 30.00
	Public Employees Retirement Association	12/3/2021	20211203AFP	PERA Benefit	0	\$ 7,325.33
	Public Employees Retirement Association	12/3/2021	20211203AFP	PERA Benefit	0	\$ 156.98
	Public Employees Retirement Association	12/3/2021	20211203AFP	PERA Benefit	0	\$ 802.48
	Public Employees Retirement Association	12/3/2021	20211203AFP	Payroll accrual	0	\$ 11.94
202100476	Further	12/7/2021	40008905	Med/Dep Reimbursements	0	\$ 614.94
202100477	Further	12/7/2021	40016479	Med/Dep Reimbursements	0	\$ 1,440.98
202100478	Further	12/7/2021	40023271	Med/Dep Reimbursements	0	\$ 964.54
202100479	Further	12/7/2021	40030773	Med/Dep Reimbursements	0	\$ 1,301.24
202100480	Further	12/7/2021	40038558	Med/Dep Reimbursements	0	\$ 623.40
202100481	Further	12/7/2021	15890778	NOVEMBER PARTICIPANT FEE	0	\$ 225.50
202100482	DELTA DENTAL	12/7/2021	CNS00008298	DECEMBER PREMIUMS 2021	0	\$ 4,171.48
	DELTA DENTAL	12/7/2021	CNS00008298	DECEMBER PREMIUMS 2021	0	\$ 1,940.66
202100483-	BMO	12/3/2021		See Credit Card Detail Report		
202100580		12/3/2021				\$ 16,970.67
212200029	Baron, Amanda	11/19/2021	111521	Reimbursement for ECFE Supplies for Float Credit Card was Declined	0	\$ 132.07
212200030	Humbert, Laurie	11/19/2021	111521	Reimbursement For Sponge Hockey Pucks Credit Card was declined	0	\$ 16.74
212200031	Anderson, Charles	12/21/2021	113021	November Mileage	0	\$ 10.08
212200032	Boe, Angel	12/21/2021	113021	November Mileage	0	\$ 23.52
212200033	Casareto, Anthony	12/21/2021	12/09	Driver I December Driver's Training Class	0	\$ 880.00
212200034	Christianson, Ginger	12/21/2021	113021	November Mileage	0	\$ 94.14

Payables Summary
December 20, 2021

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO NUMBER	Amount
212200035	Christianson, Rosa	12/21/2021	113021	November Mileage	0	\$ 4.76
212200036	Grover, Stacy	12/21/2021	ERIN2021121	11/12/2021 Rooms for girls swimming team. Due to weather team was unable to return to I.Falls after meet. This occurred after hours, therefore, had to use my personal credit card to book hotel rooms. 8 Rooms.	0	\$ 997.44
212200037	Peterson, Paul	12/21/2021	113021	November Mileage	0	\$ 20.16
212200038	Scholler, Angela	12/21/2021	113021	November Mileage	0	\$ 21.28
212200039	Wilson, June	12/21/2021	113021	November Mileage	0	\$ 53.76
Total						\$ 836,804.82

**XXXV. JOINT POWERS AGREEMENT ESTABLISHING
A JOINT RECREATION COMMISSION AND
DEFINING ITS POWERS**

The City of International Falls, Minnesota

Independent School District No. 361, Minnesota

There is hereby created by adoption and periodic revision of this Joint Powers Agreement (“Agreement”) a Recreation Commission for the City of International Falls and Independent School District No. 361 pursuant to the authority granted by Minnesota Statute, Sec. 471.59, under which the power of the City of International Falls (“City”) and School Board of Independent School District No. 361 (“School District”) to operate a program of recreation may be delegated to such a Joint Powers Board (“Commission”).

SECTION ONE – ESTABLISHMENT AND COMPOSITION OF RECREATION BOARD:

The Recreation Commission shall consist of nine (9) members composed as follows: The City Council of the City of International Falls, and the School Board of Independent School District 361, shall have 3 members each, but no less than 1 elected official, the remaining 2 appointees may be any member from their taxing district at the independent discretion of each respective council or board. The Recreation Commission will elect 3 at-large members to the board. A vacancy shall be filled from the unexpired portion of the term by the appropriate appointing body. Members of the Recreation Commission shall serve without compensation and shall not be personally interested in any contracts of the Recreation Commission.

The Recreation Commission shall at the beginning of each calendar year, select a Chairperson, Vice Chairperson, and Secretary from their numbers, with duties in addition to board membership implied by these titles. A majority shall constitute a quorum for the transaction of business.

SECTION TWO - GENERAL POLICIES:

The Recreation Commission shall have power to operate a program of public recreation as joint agent of the City and School District. If any part of the public recreation program of the community is administered directly by any public or private agency other than the Commission, the Commission shall have power to make cooperative agreements with any such public or private agency for the purpose of coordinating all the activities and facilities included in such public recreation program. The program directly administered by the Commission may make use of public property, assigned to, or of private property leased or otherwise made available for public recreational use.

The City Council shall determine what land is to be acquired be it for recreational purposes, what land it shall be permitted to use in carrying on its recreational program, and what buildings

or other permanent structures are to be constructed upon those lands. The School District shall make similar decisions with respect to its structures upon it. The Commission shall advise the City Council and School Board upon such matters and shall operate facilities made available to it for recreational purposes; but it shall have no authority to acquire land in its own name or without the consent of the governmental unit in whose name such land is to be acquired, and it shall have no authority to construct buildings or other permanent structures upon any land without the consent of the owners of such land; and in no event shall such buildings or structures be constructed by the commission upon privately owned land.

SECTION THREE – SPECIFIC POWERS:

In order to carry on the recreation program provided herein, the Commission shall adopt rules for its meetings, transactions of the Recreation Commission business, and rules governing the use by the public of the recreations facilities under its control.

Employees:

The Recreation Commission shall employ a program Recreation Director. The Recreation Director will be responsible for the overall management of the programs administered under the Recreation Commission.

A salary committee established by the Recreation Commission Board will perform an annual performance review of the program Director in April of each year. The salary committee will be represented by one school board member, one representative from the City Council of International Falls, and one Recreation Commission Chair or Vice-Chair in the absence of the Chair.

The Recreation Commission shall assure all employees are selected based on merit and shall be appointed in compliance with the minimum qualifications established the Minnesota Department of Education. Employees and volunteers working directly with program youth participants may be subject to a background check as per MS 123B.03.

The Recreation Commission may enter into contracts for completion within a current fiscal year, lease real or personal property for public recreational purposes subject to the provisions of Section 2 , and purchase materials, supplies and equipment as necessary for support of programs. Contract services will be bid per contract bid law. Perform additional acts as reasonable and necessary to carry on a public recreational program under this ordinance.

The Recreation Commission shall accept gifts and personal property for public recreational purposes subject to Section Two.

SECTION FOUR – PREPARATION OF PROGRAM:

The Recreation Commission shall each fiscal year prepare a comprehensive program for public recreation activities for the upcoming fiscal year. The comprehensive program will include recommended divisions of responsibility as between private agencies, or other public agencies administering recreation activities directly, and the Recreation Commission itself.

The comprehensive program report will be presented by the Recreation Director to the School District Board and City Council in July of each year. The Recreation Commission's own program shall be described in terms of activities, as well as finances.

The Recreation Commission shall not itself levy taxes or borrow money; and it shall not approve any claims or incur any obligations for expenditures, unless there is an unencumbered budget available.

SECTION FIVE- FINANCES:

The fiscal year of the Recreation Commission will be July 1st to June 30th. The budget of finances shall be balanced and shall be accounted for following generally accepted accounting principles.

In July of each year the Recreation Director will present to the Recreation Commission Board, City Council and School Board the tentative revenue and expenditure budget for the upcoming fiscal year and the final revenue and expenditure budget of the current fiscal year. The final fiscal year budget along with the new tentative budget of the upcoming fiscal year will be approved by the Recreation Commission at their June board meeting. The budget approved by the Recreation Commission shall control the fiscal years spending program, except the excess revenues received may be spent upon approval of five (5) members of the Recreation Commission.

SECTION SIX: FINANCES OF THE COMMISSION:

For the purpose of the financing the public recreation program authorized by this Joint Powers Agreement, contributions will be made as follows:

City of International Falls:

The City of International Falls will contribute an amount to be determined annually after budget presentations and consultation with the Recreation Commission.

The City of International Falls will provide payroll services for the Commission. An audit of income and expenditures as required by law, will be performed at a minimum of every (5) years included in the City of International Falls audit, at the expense of the Recreation Commission.

Independent School District #361:

The School District will provide office space within their facility for the Recreation Director's office. The School District will provide all office overhead, including computer, software, internet, and utilities for use by the Recreation Director.

Activity Levy Revenue:

The purpose of the activity levy revenue is to reduce fees for school age participants; thereby, providing the children of the community with affordable recreational programs.

The total activity levy revenue is determined by taking the ADJPU of the School District times the \$74/ADJPU levy allowance. (Adjusted Pupil Unit)

The School District will pay the activity levy revenue due the Recreation Commission by November 30th of each fiscal year.

The total activity levy revenue available for the fiscal year will be certified by Independent School District business manager to the Recreation Commission. based on adjusted pupil unit.

SECTION SEVEN- INSURANCE:

The Recreation Commission is required to maintain liability insurance with limits of \$1,000,000 per occurrence, and \$2,000,000 bodily injury.

The Recreation Commission shall carry Workers Compensation Insurance and surety bonds for all officers and employees.

SECTION EIGHT- RULES OF CONDUCT:

Any participant of a Recreation Department activity will follow current Minnesota State High School League (MSHSL) and ISD 361 policies and rules. Recreation Department activities are all activities that the Recreation Department has a part in administering. When policies refer to principal that would align with Recreation Director, and when reference is made to the school board that would refer to the Recreation Commission with regards to interpretation of rules/policies dealing with student conduct and discipline.

SECTION NINE- PLAYER MOVEMENT POLICY:

In those activities where the Recreation Commission provides a team at the Jr. High level, the student/athlete will participate at his/her respective level. A Junior High school student may compete for a high school level team (JV, Varsity) if the activity is not offered in season at the Jr. High level, or at the request of the head varsity coach of that activity.

In rare instances where upward player movement from Jr. High level to Jr. Varsity and Varsity level for team sports programs, (football, volleyball, basketball, hockey, baseball, softball) the following procedures will be followed.

1. The Head Coach will initiate the proposed movement to the Recreation and Athletic Directors.
2. The Directors will conduct a review with the affected head coaches, to determine the feasibility of the request to move up the student/athlete. Criteria to consider include; is the student/athlete; mature enough, skilled enough, and how will it affect the team they

are leaving? A majority shall be reached to allow the movement. (Athletic/Recreation Director, Head Coach, and Jr High Coach)

3. If the movement is approved, the parents and student will be notified by the Athletic Director. If parents and student do not concur with the recommendation, the process ends. If approved by parents and student, the student will be moved to the appropriate level.

Once the student has been moved, the student will have a two-week evaluation period. At the end of that time, a final decision on placement for the season will be made.

The philosophy of the Recreation Commission / Falls High School Activities Department believes high school athletic teams should be made up of students primarily in grades 9-12. Every attempt will be made by coaches to recruit elementary, Jr. High school students for participation in activities.

When an exception is made, the Jr. High Student will not deny a student in grades 9-12, the opportunity from being a team member for their respective teams.

SECTION TEN-DISPOSAL OF PROPERTY:

In the event that this agreement is terminated, all property will be distributed according to M.S. 471.59. All equipment, supplies and surplus money shall be split 50/50 between the City of International Falls and School District #361.

SECTION ELEVEN-OUT CLAUSE:

This agreement may be terminated by either party upon 90 days' notice in writing, served on the other party. Service may be by personal service or certified mail within return receipt. Agents for the service shall be Superintendent of Schools or Agent, and City Administrator or Agent.

SECTION TWELVE- EFFECTIVE DATE:

This agreement shall be in effect from **Dec. 31, 2021 to Jan. 31, 2022**

Passed by the International Falls Recreation Commission on Dec. 31, 2021

Signed by: _____
Recreation Commission Chairperson

Passed by the City Council of International Falls on (date): _____

Signed by: _____
Mayor, International Falls

Signed by: _____
City Administrator

Passed by the School Board of International Falls Public Schools, ISD 361 on (date) _____

Signed by: _____
School Board Chairperson

Signed by: _____
Superintendent

INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361

BOARD POLICY 102
Equal Educational Opportunity

Adopted ____ By Reference ____

Revised ____ August 2021 ____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. ~~It is the school district's policy~~ The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age. The school district also makes reasonable accommodations for ~~disabled~~ students with disabilities.

~~[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. §363A.03, Subd. 44.1]~~

- B. The school district prohibits ~~the~~ harassment and discrimination of any individual based on any of the protected classifications for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).

- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to

Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).

- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- F. Every school district employee shall be responsible for complying with this policy ~~conscientiously~~.
- G. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent. Any person having any questions regarding this policy should discuss it with the one of the following individuals:

Title IX Officer– Kevin Grover, Superintendent of Schools
ISD #361 District Office; 1515 11th Street; International Falls, MN 56649
218-283-2571 ext. 1112 **OR** Tim Everson, Falls High School Principal (alternate) at
218-283-2571 ext. 1104.

Human Rights Officers – Tim Everson, Falls High School Principal at 218-283-2571 ext. 1104 **OR** Melissa Tate, Falls Elementary Principal (alternate) at 218-283-2571 ext. 1232.

Section 504 Officer (Gr. 6-12) – Marc Glowack, Dean of Students
Falls High School; 1515 11th Street; International Falls, MN 56649
218-283-2571 ext. 1110 or Melissa Tate, Elementary Principal (alternate) at 218-283-2571 ext. 1232.

Section 504 Officer (Gr. K-5) – Melissa Tate, Elementary Principal
Falls Elementary School; 1414 15th Avenue; International Falls, MN 56649
218-283-2571 ext. 1232 **OR** Marc Glowack, Dean of Students (alternate) at 218-283-2571 ext. 1110

- F- H. A grievance procedure for complaints of discrimination may be found in the District Office and on the District website at www.isd361.k12.mn.us under “School Board”; policies; Policy #401 Procedure.

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

Cross References: **MSBA/MASA Model Policy 402 (Disability Nondiscrimination)**
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (~~Student Sex Nondiscrimination~~ **Title IX**)
Sex Nondiscrimination Policy, Grievance Procedure and Process

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 406
Public and Private Personnel Data**

Adopted ___ By Reference ___

Revised ___ August 2021 _____

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is **not public and is available accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject. ~~to school district staff who need it to conduct the business of the school district.~~**
- C. “Confidential” means the data **is are not public and are not available accessible** to the subject.
- D. “Parking space leasing data” means the following government data on an **application applicant** for, or **lease lessee** of, a parking space: residence address,

home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

- E. “Personnel data” means government data on individuals maintained because they are or were employees ~~of the school district~~, applicants for employment, volunteers or independent contractors for the school district, ~~or members of or applicants for an advisory board or commission~~. Personnel data include data submitted ~~by an employee~~ to the school district ~~by an employee~~ as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. ~~An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~
- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.
- G. “Protected health information” means individually identifiable health information ~~as defined in 45 C.F.R. § 160.103, that is transmitted in electronic form by a school district acting as a~~ by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, ~~in connection with a transaction covered by 45 C.F.R. Parts 160, 162, and 164.~~ “Protected health information” excludes ~~individually identifiable~~ health information in education records covered by the ~~federal~~ Family Educational Rights and Privacy Act, ~~and~~ employment records held by a school district in its role as employer, ~~and records regarding a person who has been deceased for more than fifty (50) years.~~
- H. “Public officials” means business managers, human resource directors; athletic directors whose duties include at least **fifty (50)** percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; , and individuals defined as superintendents and principals ~~and in a charter school, individuals employed in comparable positions.~~

IV. PUBLIC PERSONNEL DATA

- A. The following information on **current and former** employees, ~~including~~ volunteers, and independent contractors ~~of the school district~~, is public:
1. name;
 2. employee identification number, which may not be the employee’s Social Security number;
 3. actual gross salary;
 4. salary range;
 5. terms and conditions of employment relationship;
 6. contract fees;

7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section § 13.43, Subd subdivision 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that

release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- B. The following information on **current and former** applicants **for employment by the school district** is public:
1. veteran status;
 2. relevant test scores;
 3. rank on eligible list;
 4. job history;
 5. education and training; and
 6. work availability.
- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when **they applicants are considered by the school board to be become** finalists for **an a public** employment **position**.
- D. Applicants for appointment to a public body.
1. Data about applicants for appointment to a public body **collected by the school district as a result of the applicant's application for employment** are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to **Minnesota Statutes, section -§15.097**; and
 - i. veteran status.
 2. Once an individual is appointed to a public body, the following additional items of data are public:

- a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
3. Notwithstanding paragraph 2. any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section ~~–~~§ 13.43, ~~Subd subdivision~~ 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section ~~–~~§ 13.43, ~~Subd subdivision~~ 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
- ~~F.~~ Data relating to a complaint or charge against a public official is public only if;
- (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or
 - (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement.

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

V. PRIVATE PERSONNEL DATA

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

- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data, **with regard to data on individuals**, are private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. Personnel data may be disseminated to labor organizations to the extent the **responsible authority school district** determines **it is the dissemination is** necessary for the labor organization to conduct **its business elections, notify employees of fair share fee assessments and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is or when** ordered or authorized by the Commissioner of the **Bureau of Mediation Services BMS**.
- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. The school district may, if **the its** responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 2. a pre-petition screening team conducting an investigation of the employee under Minnesota Statutes, section § 253B.07, **Subd. subdivision 1**; or
 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of **such** a crime or alleged crime **committed by an employee**.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the **school-district responsible authority** determines that the employee's access to that data would:
 1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.

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

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

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

- M. Private personnel data shall be disclosed to the Department of ~~economic~~ Employment and Economic security Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes Ch. 268.
- N. When a report of alleged maltreatment of a student in an elementary, middle school, high school, or charter school is made to the Commissioner of the Minnesota Department of Education (MDE) under Minnesota Statutes Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of informing providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines. ~~that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.~~
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data

about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13.

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

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

enable ~~the Minnesota Professional Educator Licensing and Standards Board PELSB~~ and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes § section 123B.03, a school board or other school hiring authority must contact ~~the Minnesota Professional Educator Licensing and Standards Board PELSB~~ and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

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

VIII. RESPONSIBLE AUTHORITY

The school district has designated the [Superintendent](#) as the authority responsible for personnel data. If you have any questions, contact [him/her at 218-283-2571, ext. 1112](#).

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

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
~~Minn. Stat. § 13.03 (Access to Government Data)~~
~~Minn. Stat. § 13.05 (Duties of Responsible Authority)~~
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
~~Minn. Stat. § 13.41 (Licensing Data – Public Data)~~

Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (~~Elected and Appointed Officials Applicants for Employment~~)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds.13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143 Subd.2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
~~Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)~~
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162, and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA ~~Service Manual, Chapter 13, School~~ Law Bulletin “I” (School Records – Privacy – Access to Data)

Consent to Release Data – Request from an Individual

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

Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to

_____ before you sign it.
[entity contact person name and contact information]

I, _____, give my permission for _____
[name of individual data subject] [name of government entity]

to release data about me to _____ as described on this form.
[name of other entity or person]

1. The specific data I want _____ to release _____.
[name of government entity] [explanation of data]

2. I understand that I have asked _____ to release the data.
[name of government entity]

3. I understand that although the data are classified as private at _____, the
[name of government entity]

classification/treatment of the data at _____ depends on laws or
[name of other entity or person]

policies that apply to _____.
[name of other entity or person]

This authorization to release expires _____.
[date/time of expiration]

Individual data subject's signature _____ Date _____

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

INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361

BOARD POLICY 413
Harassment and Violence

Adopted ___ By Reference ___

Revised ___ August 2021 ___

413 HARASSMENT AND VIOLENCE

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

I. PURPOSE

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

~~*[Note:—The Minnesota Human Rights Act defines “sexual orientation” to include “having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness.” Minn. Stat. § 363A.03, Subd. 44.]*~~

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment ~~that is~~ free from harassment and violence on the basis of ~~race, color,~~

~~creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class. ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.~~

- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability,~~ as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class. ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.~~
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class. ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.~~

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an

individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

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

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual, who: ~~any condition or characteristic that renders a person a disabled person. A disabled person is any person who:~~
 - a. has a physical, sensory, or mental impairment ~~which that~~ materially limits one or more major life activities ~~of such individual~~;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment ~~or discrimination~~ on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment ~~or discrimination~~ on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment ~~includes~~ ~~consists of~~ unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially ~~or unreasonably~~ interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

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

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ an individual's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of ~~race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability~~ Protected Class by a student,

- teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
 - C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
 - D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
 - E. A teacher, school administrator, volunteer, contractor or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
 - F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates [Tim Everson, High School Principal](#), as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the [Alternate, Melissa Tate, Falls Elementary School Principal](#).

Contact information is as follows:

1. Human Rights Officer: [Tim Everson, Falls High School Principal](#)
[Falls High School; 1515 11th Street; International Falls, MN 56649](#)
[218-283-2571 ext. 1104 or Melissa Tate, Falls Elementary Principal](#)
[\(alternate\) at 218-283-2571 ext. 1232.](#)

2. Title IX Officer: [Kevin Grover, Superintendent of Schools](#)
[ISD #361 District Office; 1515 11th Street; International Falls, MN 56649](#)
[218-283-2571 ext. 1112 or Tim Everson, Falls High School Principal at 218-](#)
[283-2571 ext. 1104.](#)

H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting

may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

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

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights **or another state or federal agency**, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under [Minnesota Statutes, Chapter 260E § 626.556](#) may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. ~~Ch. 260E § 626.556 et seq.~~ (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (~~Title IX Sex Nondiscrimination, Grievance Procedures and Process Student Sex Nondiscrimination~~)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 425
Staff Development**

Adopted ___ By Reference ___

Revised ___ August 2021 _____

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

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

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents and administrators.
2. Members of the Advisory Staff Development Committee shall be ~~appointed by the School Board~~ two (2) administrative representatives, six (6) teachers (elected by peers), and up to three (3) paraprofessionals (elected by peers). Committee members shall serve a one-year term* based upon nominations by teachers and paraprofessionals. The School Board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The School Board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be ~~appointed by the School Board~~ school representatives of the Advisory Committee. Team members shall serve a one-year term* based upon nominations by teachers and paraprofessionals. The School Board shall appoint replacement members of the Site Professional

Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

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

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A The Advisory Staff Development Committee will develop a Staff Development Plan ~~which that~~ will be reviewed and subject to approval by the School Board annually.

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

1. Staff development outcomes ~~which that~~ are consistent with the education outcomes as may be determined periodically by the School Board;

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

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, § section 122A.187 ~~Subd. 4;~~
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum , including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of

harassment, and teach nonviolent alternatives for conflict resolution; and

- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, § section 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

- g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
- 7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 - 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

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

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the School Board **annually** the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- E. **In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.**

- ~~E-F.~~ The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the Department of Education relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

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

V. STAFF DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. ~~violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; staff development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for staff development efforts.~~ To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. ~~In order~~ To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds, or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

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

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly* basis the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development **and mentoring** funds reserved for each school site. Such budgets shall include, but not be limited

to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the School Board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the School Board and/or Superintendent for consistency with the Staff Development Plan **on an annual basis**.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

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

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. 3.** The report will be signed by the superintendent and staff development chair.
- B.** **To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site**

staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

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

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 501
School Weapons Policy**

Adopted ___ By Reference ___

Revised ___ August 2021 _____

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law)

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to,

weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.
- D. “Dangerous Weapon” means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, “flammable liquid” means any liquid having a flash point below 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, “combustible liquid” is a liquid having a flash point at or above 100 degrees Fahrenheit.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minnesota Statutes, §§ section 624.714, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes, §§ section 624.714 or 624.715, or other firearms in accordance with § Minnesota Statutes, section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ Sections 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than the exceptions to the general prohibition of having a weapon on school grounds set forth in ~~(7)~~ Minnesota Statutes, section 609.66, Subdivision 1d (f) listed in Section IV.B. above. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Minnesota Statutes, section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use or distribution of weapons by students, or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes, § section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. **CONSEQUENCES FOR STUDENT WEAPON POSSESSION /USE /DISTRIBUTION**

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully.

€ D. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES

- A. The school district must electronically report to the Commissioner of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.**

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)
***In re A.D.*, 883 N.W.2d 251 (Minn. 2016)**

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MABA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 507
Corporal Punishment**

Adopted ___ By Reference ___

Revised ___ August 2021 _____

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

I. PURPOSE

The purpose of this policy is to describe limitations on corporal punishment of students.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district or charter school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term “corporal punishment” means conduct involving hitting or spanking a person with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm.

III. EXCEPTIONS

A teacher or school principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. Other school district employees, school bus drivers, or other agents of a school district may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

IV. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)

Minn. Stat. § 609.06, Subd. 1 (6)(7) (Authorized Use of Force)

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

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 524
Internet Acceptable Use and Safety Policy**

Adopted ___ By Reference ___

Revised ___ August 2021 _____

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a

right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. **While not an exhaustive list,** the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message. *[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]*

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram,"

“Snapchat,” “TikTok”, and “Reddit,” and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy (~~MSBA/MASA Model Policy 514~~). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. ~~The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others.~~ A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, ~~situations serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the riting of papers, the use of computers, or participation in other online school activities, and breaches of school security devices.~~ ~~where the school district system is compromised or if a school district employee or student is negatively impacted.~~ If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under

other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[Note: Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts which seeking technology revenue pursuant to Minnesota Statutes § section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials. Therefore, school districts should select one of the following alternative sections depending upon whether the school district is seeking such finding and the type of funding sought.]

[Note: School districts ~~which that~~ receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children's Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy ~~which that~~ contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.

- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files **in accordance with the school district's Protection and Privacy of Pupil Records Policy**. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statutes Chapter 13 (~~the~~ Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.
2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by ~~Policy 406~~, Public and Private Personnel Data ~~Policy~~, and ~~Policy 515~~, Protection and Privacy of Pupil Records ~~Policy~~.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: [Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)
 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
 17 U.S.C. § 101 *et seq.* (Copyrights)
[20 U.S.C. § 1232g \(Family Educational Rights and Privacy Act\)](#)
 47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
 Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
[Mahanoy Area Sch. Dist. V. B.L., 594 U.S., 141 S. Ct. 2038 \(2021\)](#)
[Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 \(1969\)](#)

United States v. Amer. Library Assoc., 539 U.S. ~~194, 123 S.Ct. 2297, 56 L.Ed.2d 221~~ (2003)
~~*Doninger v. Niehoff*, 527 F.3d 41 (2nd Cir. 2008)~~
R.S. v. Minnewaska Area Sch. Dist. No. 2149, ~~No. 12-588, 2012 WL 3870868~~ 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4th Cir. 2011)~~
~~*Layshoek v. Hermitage Sch. Dist.*, 650 F.3d 205 (3rd Cir. 2011)~~
Parents, Families, and Friends of Lesbians and Gays, Inc. v. Camdenton R-111 Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (~~Title IX Sex Nondiscrimination Grievance Procedures and Process Student Sex Nondiscrimination~~)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Acceptable Use of Technology Resources and the Internet

International Falls (MN) Independent School District #361

INTENT

The intent of this acceptable use policy is to establish and administer guidelines for the use of ISD #361 technology resources by staff, students, and any other users. These guidelines set the tone to protect the rights of individuals and organizations, define appropriate and ethical uses of technology resources, and identify responsibilities.

PARAMETERS

Technology resources include all voice, video, and data systems such as telephones, televisions, computers, networks, and supplies. As a learning tool, a technology resource is similar to a book, video, magazine or any other information source. Concerns about technology learning tools will be handled the same way that concerns about other educational resources are now handled, and policies now dealing with other educational resources also pertain.

ISD #361 provides filtered access to the Internet because it is a global electronic network with great information and educational potential. The skills required for its use are vital to the productivity and citizenship of individuals in a democracy, higher education, and the work force.

The Internet which connects educators, businesses, the government, the military and organizations is not under the control of this School District. Making Internet access available to students carries with it the possibility that some students might encounter information that some have identified as controversial and of potential harm to students.

ISD #361 will actively focus on providing individual users with the understanding and skills needed to use the Internet and all technology resources in ways appropriate to educational needs and personal safety. Simply "Surfing" the Net is not considered an educational use of the Internet. The use of technology and the Internet is a privilege, not a right, and inappropriate or unauthorized use will result in disciplinary action, including the termination of those privileges.

POLICY DETAILS

Staff Responsibilities include:

- Teach and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals.
- Supervise and/or monitor all to whom one grants access to technology resources regarding implementation of this policy.
- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.

Student Responsibilities include:

- Demonstrate basic skills in computer use.
- Demonstrate understanding of this policy.
- Have parental permission before being allowed to use any school computer on the Internet without direct supervision by a teacher.
- Never give out personal or family information such as phone numbers, credit card numbers or home address.
- Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a supervisor or monitor.
- Use technology in educational goal oriented manner.

Network User Responsibilities include:

- Use of the District's technology resources must be in support of education and research consistent with the educational objectives of ISD #361.
- Comply with all rules and laws regarding access and copying of information as prescribed by either Federal, State or local law, and Internet Providers (Mnet, ARCC, and ISD #361).
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing school board policies (Library Materials Selection Adoption, Discipline, Harassment/Violence, etc.) as they may be interpreted to apply to technology resources.
- Help maintain security of District technology resources by following this policy and maintaining secrecy of all passwords. All known breaches of security to ISD #361 must be reported to a network coordinator.
- Be aware that network files and electronic mail are not guaranteed to be private. District technology personnel shall have access to all files.
- Do not permit others to use your Internet account without your direct supervision.

ISD #361 makes no warranties of any kind for the service it is providing. Use of any information obtained via the Internet is at user's own risk.

Unacceptable Uses include, but are not limited to:

- ALL Internet access is filtered via ARCC's filter server. Any attempt to bypass this filter is considered an unacceptable use of our technology.
- Providing unauthorized or inappropriate access to District technology resources.
- Any attempt to harm or destroy data or another user or other networks connected to the Internet.
- Activities involving the loss or unauthorized use of others' work.
- Distribution or use of obscene, abusive or threatening material, including harassing, offensive or other material as noted in other District policies, rules and procedures.
- Unauthorized use of school resources for commercial, illegal, or profit-making enterprises.
- Knowingly wasting technology resources.
- Unnecessary printing is a drain of the capacity of the networks, adds expense, and shortens the life of equipment.
- Physical abuse of equipment.
- Using the technology resources in ways which violate school policies and behavior standards.
- Degrading or disrupting equipment or system performance.
- Installing unauthorized software on school computers.
- Downloading unauthorized files.
- Unauthorized use of removable media (discs, CD ROM, etc.).
- Unauthorized printing.

See Discipline Policy for consequences of unacceptable use.

INTERNET USE POLICY VIOLATIONS

INDEPENDENT SCHOOL DISTRICT #361

Level 1 Violation - *Internet privileges revoked for 15 school days*

1. accessing e-mail sites of any kind
2. accessing chat sites of any kind
3. accessing game sites of any kind
4. downloading unauthorized files of any kind to the hard drives
5. deliberately attempting to bypass our Internet filter

Level 2 Violation - *Internet privileges revoked for 30 school days*

1. logging on to the Internet or ISD361 network using someone else's username and password. Both parties will lose Internet privileges for 30 school days. It is important that you do not let anyone know your password.
2. tampering with network connectivity
3. hacking of any nature
4. third Level 1 violation

Level 3 Violation - *Internet privileges revoked for 180 school days*

1. deliberately attempting to access pornographic material
2. using the Internet for any type of harassment
3. deliberately attempting to access gambling or hate group sites
4. third Level 2 violation

Internet Account Agreement

The School District believes that the benefits to educators, students, and other users of the Internet far exceed disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their child or ward should follow. To support and respect each family’s right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer without direct supervision to access the Internet unless all parties commit to responsibility by completing the attached **ISD #361 Internet Account Agreement**.

ISD #361 INTERNET ACCOUNT AGREEMENT

User’s full name (please print)

_____ Last Name _____ First Name _____ Grad Yr _____

I understand and will abide by the **ISD #361 Policy for Acceptable Use of Technology Resources and the Internet**. I further understand that any violation of the Policy is unethical and could cause by access privileges to be revoked, and school disciplinary action and/or appropriate legal action to be taken.

User’s Signature _____ Date _____

As the parent or guardian of this student, **I have read the ISD #361 Policy for Acceptable Use of Technology Resources and the Internet**. I understand that this access is designed for educational purposes. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the school’s network. I hereby give permission to issue an account for my child to use the Internet for this school year.

Parent or Guardian’s full name (please print)

_____ Last Name _____ First Name _____

Parent/Guardian’s Signature _____ Date _____

**SIGN THIS PAGE
RETURN IT TO SCHOOL OFFICIAL
KEEP PREVIOUS PAGES FOR YOUR REFERENCE**

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 400
Substitute Pay Policy**

Adopted: By Reference

Revised: January 18, 2022

Amended: March 19, 2012, May 2014, October 17, 2017 August 19, 2019

1. All substitute teachers, before being employed, must have approval by the Superintendent. A file will be maintained on each teacher at the District Office.
2. All substitute teachers must have a valid teaching license on file. A graduate with a teaching degree may start substituting with evidence of a pending license. A substitute without a teaching degree shall be allowed to substitute upon provision of a short-call license to the district.
3. The principal should use overall judgment on the assignment of a substitute teacher in order to place the most effective person in a given situation.
4. The general criteria for assigning a substitute teacher are:
 - A. First, be licensed in the subject area if possible
 - B. Second, be licensed as a teacher
 - C. Third, be licensed as a Limited Permit/Short-call Substitute as determined and regulated by the Department of Education.
5. Payment for full day substitute teachers is as set by the School Board with rates effective February 22, 2012 to be:
 - A. Full Day – Elementary or Secondary
 - a. ~~\$120~~ \$135 per full day
 - B. ELEMENTARY SUBSTITUTE
 - a. Less than full day shall be prorated on a per minute basis, i.e. ~~\$120~~ 135/total minutes

Full Day is based on an 8:20 am to 3:30 pm duty less lunch.
 - C. Substitutes qualifying for compensation as established by statute shall be paid in accord with statute.
 - D. Substitute pay rates shall be reviewed annually by the School Board.



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: International Falls School District

Grades Served: Pre-K through Grade 12

WBWF Contact: Kevin Grover

A&I Contact: Type response here

Title: Superintendent

Title: Type response here

Phone: (218)-283-2571

Phone: Type response here

Email: kgrover@isd361.org

Email: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year. Annual meeting was held on December 9th, 2020 at 5:00*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Tim Everson	Principal	
Missy Tate	Principal/parent	
Kevin Grover	Superintendent/parent	
Beth Slatinski	Community Education	
Emily Gedde	Parent	
Alysa Hackenmueller	Parent/workforce center	
Karla Olson-Line	Parent/teacher	
Olivia Line	Student	
Karsen Korpi	Student	
Destry Whitbeck	Student	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

Administration looks at the number of teachers that are determined ineffective based on our teacher development and evaluation system. Currently we do not have any staff on an improvement plan so the issue of making sure students did not have multiple experiences (year after year) with ineffective teachers was a moot point. If this conversation had to happen and we would have to move staff around, administration would involve union leadership in the conversation keeping in mind data privacy. This is looked at on an annual basis as we complete the school year and plan staffing for the upcoming year.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

We do have inexperienced teachers that often have a mentor. We are a small school so students in the elementary would have low likelihood of having an inexperienced teacher multiple years except when they are specialists (Physical Education, Music, or Computers). We do not have another teacher in these areas so students could have them each year. At the high school we try to have each teacher teach some of the younger students as well as some of the upper students. This helps ensure a student would be less likely to have an inexperienced teacher multiple years in a row, but it could happen as we have limited staff that can teach the College in the School classes so it could happen from time to time.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

I believe our racial and ethnic diversity is similar, but we are lacking in a few areas. African American staff along with Russian would be areas that we would like to increase.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

Goal would be to hire more ethnically diverse staff, but we do not get much to choose from. We have a fair number of staff that have Native American heritage, but other than that we struggle.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

X District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>75% of kindergarteners participate in FES school readiness program (preschool)</p> <p>Improve learning readiness for Kindergarten.</p>	<p>82% of 2020 -21 Kindergarten students were from FES school readiness program. That said we had a few that choose to distance learn for the school year due to Covid, but were enrolled in our school and attended virtually.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Enrollment data is used to track the number of students that attend our preschool program and then end up in our Kindergarten program. We get some kindergarten students that either didn't attend our preschool and either didn't attend a preschool, attended head start, or attended a private preschool. We continue to advertise our preschool, post pictures throughout the year, and try to recruit all students to attend our preschool as vast majority that start with us will continue to Kindergarten with us.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>61.7 % of current 3rd grade students at FES will meet or exceed the 3rd grade MCA reading assessment in the spring of 2021, an increase of 2% from 2019.</p> <p>59.7% of Minnesota’s 3rd grade students met or exceeded state standards as shown in their overall performance on the MCA Reading Assessment for the 2018-2019 school year.</p>	<p>50% of FES 3rd grade students that tested met or exceeded the reading MCA test in spring of 2021.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

MCA data was used to measure this goal area. It is a significant drop in the ballpark of 10% from 2 years prior and belief is Covid had a major effect on this. We had numerous kids opt out, kids that were distant learners didn’t come take the test, and the focus was not as pointed as the past, we were just trying to get through the year. It is tough to explain the major drop as the Star tests do not show the same trend.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<ul style="list-style-type: none"> ▪ FES special education students will increase from 26.6% proficient in Math in 2019 to 29.6 % proficient in 2021 on the MCA. (Statewide 27.6%) ▪ FHS special education students will increase from 13.6% in 2019 to 16.6% proficient in 2021 on the Math MCA. (Statewide is 27.6%) ▪ FES special education students will increase from 20.0% proficient in Reading in 2019 to 23.0% proficient in 2021 on the MCA. (Statewide 29.8%) ▪ FHS special education students will increase from 25.0% in 2019 to 28.0% proficient in 2021 on the Reading MCA. (Statewide is 29.8%) ▪ FES American Indian students will increase from 30.0 in 2019 to 33.0% proficient in 2021 on the Math MCA. (Statewide is 27.5%) ▪ FHS American Indian students will increase from 26.6% in 2019 to 29.6% proficient in 2021 on the Math MCA. (Statewide is 27.5%) ▪ FES American Indian students will increase from 50.0% in 2019 to 53.0% proficient in 2021 on the Reading MCA. (Statewide is 36.1%) ▪ FHS American Indian students will increase from 42.4% in 2019 to 45.4% proficient in 2021 on the Reading MCA. (Statewide is 36.1%) 	<p>23.4% Met or exceeded in 2021</p> <p>12.5% Met or exceeded in 2021</p> <p>30.0% Met or exceeded in 2021</p> <p>18.8% Met or exceeded in 2021</p> <p>26.1% Met or exceeded in 2021</p> <p>18.2% Met or exceeded in 2021</p> <p>34.8% Met or exceeded in 2021</p> <p>26.3% Met or exceeded in 2021</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<ul style="list-style-type: none"> ▪ FES Free/Reduced Priced lunch students will increase from 50.0% in 2019 to 53.0% proficient in 2021 on the Reading MCA. (Statewide is 40.0%) ▪ FHS Free/Reduced Priced lunch students will increase from 49.0% in 2019 to 52.0% proficient in 2021 on the Reading MCA. (Statewide is 40.0%) ▪ FES Free/Reduced Priced lunch students will increase from 50.0% in 2019 to 53.0% proficient in 2021 on the Math MCA. (Statewide is 34.2%) ▪ FHS Free/Reduced Priced lunch students will increase from 34.3% in 2019 to 37.3% proficient in 2021 on the Math MCA. (Statewide is 34.2%) 	<p>45.3% Met or exceeded in 2021</p> <p>29% Met or exceeded in 2021</p> <p>36.9% Met or exceeded in 2021</p> <p>24.1% Met or exceeded in 2021</p>	

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The data used was the 2021 MCA data and all but one of our subgroup goals were not met. It is the trend from last year in our district and across the state that there was a major drop in academic achievement. Our focus is on Star testing and we did push that, but there was not the major focus that we have pumped kids up in the past via pepfest and so on. Also a fair number less kids tested which did not help our results.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The counseling office continues to help guide and create 4 year plans as student's transition into 9th grade and begin planning their high school tract. This goal was met for students attending in person last school year. ACT composite score goal continued the testing trend for our district with a drop in scores which presumably has to do with Covid-19 issues.

All Students Graduate

Goal	Result	Goal Status
<ul style="list-style-type: none"> ▪ International Falls' students will have a 90% or higher graduation rate for 2021. (Data lags - district graduation rate in 2019 was 89.7% to the states 83.7%) 	85.9% graduated in 2020 and 6.5% are continuing	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The district did not meet the goal initially, but we are optimistic that with the number returning we will get over 90% of that class graduated. We were not able to disaggregate it by race as subgroups are too small, but free and reduced showed about identical percentages to the whole group. Special education sub group dropped to 65% graduating on time and approximately 30% continuing on for this class. Emphasis is being put on special education teachers to work closer with these families and the rest of our staff to help meet the needs of this population. We are also continuing to emphasize this goal as we need to get every child to the finish line.

World's Best Work Force WBWF Plan



2021 - 2022

International Falls Public School District

ISD #361

Adopted: December 20, 2021

ISD #361: INTERNATIONAL FALLSPUBLIC SCHOOL DISTRICT World's Best Work Force (WBWF) Plan

School District #361 Mission Statement

In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.

Overview & Requirements for WBWF Plan

A School District must set SMART Goals:

Specific
Measurable
Attainable
Results-Oriented
Time-Bound

Goals & Benchmarks MUST be focused on Progress from Pre-K to Post-Secondary, including:

- #1. **Ready for K**
- #2. **Read Well by Gr. 3**
- #3. **Closing the Achievement Gap in Student Subgroups**
 - **White**
 - **Hispanic**
 - **Black**
 - **Asian / Pacific Islander**
 - **American Indian / Alaskan Native**
 - **Free / Reduced Price Lunch**
 - **Special Education**
 - **Limited English Proficiency**
- #4. **100% Graduation Rate**
- #5. **Career & College Readiness**

Assessment Measures MUST include at least the following Five (5) Elements:

- 1) **MCA's (Minnesota Comprehensive Assessments)**
- 2) **NAEP (National Association of Education Progress)**
- 3) **Size of Academic Achievement Gap by Student Subgroup**
- 4) **Actual Graduation Rate**
- 5) **Career & College Readiness (as defined in MS 120B.30, Subdivision 1)**

District & Site Goals

Our districts' student achievement goal is to continually improve academic performance in the following areas: (This is looking at individual student growth from where they were the previous year or previous corresponding assessment.)

We will assess all students that attended ISD 361 for grades 2-10 both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 63.89% in 2021 to 64.89% in 2022.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 74.96% in 2021 to 75.96% in 2022.

Star School Trend Data – grades 2-5

(Note: All percentages must be calculated to at least one decimal place.)

Reading

Math

School Year	Assessment Result
2017-18	80.18%
2018-19	73.54%
2019-20	N/A (Covid)
2020-21	76.40%

School Year	Assessment Result
2017-18	89.91%
2018-19	83.27%
2019-20	N/A (Covid)
2020-21	82.21%

StarSchool Trend Data (6-10)

(Note: All percentages must be calculated to at least one decimal place.)

Reading

Math

School Year	Assessment Result
2018-19	55.07%
2019-20	N/A (Covid)
2020-21	54.99%

School Year	Assessment Result
2018-19	N/A
2019-20	N/A (Covid)
2020-21	69.33%

District-Wide Goals

Our district's student achievement goal is to improve student academic performance. This focus is determined on a yearly basis. We have an elementary site and a high school site which will each have a specific site goal. Teachers instructing in both buildings will be considered part of the building in which they attend team meetings with regards to compensation for site goal. Our goal for 2021-22 is focused on individual student growth using the Star scores.

Falls High School Goal

We will assess all students that attended Falls High School both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 54.99% in 2021 to 55.99% in 2022.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 69.33% in 2021 to 70.33% in 2022.

Falls Elementary School Goal

We will assess all students that attended Falls Elementary both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 76.40% in 2021 to 77.40% in 2022.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 82.21% in 2021 to 83.21% in 2022.

Goal #1: Ready for K

- 84% of kindergarteners participate in FES school readiness program (preschool)
 Improve learning readiness for Kindergarten.
 - All day section of Preschool 5 days / week for 4-year-olds.
 - Half day sessions for 4-year old Preschool.
 - Half day sessions for 3-year-old Preschool.
 - All day sessions 3 days per week (4 year olds)
 - All day sessions 2 days per week (3 year olds)
 - Language Screener & IGD1 Screener for all Preschoolers.

Goal #2: Read Well by Gr. 3

- 55% of current 3rd grade students at FES will meet or exceed the 3rd grade MCA reading assessment in the spring of 2022, an increase of 5% from 2021. Covid has had an impact and scores have dropped so we need to regroup and meet the needs to get scores going in a positive direction.

Goal #3: Close the Achievement Gap in Student Sub Groups

- FES special education students will increase from 23.4% proficient in Math in 2021 to 26.4 % proficient in 2022 on the MCA. (Statewide 22.5%)
- FHS special education students will increase from 12.5% in 2021 to 15.5% proficient in 2022 on the Math MCA. (Statewide is 22.5%)
- FES special education students will increase from 30.0% proficient in Reading in 2021 to 33.0% proficient in 2022 on the MCA. (Statewide 25.8%)
- FHS special education students will increase from 18.8% in 2021 to 21.8% proficient in 2022 on the Reading MCA. (Statewide is 25.8%)
- FES American Indian students will increase from 26.1 in 2021 to 29.1% proficient in 2022 on the Math MCA. (Statewide is 17.8%)
- FHS American Indian students will increase from 18.2% in 2021 to 21.2% proficient in 2022 on the Math MCA. (Statewide is 17.8%)

- FES American Indian students will increase from 34.8% in 2021 to 37.8% proficient in 2022 on the Reading MCA. (Statewide is 27.7%)

- FHS American Indian students will increase from 26.3% in 2021 to 29.3% proficient in 2022 on the Reading MCA. (Statewide is 27.7%)

- FES Free/Reduced Priced lunch students will increase from 45.3% in 2021 to 48.3% proficient in 2022 on the Reading MCA. (Statewide is 32.4%)
- FHS Free/Reduced Priced lunch students will increase from 29.0% in 2021 to 32.0% proficient in 2022 on the Reading MCA. (Statewide is 32.4%)
- FES Free/Reduced Priced lunch students will increase from 36.9% in 2021 to 39.9% proficient in 2022 on the Math MCA. (Statewide is 22.7%)
- FHS Free/Reduced Priced lunch students will increase from 24.1% in 2021 to 27.1% proficient in 2022 on the Math MCA. (Statewide is 22.7%)

Goal #4:	100% Graduation Rate
-----------------	----------------------

- International Falls' students will have a 90% or higher graduation rate for 2021. (Data lags - district graduation rate in 2020 was 85.9% to the states 83.8%)

Goal #5:	Career & College-Readiness
-----------------	----------------------------

- All current 8th grade students will complete a 4 year plan while registering for 9th grade.
- International Falls will score the 21.2 composite for 2021-22 school year (District composite for 2020-21 was 20.2)

Students in Gr. 8-12 will be assisted in preparing for life beyond high school through:

- Career Exploration
- ASVAB Test → Gr. 11
- ACT / SAT Test → Gr. 11 & 12 (Taken on an Individual Basis as Necessary)
- PSAT Gr 11

meeting State & Local Academic Standards

Demographics for PreK-12 Students by Sub Group for International Falls Public School District is as follows: (Data from MDE School Report Card 2020)

(Data from MDE School Report Card 2020)

<u>Student Population Sub Group</u>	<u>% of Total Student Population</u>
Free / Reduced Hot Lunch	34.4 %
Special Education	18.4%
English Language Learner (ELL)	0.8%
American Indian / Alaskan Native	10.1 %
Asian / Pacific Islander	0.1 %
Hispanic	1.6 %
Black (Not of Hispanic Origin)	0.5 %
White (Not of Hispanic Origin)	85.3 %
Two or more Races	2.4%

Students at International Falls Public Schools take Assessments to determine Student Progress in specific content areas, including the following:

<u>Grade Level</u>	<u>Assessment</u>	<u>Content Area Assessed</u>
Gr. 4, 8, 12	NAEP (National Assessment of Education Program)	Reading, Math, & Science
Gr. 3, 4, 5, 6, 7, 8	MCA - III	Reading & Math
Gr. 10	MCA - III	Reading
Gr. 11	MCA - III	Math
Gr. 5, 8, 10	MCA - III	Science
Gr. K-12 ELL Students	Test of Emerging English Listening Learners	Oral Language
Gr. 3-12 ELL Students	Test of Emerging English	Reading & Writing
Gr. 3, 4, 5, 6, 7, 8, 11	Math Test for English Language Learners	Math
Gr. K-10	Star Reading and Math	Reading & Math
Preschool	IGDI	Literacy & Number Skills
Gr. 6, 9, 12	MSS (Minnesota Student Survey) [Every 3 rd Year]	At-Risk Behaviors
Gr. 11	ASVAB (Interest Inventory / Aptitude Test)	Career & College Readiness
Gr. 11	PSAT	Post-Secondary Planning
Gr. 11 & 12	ACT / SAT	College Readiness
Gr. 11, 12	AP (Advanced Placement for College Courses)	English, Reading, Math, & Science

Group - ACT

Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
INTERNATIONAL FALLS INDEPENDENT SCHOOL DISTRICT 361	2020-2021	63	20.2	20.8	20.8	21.0	17.8	20.7	6.1	18.4
INTERNATIONAL FALLS INDEPENDENT SCHOOL DISTRICT 361	2019-2020	20	20.6	22.1	20.7	21.6	19.0	20.3	5.5	18.5
INTERNATIONAL FALLS INDEPENDENT SCHOOL DISTRICT 361	2018-2019	67	20.3	20.7	20.8	21.0	18.5	20.6	5.9	17.7
INTERNATIONAL FALLS INDEPENDENT SCHOOL DISTRICT 361	2017-2018	91	20.2	20.9	20.9	21.2	18.5	20.2	6.1	17.9

Strengths of Instruction & Curriculum

<u>STRENGTHS</u>	
<u>Instruction</u>	<u>Curriculum</u>
Daily 5 / Learning Stations / Centers	Preschool Program for 3-year olds & 4-year olds.
Small Guided Reading Groups	Everyday Math used in Preschool.
School-wide Title I (Gr. K-5)	Core Reading Program used in Preschool.
10 iPads in Each Elementary Classroom for Math & Reading Interventions (Gr. PreK-5)	iExcel / Raz Kids / Interventions for Reading & Math

Aligning curriculum in Professional Learning Communities (PLCs)	Myriad number of Career & Technical Education Classes
Weekly 1 Hour Early Out Staff Development Time	College in the High School Courses
Q-Comp provides Mentoring & PLC Time by focusing on a specific content area (e.g. Reading)	Accelerated Reader (AR)
PBIS (Positive Behavior Intervention Supports) for PreK-12 (Proactive rather than Reactive)	"Read Naturally" for At-Risk Students (Gr. 1-5)
Devoted staff	Ojibwe & Spanish Offerings
Learning Sciences International Professional Development – ongoing training for all staff	Member of Applied Learning Institute (Computer & Industrial Tech Labs are State-of-the-Art)
chromebook carts at elementary and 1-1 in FHS	STAR Screening for Reading & Math
Teaming	Concurrent Enrollment Classes for High School & College Credit (Lake Superior College & Bemidji State)
	Journey's literature curriculum at FES

Weaknesses of Instruction & Curriculum

<u>WEAKNESSES</u>	
<u>Instruction</u>	<u>Curriculum</u>
Differentiation is Difficult if there is not enough time to look at Student Data and plan instruction	Less Emphasis on Science Standards in the past
Access to Resources & Professional Development Opportunities is Limited due to Location	Amount on staff plates keeps growing
Very Difficult to get Highly Qualified Licensed Teachers to Apply for Teaching Positions due to Location	

Evaluation of Effectiveness of Instruction & Curriculum

International Falls School District, ISD #361, currently has **1002 students** in Gr. PreK-12. The Elementary School has an enrollment of **444 students** & the high school serves **558 students**. Falls Elementary continues a Preschool Program and houses grades 1- 5 and Falls High school houses Preschool and grades 6 – 12..

The International Falls Public School District is a long-established school system with a proud history of both academic and athletic achievements. The schools are located in International Falls, Minnesota, which is the county seat of Koochiching County. Geographically, the District includes an area of 491 square miles. International Falls has a population of approximately 6,500, while Koochiching County has 13,300 residents; approximately 10,000 people live within the School District. There are **72 Licensed Teaching Staff**, **38 Paraprofessionals**, and **30 Support Staff Members**. The majority of licensed staff holds advanced degrees.

School District facilities are comprised of:

- Falls Elementary Gr. Pre-K - 5
- Falls High School Gr. 6 - 12, Community Education, District Offices
- ALC space at Backus Community Center
- Indoor Swimming Pool
- All-weather Track
- Baseball and Softball Fields
- Football Stadium
- Indoor Ice Arena

The community serves as a residential location for people employed in a variety of professions. Packaging Corporation of America serves as a primary employer within the area. International Falls is a major international border crossing and has customs and immigration offices, as well as a Border Patrol station serving traffic between Minnesota and Ontario, Canada. Situated adjacent to Voyageurs National Park and not far from the Boundary Waters Canoe Wilderness Area, International Falls has a large fishing and tourism industry. The geography of the area serves a number of recreational opportunities.

<u>Population</u>	<u>Koochiching County</u>	<u>State of Minnesota</u>
Age 5 & Under	4.56 %	6.7 %
Age 18 & Under	19.42 %	25.1 %
Age 65 & Over	21.75 %	12.2 %
Distribution of People of Color	6.5 %	19.2 %
Unemployment Rate	4.4 %	3.3 %
Median Household Income	\$47,131	\$65,699
Median Value of Homes	\$108,300	\$199,700
Population in Poverty (All Ages)	17.1 %	10.5 %
High School Graduation Rate (25 & under)	92.6 %	92.8 %

*Census Reporter

Our district is a Q-Comp District and we find the program to be valuable for our goals of team building, mentoring new teachers, professional development, observation of fellow educators, and helping to focus on growth goals. The District has embedded PBIS and is seeing encouraging responses.

Strategies & Best Practices

- 2 Social Worker + 1 Elementary Principal → Truancy Team
- 1 Counselor
- 1 Mental Health Assistant
- Dean of Students
- Flexible Scheduling for Credit Recovery (CR)
- Online Classes for Credit Recovery (CR) @ Northern Star Online
- Online CR Summer School
- ESY Sped Students
- ELL Program
- Planning and Implementation Grant (5 year grant to focus on reducing alcohol use by teens)
- College in the School Program (CIS)
- Alternative Learning Center

Areas of Focus for 2021 - 2022 School Year Include:

- Keeping students in person as much as possible
- Tier II and III instruction continued at FES and Tier II at FHS.
- Continued effort put into continuing and improving our PBIS program

- Early out every Wednesday to focus on PBIS, analyze data, and work on LETRS.
- Provide paraprofessional assistance for Preschool classrooms as well as to assist Tier II & III student populations.
- Continue to keep four (4) sections of Kindergarten.
- Return of Title I classrooms
- Continue to utilize universal screening measures to assist with Tier placement.
- STAR for universal screening and progress monitoring.
- Early Out meetings weekly to review best practice instructional strategies based on student data. These meetings are also necessary for placing students into appropriate tier populations. These meetings are necessary to engage teachers in active dialogue about student progress and needs. These conversations allow time to talk about the “whole” child.
- Students will be provided with scheduled structured time to access technology based interventions. This will happen on a daily basis which had not happened in the past.
- With the implementation of the RTI model struggling students receive both the core instruction as well as additional instruction within the appropriate Tier location (Tier II / III).
- Guided Reading Instruction, Book Club, Literature Circles, Drill & Practice.
- Successful Reading & Leveled Literacy Interventions (LLI) utilized with Tier II / III student populations including free reduced lunch as well as special education populations.
- Maintain low student to teacher ratios for Tier II & III student populations. Tier II: 1:5 or 1:6, Tier III 1:3.
- Continue our “College in the School” (CIS) opportunities for College Credit.
- Continue Applied Learning Institute (ALI) Classes for High School Students.

Student Outcomes

Student Outcomes on MCA Reading, Math, & Science assessments indicate student achievement levels compared to state averages as follows:

MCA Math Average 2021			
International Falls District-Wide	Total % Proficient	State of Minnesota	Math Average

Grade	Math Average	<u>40.3%</u>			<u>44.20%</u>			
		Exceeds	Meets	Partially Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet
Gr. 3	22.40%	39.7%	14.90%	17.90%	27.40%	38.10%	17.00%	17.40%
Gr. 4	16.70%	37.50%	13.80%	12.50%	30.30%	33.60%	15.80%	20.40%
Gr. 5	3.90%	36.70%	29.10%	25.30%	16.20%	35.90%	24.30%	23.70%
Gr. 6	15.40%	33.30%	31.70%	21.70%	20.60%	29.90%	23.20%	26.40%
Gr. 7	8.50%	33.30%	34.70%	22.20%	20.40%	31.70%	25.80%	22.20%
Gr. 8	8.10%	28.60%	23.40%	18.20%	25.30%	29.90%	21.70%	23.10%
Gr. 11	5.60%	25.00%	26.70%	31.70%	16.80%	28.20%	22.00%	33.00%

MCA Reading Average 2021								
Grade	International Falls District-Wide Reading Average	Total % Proficient			State of Minnesota Reading Average		Total % Proficient	
		<u>62.90%</u>					<u>59.20%</u>	
	Exceeds	Meets	Partially Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet
Gr. 3	6.90%	46.30%	16.40%	23.90%	14.00%	40.60%	16.20%	29.20%
Gr. 4	4.20%	40.70%	19.80%	16.00%	16.30%	39.10%	21.80%	22.80%
Gr. 5	13.70%	57.00%	19.00%	12.70%	18.60%	47.20%	17.80%	16.40%
Gr. 6	15.20%	45.00%	25.00%	16.70%	23.90%	38.90%	17.40%	19.80%
Gr. 7	5.00%	45.80%	16.70%	20.80%	18.70%	38.80%	19.90%	22.60%
Gr. 8	2.20%	36.40%	22.10%	23.40%	20.30%	37.40%	18.40%	23.90%
Gr. 10	22.20%	42.30%	19.70%	8.50%	22.80%	37.60%	21.00%	18.60%

MCA Science Average 2021								
--------------------------	--	--	--	--	--	--	--	--

Grade	International Falls	Total % Proficient			State of Minnesota		Total % Proficient	
	District-Wide	<u>49.50%</u>			Science Average		<u>52.50%</u>	
	Exceeds	Meets	Partially Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet
Gr. 5	15.70%	44.30%	29.10%	24.10%	9.60%	45.30%	21.70%	23.40%
Gr. 8	0.00%	35.10%	36.40%	22.10%	8.90%	34.10%	29.30%	27.70%
High School	12.00%	45.90%	25.70%	12.20%	15.90%	38.50%	21.80%	23.90%

Principal Evaluation

The International Falls Public School District uses the principal evaluation system outlined below which meets the requirements outlined in statute with regards to at least 35% of a principal's evaluation needs to be based on student achievement.

Summative Evaluation

Principal

School Year

Previous year

Current year

Strategic Leadership	0	Strategic Leadership (1)	0.00
Instructional Leadership	0	Educational Leadership (5)	0.00
Managerial Leadership	0	Management (4)	0.00
Cultural Leadership	0	Cultural Integrity (6)	0.00
Communications Leadership	0	Communication (2)	0.00
School Community Leadership	0	Community Involvement (3)	0.00
Ethical Leadership	0	Ethics (7)	0.00

Total 0 0.00

Average 0.00 0.00

Possible Percentage Earned percentage

Goal 1:									
Goal 2:									
Goal 3:									
Building achievement goal: Increase MCA's reading scores by 3%									

8.34
8.33
8.33
35.00

Staff Survey	20.00
other (administrative analysis)	20.00
	100.00

Signature signifies that a meeting was conducted to review your summative evaluation and does not indicate agreement with ratings.
Signature:

Kevin Grover: _____

Break Down

Personal Goals	25%	Break up proportionally based on 2 to 4 goals Drop 3% or more -earn 0%, drop more than 1% but less than 3% - earn 25%, from -1 to +1 -earn 50%, increase more than 1 but less than 3% -earn 75%,
Student Achievement	35%	Increase 3% or more - earn 100% Overall score with all employees surveyed: stay the same or have positive growth - earn 100%, drop .01 - 1 point - earn 10%, drop more than 1 point - earn 0%
Staff Survey	20%	
other (administrative analysis)	20%	
	100%	

Teacher Evaluations

The International Falls Teacher Evaluation / Observation Plan

Overall Description

Each member completes 4 self-observations based on Charlotte Danielson. Pre and Post observation meetings are part of each observation. Team Leaders will conduct two evaluation of each team member throughout the year with a pre and post observation and will do one observation for each member of one additional team. Administration also conducts an evaluation of staff on a rotating basis (1 time for each member over 3 year period).

Description of Rubric & System:

We have training to inform new staff of the rubric and process to be used. This training will focus on components of Charlotte Danielson rubrics, processes for documenting observations, inter-rater reliability, and instructive feedback. A specific part of the

training will focus on inter-rater reliability by using a video to watch/score the lesson and train on this topic. (Train the Trainer model) Team leaders will work to find ongoing trainings to attend throughout the year and come back and train each other at quarterly leader meetings.

- Pre- & Post-Observation Conferences
 - The pre-observation conference needs to be done at least one day in advance of the observation.
 - The post-observation should be done within one week of the observation.
- Self-Analysis & Reflection
 - This will be done once per quarter.

Teacher observers are trained to use the observation rubrics and give written feedback on the post-observation form. Team leaders will have time at their quarterly release time to compare evaluations to ensure reliability and collaborate.

- Teacher observers will create a formal observation schedule for each person they are observing.
- Deadlines for completing evaluations will be marked on the District Professional Development Calendar.
- Team leaders will be trained to observe other team members' classrooms.
- Team teachers will be responsible for developing an observation evaluation calendar & team meeting calendar

Probationary teachers will be observed three times (3x's) by a school administrator. Initial training will take place prior to the start of the school and will be followed up at in-services throughout the school year. Probationary teachers will also participate in sessions with the Mentor Coordinator.

Position Title	Number of Teachers this Person will Observe	Number of Times per year this Teacher will Observe Each Teacher	Other Evaluation / Observation Responsibilities
Building Administrator	All probationary teachers 1/3 of staff	3 times 1 time	Improvement conferences Pre & post conferences
Learning Team Leader	As determined by amount of members in ATPPS learning teams	2 times per team member and 1 time per team member for paired team	Pre & Post conferences for all formal evaluations

Evaluation / Observation Documents.

- Evaluation / observation rubrics.
- Pre-observation conference forms.
- Post-observation conference forms.
- Self-analysis and reflection forms.
- Other forms, as applicable, to ensure the reviewer is able to completely understand the process.

Charlotte Danielson's Components of Professional Practice to be used in Teacher Evaluations

Component 1C → Selecting Instructional Goals

- Value
- Clarity
- Suitability for Diverse Students
- Balance

Component 2C → Managing Classroom Procedures

- Instructional Groups
- Transitions
- Materials & Supplies
- Non-Instructional Duties
- Supervision of Volunteers & Paraprofessionals

Component 3A → **Communicating Clearly & Accurately**

- Directions & Procedures
- Oral & Written Language

Component 3B → **Using Questioning & Discussion Techniques**

- Quality of Questions
- Discussion Techniques
- Student Participation

Component 3C → **Engaging Students in Learning**

- Representation of Content
- Activities & Content
- Grouping of Students
- Instructional Materials & Resources
- Structure & Pacing

Component 3D → **Providing Feedback to Students**

- Quality of Feedback
 - Accurate
 - Substantive
 - Constructive
 - Specific
- Timeliness

Component 4A → **Reflecting on Teaching**

- Accuracy
- Use in Future Teaching

Appeals Process

- Teachers who have concerns with the reliability / accuracy of their formative evaluations.
 - A teacher who receives a performance evaluation less than satisfactory, may request an additional evaluation by submitting completed form within 2 weeks of post observation conference to the Quality Oversight Team.
 - Quality Oversight Team will appoint a new observer.
- Staff member may appeal at the point in which they receive what they feel is an inaccurate / unsatisfactory review.
 - Once the QOC receives the appeal, they will appoint another observer within a week.
 - The new observer and teacher needing the observation will make arrangements to get a new observation done within one (1) month.
 - The new observation rating from the appointed observer will be final for this round of observation.

TLC MEMBERS MUST ATTEND 27 OF 32 WEEKLY MEETINGS TO BE ELIGIBLE FOR TLC STIPEND!! (2 meetings per month with assigned team)

							OCTOBER 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
											1	2	3
			1	2	3	4	4	5	6	7	8	9	10
6	7	8	9	10	11	12	11	12	13	14	15	16	17
13	14	15	16	17	18	19	18	19	20	21	22	23	24
20	21	22	23	24	25	26	25	26	27	28	29	30	31
27	28	29	30										
<i>Student Days:</i>	17		<i>Teacher Days:</i>		20		<i>Student Days:</i>	19		<i>Teacher Days:</i>		20	

NOVEMBER 2020							DECEMBER 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
1	2	3	4	5	6	7	6	7	8	9	10	11	12
8	9	10	11	12	13	14	13	14	15	16	17	18	19
15	16	17	18	19	20	21	20	21	22	23	24	25	26
22	23	24	25	26	27	28	27	28	29	30	31		
29	30												
<i>Student Days:</i>	18		<i>Teacher Days:</i>		19		<i>Student Days:</i>	16		<i>Teacher Days:</i>		16	

JANUARY 2021							FEBRUARY 2021						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
					1	2							
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28						
31													
<i>Student Days:</i>	19		<i>Teacher Days:</i>		20		<i>Student Days:</i>	19		<i>Teacher Days:</i>		19	

MARCH 2021							APRIL 2021						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
											1	2	3
	1	2	3	4	5	6	4	5	6	7	8	9	10
7	8	9	10	11	12	13	11	12	13	14	15	16	17
14	15	16	17	18	19	20	18	19	20	21	22	23	24
21	22	23	24	25	26	27	25	26	27	28	29	30	
28	29	30	31										
<i>Student Days:</i>	22		<i>Teacher Days:</i>		23		<i>Student Days:</i>	20		<i>Teacher Days:</i>		20	

MAY 2021							JUNE 2021						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
						1							
									1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12

<u>September & October</u>	
Sept. 1st:	Teacher Work Day
Sept. 2nd:	Teacher Work Day
Sept. 3rd:	Teacher Work Day
Sept. 7th:	NO SCHOOL - Labor Day
Sept. 8th:	First Day of School
Oct. 5th:	Teacher Work Day
Oct. 9th:	FHS Mid Term Reports
Oct. 15 th -	
16 th :	NO SCHOOL - MEA Break
Oct. 20th&	
22nd	FHS Parent/Teacher Conference

<u>November & December</u>	
Nov. 6th	End of 1st Quarter
Nov 9th:	NO SCHOOL - Exchange Day
Nov 26 th -	
27 th :	NO SCHOOL - Thanksgiving
Dec. 11th	FHS Mid Term Reports
Dec. 16th	FHS Parent/Teacher Conference
Dec 23 - Jan	
1:	NO SCHOOL - Winter Break

<u>January & February</u>	
Jan. 4th:	Return from Winter Break
Jan. 22nd	End of 2nd Qtr / Sem 1
Jan 25 th	NO SCHOOL - Teacher Work Day
Feb. 15 th :	NO SCHOOL - Presidents Day
Feb. 26th	FHS Mid Term Reports

<u>March & April</u>	
Mar. 3rd	FHS Parent/Teacher Conference
March 19 th :	NO SCHOOL - Exchange Day
April 1st	End of 3rd Quarter
April 2nd:	NO SCHOOL - Good Friday
April 5 th :	NO SCHOOL - Spring Break

<u>May & June</u>	
May 4th	FHS Mid Term Reports
May 28th	Last Day for Seniors
May 31st:	NO SCHOOL - Memorial Day

9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
Student Days: 20						Teacher Days: 20							
						Student Days: 3		Teacher Days: 4					

Jun 3rd: **LAST DAY OF CLASSES K-11**

Jun 4th: Last Day for Teachers

June 6th: Graduation Day

Strategies for Improving Instruction, Curriculum, & Student Achievement

Instruction & Student Achievement

District-Wide Strategies (PreK-12)

Goal #1: Ready for K

- Students are assessed **three times** (3x's) a year (Fall / Winter / Spring) using the STAR Early Literacy Assessment.
- Preschool students are assessed **three times** (3x's) a year (Fall / Winter / Spring) using Individual Growth and Development Indicators (IGDIs).
- A community-wide Early Childhood Screening is required before entry into Kindergarten. All enrolling children must be 5 by September 1, been screened, and have required immunizations in place.
- Continue to improve/advertise Kindergarten/pre-school round-up in order to attract and retain student numbers.
- The district offers pre-school classes and is driving to make pre-school more accessible to families in the community whose children hadn't attended due to limited space and / or cost in the past.

Goal #2: Read Well by Gr. 3

- Alignment of curriculum including writing "I Can" statements and pacing guides.
- Ensuring Reading, Math, and Science curriculum is aligned

Goal #3: Closing the Achievement Gap in Student Sub Groups

- Currently using STAR as a method of screening and progress monitoring students.
- IGDIS assessment for pre-school aged children. IGDIS assessment data will drive instruction and interventions.
- Continue to maintain the bookroom of leveled materials that was created for use in Tier I, II, and III interventions.
- Staff will continue implementation of Journey's phonics program for grades K-3.
- Implement Math Expressions
- Continue use of Journey's Curriculum
- Leveled Literacy Intervention materials for Tier III student populations.
- Continue with the after school & summer targeted services programs.
- Additional intervention software titles have been purchased and computers have been added to the prep schedule to allow students time to utilize these intervention software programs.
- After-school tutoring program for Students in Gr. 6-12.
- Continue technology discussions to continue to move forward with investigation of what technology needs are necessary for 21st century learning.
- Learning Sciences International – all students
- Teaming activities

Goal #4: 100% Graduation Rate

- The district has purchased iPads to be utilized within the general, Title, and special education classrooms.
- The leadership team continues to visit other schools in order to observe and bring back best practice strategies.
- Continue to move forward with PBIS staff training and implementation in order to decrease behaviors and increase instructional opportunities.
- Support the Strive program which assigns a mentor to senior students who are showing signs of struggling to meet graduation requirements.

<u>Goal #5:</u> Career & College Readiness
--

- Develop & maintain a strong curriculum to prepare students for life-long learning & the World's Best Workforce.
- Increase academic rigor, accountability, & learning opportunities for all students by developing a plan to prepare students for the World's Best Work Force (WBWF).
- Maintain financial stability & an adequate Fund Balance.
- Monitor the District's financial condition while maintaining programs & services at maximum efficiency.
 - Monitor & evaluate the effects of fiscal governance on program effectiveness.
- Work with Legislative Leaders & Government Organizations to address funding, policy, & issues affecting education:
 - Provide Legislative Leaders & Government Organizations with information and data supporting initiatives that affect International Falls Public Schools and Public Education.
 - Invite Legislators to attend a school board meeting and meet with Legislators
- Develop individualized learning plans for all 8th grade students.
 - Guidance Department will initiate learning plans for all prospective 9th grade students with the oversight from their families for grades 9 – 12.
- Career exploration activities conducted by Guidance Department
- Support Office of Job Training programs offered to high school students which includes career assessments.

Effective Practices Being Used**High-Quality Instruction****Ready for K**

Currently, teachers have been trained in STAR Early Literacy, which provides information to better understand student performance & improve instruction regarding reading readiness.

- 2.0 FTE → Preschool Teachers
- 1.0 FTE → Early Childhood / Family Education (ECFE) Teacher

In addition, Pre-K staff uses a variety of materials to cover the Early Childhood Indicators of Progress. These materials include:

- Splash into PreK Literacy Program
- Visual Phonics
- Everyday Math
- 2nd Step Social Skills curriculum
- Literacy Stations



BRONCO PRIDE

PRESCHOOL REGISTRATION!

OPENS ON FEBRUARY 10 FOR CURRENT PRESCHOOL FAMILIES

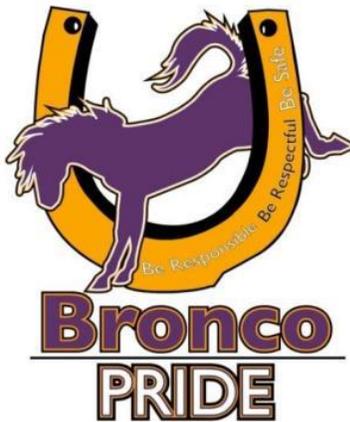
(LIMITED SPOTS AVAILABLE/FIRST COME FIRST SERVE)

REGISTRATION FOR NEW STUDENTS OPENS ON FEBRUARY 17

OPEN HOUSE TOURS WILL BE VIRTUAL OR VIA INDIVIDUAL APPOINTMENT

ALL REGISTRATION WILL BE ONLINE THROUGH GOOGLE FORMS FOUND ON OUR FACEBOOK PAGE

- Splash into Pre K Reading Curriculum
- Everyday Math Curriculum
- Second Step Social Skills Curriculum
- Music and Movement
- Nutritious Snacks Provided
- Science and Exploration
- Language and Literacy
- Positive Behavior Intervention and Supports System



- iPads and Smartboards in every classroom
- Highly Qualified Teachers Specialized in Early Childhood Education

Bus provided in the morning and after school.

*Half day program children can take the bus to school for the morning program and can take the bus home from the afternoon program.

Tuition Fees will be similar to 20-21 fees. Fees are waived based on income eligibility guidelines.

3 yr. olds

Wednesday/Friday: 8:30-11:00
Wednesday/Friday: 12:30-3:00

3 yr. olds

Tuesday & Thursday:
8:30-3:00

4 yr. olds

Monday-Friday: 8:30-3:00
(2 Classes)

*Please be aware we have made some changes to our scheduling options.

FALLS ELEMENTARY SCHOOL

1414 FIFTEENTH AVENUE
INTERNATIONAL FALLS, MN 56649
218.283.2571 OPTION 4

MELISSA TATE

LAURIE HUMBERT

JAIME HELL

218.283.2571 EXT. 1232

218.283.2571 EXT. 1275

218.283.2571 EXT. 1230



ECFE Play & Learn Classes

Our Play & Learn class is open to parents/caregivers AND their children, ages birth through 5 years. All classes have mixed ages. Children and parents spend the first portion of class together, learning through art, music, stories and a variety of developmental activities. Your child will have the opportunity to build relationships with peers and to participate in small and large group activities, free play, teacher-led experiences and a short snack time.

For the remainder of class time, the children's learning experience continues while parents meet together to discuss various parenting topics.

Not only is this a time for you and your young child to bond outside of his or her usual home environment, it is also a time to connect with other parents, talk about concerns, exchange stories and offer/receive advice about the struggles that parents of young children face. This time will allow you to form friendships and a network of support with others who experience the same joys and challenges of parenting that you do.



ECFE Event Planning Committee

Education is a partnership between home and school. We value parent involvement and encourage you to partner with us. That is why the ECFE Event Planning Committee is comprised of both teachers and parents, whose input helps us create a program that meets the needs of its participating families. We work together to plan ECFE events and to brainstorm new ideas for the future in order to keep the classes and events fun and exciting.

We encourage you to consider volunteering to be a representative from your class! New board members are always welcome and greatly appreciated. Also, please feel free to contact the board at any time with questions, concerns and ideas by contacting your class instructor.

Contact Information

You may contact Community Education at any time for general ECFE information or to register for classes at (218) 283-2571 Ext. 1186

Play & Learn Classes

School Readiness Classes

You may also contact the ECFE instructors directly:

ECFE Special Events

Mandi Baron (ECFE Play & Learn Instructor and 3 year old School Readiness Instructor) – Ext. 1273

Missy Walls (4 year old School Readiness Instructor) – Ext. 1267

Kristie LaVigne (3 & 4 year old School Readiness Instructor) – Ext. 1268

Located in

Falls Elementary School



**Building Blocks for
Family & School Success**



What is ECFE?

Early Childhood Family Education (ECFE) classes are designed for any and all families with children ages birth through 5. At ECFE, we understand that you are your child's first and most influential teacher. Our goal is to support you in your child-raising journey and it is our mission to provide the best possible environment for the healthy growth and development of your children.

Goals of ECFE

- ❖ To support children's optimal physical, intellectual, social and emotional development during the important early years of life
- ❖ To encourage parent involvement in children's learning, development and education
- ❖ To promote healthy relationships and effective communication between parents and children
- ❖ To help parents develop informed, realistic attitudes and expectations about raising children
- ❖ To help parents build strong support networks and utilize community resources for families

Please read on about the different classes and activities that ECFE offers to decide what level of involvement is right for you and your family.

ECFE School Readiness Classes

School Readiness Preschool is for children ages 3 to 5. The goal of school readiness is to prepare and support all students in achieving high standards of learning and development before they enter Kindergarten – emotionally, intellectually, physically and socially. Our preschool program includes:

- Reading and Math Curriculum used by ISD 361
- Character Education / Social Skills
- Music & Movement
- Science Exploration
- Language & Literacy
- Technology

Income based tuition options

Class Options:

❖ **3 yr. olds:**

- T-Fri...8:30-11:00
- T-Fri...12:30-3:00
- T & Th...8:30-3:00

❖ **4 yr. olds:**

- M-Fri...8:30-3:00
- M-W-F...8:30-3:00



ECFE Class Options

Monday..8:30-10:00am

Monday.....6:00-7:30pm

Tuition is \$30 per quarter

+\$15 for an additional child

ECFE Special Events for 2020 - 21

Special Note:

All quarterly events are open to the public – enrollment in an ECFE class is not necessary in order to attend.

September.....ECFE Class Registration
 October.....Halloween Spooktacular
 December.....Stories with Santa
 February..... Valentine's Dance
 April.....Easter Eggstravaganza
 May.....Fishing with Family

Other Events

Aside from the events listed above, we also have “mini” events that we partake in during scheduled class times, and therefore are only available to children enrolled in ECFE classes. Some examples are:

- Cooking with kids night
- Winter sledding
- Special musical guests
- A visit to the local fire station
- Nature Hike in Voyageurs National Park

Read Well by Gr. 3

Kindergarten through Grade 3: Currently, teachers have been trained in STAR Early Literacy / STAR Reading Assessments, and Guided Reading. Some staff members have been trained in the use of Leveled Literacy Intervention. Working on alignment of curriculum to state standards.

Assessments

- STAR Early Literacy or STAR Reading assessment (K-3)
- Tier I, II, III Assessments
- Journey's Comprehensive Reading assessment will be done in the fall and spring of the year (Grades K-5).
- STAR assessment
- Star Early Literacy (Pre-K)—Fall / Winter / Spring.
- Tier II & III Intervention

The chart below uses the 40th & 50th % rankings for each grade level assessment given. The scale score range shows where a student needs to be in Fall, Mid-Year, & Spring to make adequate growth towards Grade Level Proficiency.

Pre School	Kindergarten	First Grade	Second Grade	Third Grade
------------	--------------	-------------	--------------	-------------

Scale Score to Achieve Proficiency FALL	Informal assessment to establish baseline skills	469-494 (STAR Early Lit.)	560-587 (STAR Early Lit.) 72-78 (STAR Reading)	705-730 (STAR Early Lit.) 166-197 (STAR Reading)	775-796 (STAR Early Lit.) 310-344 (STAR Reading)
Scale Score to Achieve Proficiency MID-YEAR	Informal assessment to establish baseline skills	519-546 (STAR Early Lit.)	645-672 (STAR Early Lit.) 88-99 (STAR Reading)	747-770 (STAR Early Lit.) 232-263 (STAR Reading)	802-819 (STAR Early Lit.) 352-384 (STAR Reading)
Scale Score to Achieve Proficiency SPRING	Informal assessment to establish baseline skills	574-600 (STAR Early Lit.)	723-747 (STAR Early Lit.) 150-181 (STAR Reading)	783-803 (STAR Early Lit.) 299-334 (STAR Reading)	825-838 (STAR Early Lit.) 394-436 (STAR Reading)

Multi-tiered System of Support

Our district uses the RTI (Response to Intervention) model. In this model, all students receive grade level material in Tier I. Tier II is designed for those students who are identified as slightly below grade level. Tier III is designed for those students who are significantly below grade level. Based on STAR Early Literacy and STAR Reading results students are moved within the multi-tiered system.

Pre-K:

Teachers will use data to drive instruction to have all learners meeting Early Childhood Indicators of Progress. For students not meeting the indicators of progress, instruction is modified based upon individual student need.

Kindergarten through Gr. 3:

All students are initially tested using the STAR Early Literacy and STAR Reading Assessment.. If results show they are struggling in a specific area, teachers may further screen students using the Journey's Comprehensive Assessments, or Leveled Literacy Intervention Assessments. Based on results from the previously mentioned assessments, Tier II and Tier III teachers will meet with classroom teachers to identify those students that score in the "on watch", "intervention" or "urgent intervention" categories.

Pre-K through Gr. 3:

For students in preschool through grade 3 we have staff to provide students with Indian Education Tutoring and English as a Second Language (ESL) services. If a student's parent or grandparent is a member of or affiliated with a band or tribe in the United States or Canada and the student is enrolled in the school district, they are eligible for Indian Education Tutoring services. Students focus on basic skills needed to successfully complete daily work and are given the tools they need to succeed in their academic achievement. They are also provided with cultural enrichment programs, help in developing positive self-concepts and confidence. Students also can attend workshops and go on field trips to help in their decision making about post-secondary education, which in turn will help reduce the dropout rate.

Staff members work with general education teachers to pinpoint specific areas of need or intervention. Both programs use the same Tier I, II and III language arts curriculums that students in general education classes, but students in both programs work with staff in a 1:1 setting which allows for an increase in language and linguistic needs for students.

Closing the Achievement Gap in Student Subgroups

- 1.0 FTE → Licensed English Language Learner (ELL) Teacher (Gr. K-12)
- 11.0 FTE → Licensed Special Education (SPED) Teachers (Gr. PreK-12)
 - 6.0 FTE Licensed Teachers (Birth – Gr. 5)
 - 5.0 FTE Licensed Teachers (Gr. 6 – 12)
- 3.2 FTE → Title I Personnel

- 1.6 FTE Licensed Teachers
- 1.6 FTE Paraprofessional Aides

Graduation Rate

- According to the North Star Report, the 4 year Graduation Rate for Falls High School for the 2020 fiscal year was **85.9%**.

Career & College Readiness

- 1.0 FTE → Licensed School Counselor (LSC) dedicated to students in Gr. PreK – 12.
- 2.0 FTE → Licensed Social Worker dedicated to Gr. PreK – 12.
- The *iSEEK* and *O*NET* Programs are used to begin tracking student goals for Careers or Colleges beginning in Gr. 9-12.

Grade Level Offered	Career & Technical Education (CTE) Courses Offered	Elective Area
Gr. 8	Family & Consumer Science	FACS
Gr. 9, 10, & 11	Life Skills & Parenting	FACS
Gr. 9, 10, 11, & 12	Food & Sport	FACS
Gr. 9, 10, 11, & 12	Textiles & Fashion	FACS
Gr. 9, 10, 11, & 12	Art Metals	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Computer Aided Drafting & Design (CADD I & II)	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Wood Technology (Woods I)	Industrial Technology
Gr. 9, 10, 11, & 12	Wood Technology, Process, & Design (Woods II)	Industrial Technology
Gr. 9, 10, 11, & 12	Hot Metals I	Industrial Technology
Gr. 9, 10, 11, & 12	Hot Metals II	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Desktop Publishing	Business Education
Gr. 10, 11, & 12	Cabinet Making	Industrial Technology
Gr. 10, 11, & 12	Engineering	Engineering
Gr. 10, 11, & 12	C / E MR Graphic Production / Yearbook	Business Education
Gr. 11 & 12	Nutrition for Today	FACS
Gr. 11 & 12	On Your Own	FACS
Grade Level Offered	College in the High School Courses / Concurrent Enrollment	College Credit / College Partner
Gr. 11 & 12	AP (Advanced Placement) English Language Composition	Exam Score may Waive Freshman English
Gr. 11 & 12	English Composition I	BSU
Gr. 11 & 12	English Composition II	BSU
Gr. 11 & 12	World Literature	Lake Superior
Gr. 11 & 12	American Literature of the 19 th Century	BSU
Gr. 11 & 12	Beginning College Algebra	BSU
Gr. 11 & 12	College Algebra	BSU
Gr. 11 & 12	Pre-Calculus	BSU
Gr. 11 & 12	Calculus	BSU
Gr. 11 & 12	Modern European History (To 1815)	Lake Superior
Gr. 11 & 12	Modern European History (From 1815 – Present)	Lake Superior
Gr. 11 & 12	Introduction to Business	BSU
Gr. 11 & 12	Graphic Productions: Design & Layout with InDesign	Mesabi Range
Gr. 11 & 12	Nursing - CNA	Hibbing Community College

Rigorous Curriculum

Ready for K

School Readiness:

Students in the **International Falls Public School District** ECFE School Readiness **Pre-K Program** who are not proficient in early literacy reading skills receive daily one-on-one support or small group interventions from licensed teachers.

Read Well by Gr. 3

Literacy Plan

Currently the district has a Reading Well by Third grade committee who will be doing leg work on best practice strategies for teaching reading to all grade levels Pre K-5. Although it is reading well by third grade the district has chosen to implement initiatives with all grades appropriate.

- The Elementary Principal will continue to provide staff with current research based best practice academic instruction.
- The Elementary Principal plays an active role in communicating with staff, reviewing student data & assisting with various committees to ensure that appropriate research based instruction is occurring.
- The Elementary Principal has formed a Leadership Team that will help develop & implement best practices for all staff. This team does site visits in order to stay current in best practice strategies.

Leveled Literacy Intervention (LLI) is a small-group intervention program designed to help teachers provide daily, small-group instruction to our most struggling readers in K-3. The program components are:

- Interactive Read-Aloud and Literature Discussion
- Shared Reading
- Writing
- Phonics
- Spelling
- Word Study
- Guided Reading

Interventions used at the Elementary Schools in the International Falls Public School include the following:

- Response to Intervention
- Differentiated Instruction
- Cognitively Guided Instruction

Currently, grades Kindergarten through Grade 3 use the following curriculum resources:

- Journey's Reading & Writing
- Guided Reading (Tier I Instruction)
- Leveled Libraries in each classroom and a book room to supplement differentiated reading instruction.
- Journey's Phonics series

Closing the Achievement Gap in Student Subgroups

Title 1

Title I is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach -- at a minimum -- proficiency on challenging state academic achievement standards and state academic assessments.

Title I funds in 2018 - 19 will pay for the following to assist struggling students with Reading & Math:

- 1.6 FTE Licensed Teachers
- 1.6 FTE Paraprofessional Aides
- Administrative Assistance
- Instructional Supplies
 - Accelerated Reader Site License
 - Star Reading Site License
 - STAR Assessment
 - Compass Learning
- Staff Development
 - Curriculum alignment
 - Formative assessment

The Title I program is Site-Based & currently serves students in Gr. K – 5.

Special Education

CIMP – Continuous Improvement Monitoring Process

This is a collection & analysis of data with the principle objective of determining special education program quality and compliance. This process is about systemic practice and not intended for individual staff evaluation or specific student review. CIMP is a 5-year cycle and involves review of special education files, correction of any errors found and an onsite review from MDE (Minnesota Department of Education). The **Northland Special Education Cooperative** serves the **International Falls School District** and is responsible for the CIMP process involving special education files within the district.

The Special Education Program & services that each child requires is based on an assessment or evaluation. If the student meets the criteria for special education and is in need of special education services, a comprehensive **Individual Educational Plan (IEP)** or **Individual Interagency Intervention Plan (IIIP)** is then written which includes the results of the evaluation, student needs, goals & objectives set by the team, services to be provided, and times & frequency of progress reports.

Students in the **International Falls Public School District** who are eligible for Special Education Services receive those services through the **Northland Special Education Cooperative**. Special Services are provided to children (Birth through Age 21) with the following handicapping conditions (see next page):

Special Education Categories

- Early Childhood Special Education
- Autism Spectrum Disorders
- Deaf – Blind
- Emotional or Behavioral Disorders (EBD)
- Deaf & Hard of Hearing
- Developmental Cognitive Disability (DCD)
- Other Health Disabilities (OHD)
- Physically Impaired
- Severely Multiply Impaired
- Specific Learning Disability (SLD)
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairment
- Development Adaptive Physical Education (DAPE)

Program for Developmental Cognitive Disability (DCD)

The secondary program for students with DCD serves students ages twelve (12) through twenty-one (21). This program features concentration on developing skills & abilities in areas including:

- Independent Living
- Vocational Work Experience
- Community Integration
- Functional Academics
- Speech
- Language
- Communication
- Gross & Fine Motor Coordination
- Socio-Behavioral Adaptation

Additionally, supplemental support services are provided based on individual needs. The overall goal of the program for students with DCD is to assist each student in reaching his / her fullest potential.

Program for Specific Learning Disability (SLD)

The purpose of this program is to serve students identified as Learning Disabled through individualized testing by qualified personnel. Referrals are made by teachers, counselors, or parents. Students with SLD may be assisted in the Resource Room or the Regular Classroom. They may be helped during class time with:

- Reading Tests Aloud
- Classroom Assignments
- Other Areas as Deemed Appropriate in the IEP

If necessary, these students may be served in a SLD Class instead of a mainstream class in any academic area in which the student qualifies.

Program for Emotional / Behavioral Disorders (EBD)

The Emotional / Behavioral Disorder Program (EBD) is designed to accommodate and meet the individual needs of students in Gr. 7-12 who are experiencing some behavioral & emotional difficulties in school. Students are referred to the program by parents, classroom teachers, counselors, or the principal. In order for students to qualify for the EBD program, they must first be tested to determine the student's eligibility and educational needs.

The Special Education Department currently serves approximately 15.8 % of the K - 12 student population.

ELL Program (English Language Learner)

International Falls Public Schools offers a comprehensive program of educational services for students who are in the process of learning the English Language (EL). The goals of this program are to:

- Support students within the framework of our regular education programs.
- Provide direct English language instruction necessary for the students to be able to fully participate in all facets of their education.
- Ensure that students have the opportunity to successfully meet educational standards.
- Produce students who can show proficiency on accountability testing within three to six years of entering the program.

English language instruction is based on the WIDA Standards, and addresses the social and academic language needs in the areas of reading, writing, listening, and speaking. For students in levels 2-5, the bulk of language instruction is content-based. As much as possible, the district avoids isolating EL students from their peers. Through service learning and participation in school and extra-curricular activities, every effort is made to assure that EL students have equal, meaningful opportunities in all facets of their education.

Students who qualify for English as a Second Language services are students whose first language is not English. Staff assesses these students to see where the student is performing at and what areas they need help in. Students use a wide range of resources to aid in the development of their oral language skills.

The ELL Program currently serves approximately 0.8% (or < 1%) of the K-12 student population.

Targeted Services

Targeted Services are for students in Gr. K-8. It is a learning-year program and is funded with general education revenue. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Targeted Services must be a year-round program and occur outside the typical school day. Targeted Services are offered through the **Northland Learning Center** for the **International Falls Public School District**.

Instructional Technology

Technology Plan

Mission Statement:

School District #361 Mission Statement

In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.

School District 361 Vision Statement

The vision of the International Falls Schools is to be a model of excellence in academics, student activities, technology, and efficient school district operations.

Technology Mission Statement

The technology mission of the International Falls Public School System is to address the need for all students and stakeholders to be literate and competent in the use of technology.

Technology Vision for the Use of Technology

The technology vision of the International Falls Public School System is to provide a technologically-rich, standards-driven environment that supports all learners and staff and enables them to maximize their personal successes in a rapidly changing world.

Technology Needs Assessment:

ISD 361 utilizes the MDE Technology Survey for assessing not only our technology needs, but our technological proficiency, as well, within the classroom. Please see the **Evaluation** section, part **D**, for details and summary.

Goals & Strategies:

It is often said that a vision is a dream with a plan. It is through intellectualized dreaming, with careful planning, that great things happen. Too often educators are cited for limiting their vision because of their past experiences. However, it is the nature & culture of the International Falls school district to look beyond what has been and dare to create what can be. When educators, with the support of their community, model greatness, enthusiasm, care, and encouragement, students gain the energy to become engaged in the learning process and perform to greater expectations.

The School District #361 technology and mission statements have been developed through a consensus process by the Technology Committee. The statements and philosophy have been developed through a series of committee meetings and reflect a desire to support the overall mission statement of the International Falls School District.

Students in ISD 361 encounter structured computer use curriculum from kindergarten on up through graduation. Core instruction is required at the elementary level, including keyboarding, along with a variety of online curriculum and assessment tools. This culminates with our mandatory eighth grade Exploring Computers course, ensuring computer literacy of all students. Coursework past this point includes elective courses in desktop publishing, accounting, computer assisted drafting and design, graphic production, and a whole suite of productivity software.

Evaluation:

ISD 361 will continue to implement the MDE Technology Survey for assessing our current state of technological proficiency within the classroom, retaken annually, thereby identifying our weaknesses and strengths. Only certified teachers working directly with students took the survey. Of course, our ultimate goal is for all teachers to consider themselves leaders and fully prepared in all areas of technology.

Level of Skill

By and large, the overall message inferred from the mass of responses is that the teaching staff of ISD 361 uses technology frequently and feels comfortable and prepared to do so. No teachers responded that they are non-users of technology and only 3% indicated novice status. Most declared themselves average, while over a third estimated their abilities to be very good. A handful felt confident enough to accept leadership roles.

Preparedness

By far, teachers felt most prepared to use email and word processing, the two most pervasive and effective means of communication, as well as utilizing Internet resources, with 0% reporting they were not prepared. In contrast, this same group felt they needed the most training with PowerPoint and Excel, however, PowerPoint has a much greater student impact than Excel, which is not a frequently used application. Teachers were comfortable with content specific applications, drill and practice, using online catalogs, and performing online research, with an average of 90% committing to being somewhere between *somewhat* and *fully prepared* to use these resources. Over a quarter felt unprepared to use our integrated learning system, *Compass*, but that has primarily an elementary availability, skewing our K-12 survey results. Of most interest, were the SMART Board results. Even though these tools are used daily and effectively, nearly a quarter of responders said they felt unprepared. Upon further investigation, it was revealed that teachers were very comfortable exercising the skill set they have developed, within its constraints, but wanted to expand it to areas, capabilities, and applications of which they are unfamiliar.

Training Requests

We can break requests down into two areas; applications and resources where teachers reported they specifically don't need training, and the one stand-out where training is sought. Teachers are not interested in further in-service time spent on Internet resources, library catalogs, online research, PowerPoint, word processing, and even spreadsheets, even though the latter was reported as an area where teachers were not prepared. The root of the apparent contradiction is that spreadsheets are not viewed as being terribly useful in many classrooms, especially elementary. Therefore, further study here is not a priority. SMART Boards have proven to be an effective and engaging classroom tool. Teachers use these frequently as a daily lesson plan component. SMART offers many tools, utilities, and functions that teachers have not had opportunity to learn. More SMART Board training is the top teacher request.

Frequency of Use

For those that have a SMART Board, it is used daily, sometimes heavily each day. The data here is misleading, as a number responded they never use a SMART Board, but do not have one in their classroom. The survey, unfortunately, didn't break down responders according to their room appointments. Other daily or weekly used materials include Internet resources and word processing as the most popular. The least utilized, all the way down to never, are library catalogs, online databases, PowerPoint, and online videos.

Methodology of Instruction

Half of the responders indicated the most common delivery of technology in the classroom is a mix of incorporating the whole group during instruction, but, at other times, to involve students in independent endeavors. The remaining half was a near equal split between those exclusively incorporating a whole group approach and those exclusively relying on structuring students to work independently.

Communication Tools

When teachers initiate communication with parents, they prefer e-mail or phone as primary delivery means. Few initiate contact through our student management system & social media avenues are blocked within the ISD 361 network.

Technology Adequacy

When asked a Yes / No question, 74% of teachers indicated that the technology tools they have available allow them to complete their work both efficiently & effectively. Regarding students, this affirmative response drops to 67%. Obviously, this also means that a 1/3 of the teachers feel that technology availability to students is inadequate.

Summary

The good news is that, as a whole, our teaching staff feels prepared and adequately appointed to deliver curriculum and other course content through technology. However, there is room for progress. Clearly, as a district, we must work together to find means to overcome the challenges of providing in-service and workshop sessions for teachers regarding any new technology. In particular, the survey exposed SMART Board training as an area where over half of responders reported they wanted more training.

Best Practices:

Technology Objectives for Learners

Goal #1 → Apply Technology

Equal instructional opportunities will be developed for each student and teacher by integrating technology into all areas of the curriculum as well as classroom and administrative management.

Goal #2 → Increase Knowledge

Core knowledge, technological learning, and social skills will be enhanced for lifelong success.

Goal #3 → Distribute Resources

The School District will provide and maintain District-wide networks so that all learners, teachers, and administrators will have equal access to all resources.

Strengths:

- We have a strong wireless infrastructure and are in the process of putting new fiber from FHS to FES.
- The following initiative has been discussed as sustainable implementations. Cost feasibility and learner ability to benefit are primary decision-making factors. The technological premise for delivering these resources mandates the deployment of current desktop hardware and operating systems, stable infrastructure (cabling), adequate web filter with acceptable throughput, scalable firewall and router(s), fiber transport, and a reliable ISP (Internet Service Provider).
 - Online Testing and Assessment – ISD 361 principals, superintendent, and K-12 teachers, after research and workshops, are using STAR assessments as our assessment tool in mathematics and reading.
 - Online Curriculum and Reference – We employ a variety of online curriculums, drill and practice, combined with their integrated assessment utilities.

<http://www.isd361.k12.mn.us/districtwide/onlineservices.shtml>

<http://www.isd361.k12.mn.us/schools/fhs/index-fhslmc.shtml>

- Infrastructure – Redundancy needs to be built into our telecommunication closet interconnectivity and migration from a layer 2 network to a layer 3 network needs to commence. This process began with the addition of a Cisco 3750 layer 3 Gbit / fiber switch at the top of our network some years ago. Our closet switches, Cisco 3548s, supplying 100 Mbit / sec to the desktop, were installed in 2000. At the time of this writing, they are almost thirteen years old. We need to consider the imminent need to replace these with newer hardware that delivers 1 Gbit / sec to the desktop, along with increased management capabilities, such as prioritizing and throttling specific traffic flows. It must be stressed that these closet switches are at the heart of our data infrastructure. A failure instantly results from just a few users to many users losing connectivity, until that switch is replaced. We can include these in our ERATE reimbursements, within the 2 / 5 year Internal Connections submission.
- Interactive White Boards – We have adopted SMART Technology products as a district-wide standard and they are utilized in most of our classrooms. Due to their repeated success and faculty endorsement, demand continues to grow among teachers and students. In order to properly complement the new wide-screen format white boards, aging projectors need to be replaced with higher lumen output, 16:9/:10 aspect ratio capable units. Rather than purchase an expensive failed lamp in a legacy projector, we found a higher cost benefit with applying those dollars toward a new display device.
 - Tablets / WiFi – Having their roots in special education, tablet technology, such as Apple’s iPad, has proven to be both useful as a teaching/learning aid from a specialized curriculum standpoint, as well as intrinsically engaging for hard to motivate students. This writer anticipates a trend, albeit slow, constrained, and defined, in expanded demand and use of tablet technology. It hasn’t found its way into our mainstream classrooms at present, but that may change in the foreseeable future. We are planning and budgeting for two iPad carts at the elementary level and further Chromebook distribution at the high school level.
- We also need to provide continuing, essential maintenance of software, hardware, & services:
 - ✓ Software
 - ✓ Licensing
 - ✓ Maintenance Agreements
 - ✓ Services
- In addition, the following services and resources are provided to all ISD 361 stakeholders, and demand their own maintenance and support:
 - District Website Communication
 - SKYWARD FAMILY ACCESS
 - ✓ Real time view of your child’s attendance
 - ✓ Emergency contact information
 - ✓ Class schedule
 - ✓ Term grades
 - ✓ Direct links to Edline classes
 - ✓ Teacher contacts
 - ✓ Calendar
 - ✓ Vaccination records and compliance status
 - ✓ Real time grades and grade book entries
 - ✓ Real time lunch purchases
 - ✓ Lunch account balance
 - ACTIVITIES SCHEDULES
 - ✓ View and print schedules for all sports and activities at Falls High School
 - ✓ Register for email alerts
 - FACILITIES SCHEDULES
 - ✓ View facilities reservations for all buildings within ISD 361
 - ✓ Real time view into scheduling
 - COMMUNITY EDUCATION
 - ✓ Class schedules
 - ✓ Course catalog

EMPLOYEE DIRECTORY

- ✓ Listing of all ISD 361 staff
- ✓ Email Addresses
- ✓ Pictures
- ✓ Phone extensions
- ✓ Fully searchable

- SUBSCRIPTION RESEARCH
 - ✓ Library and book reservation tools
 - ✓ A number of products covering a wide variety of research

- Student Information System (SIS)
 - ✓ Finance and Human Resources
 - ✓ Lunch
 - ✓ Teacher access
 - ✓ Student/Family Access
 - ✓ Graduation requirements
 - ✓ Data Mining

- Telephone / E-Mail Alert Communication
 - ✓ ISD 361 uses a telephone / e-mail alert system that connected to the student management system for parent notifications. The nature of the calls ranges from daily attendance, to P/T conferences, to emergency alerts.

- Wireless laptops
 - ✓ We have laptop carts at Falls High School (36 computers / cart) providing a mobile resource on both floors. In addition, the science & math departments have laptop carts specifically for their needs. Chromebook carts are in various classrooms as well.

Collaborative Professional Culture

Mentoring has been an essential piece of the Teaching, Learning, & Communicating (TLC) Project since its inception in order to help provide new educators with a positive experience entering the International Falls School District. Each new educator will have a person that they can go to with questions that range from Education to the Community.

The Mentor & Mentee should minimally be in contact on a weekly basis. A record of meetings & broad topics dealt with should be kept for documentation. The hope is that the Mentor & Mentee can develop a professional relationship in which both participants are comfortable in confiding in each other and specific topics discussed are completely confidential.

Mentor & Mentee Group Meetings will be held a quarterly (4x's / year) basis to bring all new educators together to touch on how the program is going. This time should be used to collaborate on what has been of help & to possibly share concerns of areas that the program is lacking.

District-Wide Staff Development Goals:

Currently, elementary teachers and specialists collaborate across grades, subjects, and disciplines during Qcomp and early-out meetings. During this time, teachers (including Tier II and III teachers) review assessment data. These meetings are used to move students within Tier II and III programs based on many factors including teacher observation, data and level of student's abilities.

In the past, staff has received training from reading specialists for Tier I, II, & III Reading instruction. We would like to expand that training to include more staff & provide training in phonics and other reading components.

Student data is used to prioritize & select professional development. Students in Tier I are assessed every other month; Tier II & Tier III students are assessed every month. Scores determine how to modify reading instruction. Based on the area(s) of need identified in student scores, professional development should reflect changes in instruction, which will help modify how we teach reading.

ISD 361 administration also strongly supports technology integration and backs this up with funds for professional development. We use in-service days to train as a group and provide and track professional development applications on an individual basis through our groupware, Google platform.

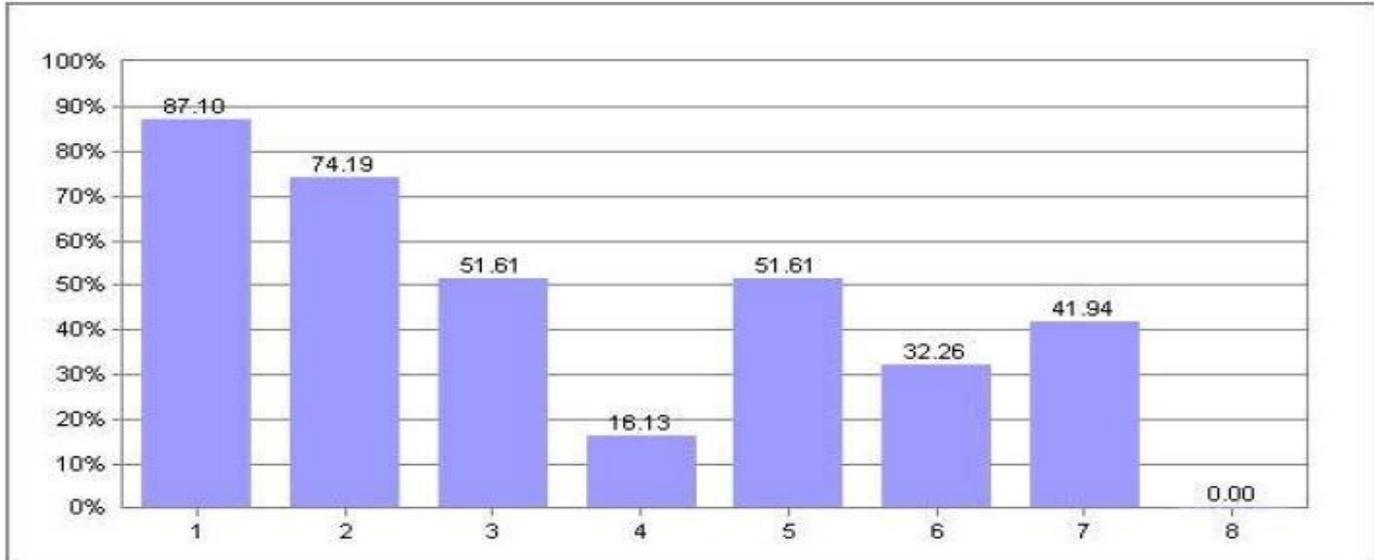
High expectations for administrators' and educators' effective uses of technology must be accompanied by high-quality professional development linked directly to student performance.

In a past survey, educators were asked the following question:

"If given a choice, in which types of professional growth opportunities do you prefer to participate?"

1. Workshops and seminars
2. Attending conferences
3. District or school sponsored courses
4. On-demand, online, or Web-delivered professional development
5. One-on-one or group training with technology coordinators or aides
6. Release time for department or grade level planning related to technology
7. Release time for individual professional development related to technology
8. None apply.

Results were as follows:



District-Wide Professional Development Goals

Goal #1 → Increase instructional effectiveness of staff to promote maximum student achievement.

- Additional staff development will be provided in the area of Learning Sciences International (LSI)
- Support Q comp. All grade level teams will be working on creating anchor charts, posting them, and referencing during instruction.
- Continuing to work with administration and support staff to create standards based report cards will assist with communicating student needs to parents.
- Continued investigation on going to a 1-1 initiative.
- Support of PBIS
- Instruction and training from LSI staff to move towards a more student centered with rigor environment.

High School Staff Development Goals:

Goal #1: Closing the Achievement Gap in Student Sub Groups

- Falls High School plans to have re-engage leadership team
- Implement Tier II instruction
- Transition Special Education rooms into more instructional focused based on IEP goals.

Goal #2: 100% Graduation Rate

- PBIS
- DFC grant
- Tier II implementation

Goal #3: Career & College-Readiness

- Continue implementation of 4 year plans
- Continue advocating for Applied Learning Institute courses along with College in the School courses
- Counselor to work with students on career exploration

Elementary School Staff Development Goals:

Goal #1: Ready for K

- Falls Elementary School plans to have staff participate in LETRS training
- Continued work and training on Journey’s Phonics curriculum
- Advocate for free school readiness program open to all students

Goal #2: Read Well by Gr. 3

- Differentiated Instruction
- Continued use of RTI with Tier I,II, & III instruction
- Continued use and education with STAR Math/Reading
- Continued collaboration on curriculum

Goal #3: Closing the Achievement Gap in Student Sub Groups

- Develop essential learner outcomes for all curricular areas PreK – 5.
- Continue Tier I, II, & III instruction

List of Staff Development Advisory Committee Members

Tim Everson	Principal Falls High School	Grades 6 - 12
Melissa Tate	Principal Falls Elementary	Grades PreK – 5 / Parent
Ginger Christianson	Teacher Falls Elementary	Special Education
Lisa West	Teacher Falls High School	Grade 6
John Sandberg	Teacher Falls High School	Social Studies
Brandon Vang	Teacher Falls High School	Social Studies
Kristie LaVigne	Teacher Falls Elementary	Preschool / parent
Kim McDonald	Teacher Falls Elementary	Grade 5

List the district staff development goal(s)

District Goal:

We will assess all students that attended ISD 361 for grades 2-10 both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 63.89% in 2021 to 64.89% in 2022.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 74.96% in 2021 to 75.96% in 2022.

List the staff development goal(s) for each school site in the district.

Falls High school will show:

FHS Site Goal:

We will assess all students that attended Falls High School both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 54.99% in 2021 to 55.99% in 2022.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 69.33% in 2021 to 70.33% in 2022.

Falls Elementary School will show:

FES Site Goal:

We will assess all students that attended Falls Elementary both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will increase from 76.40% in 2021 to 77.40% in 2022.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will increase from 82.21% in 2021 to 83.21% in 2022.

***How does the school site goal align with district staff development goals?**

Each school (Falls High School and Falls Elementary School) had their own goals to increase Star scores in math and reading. These goals aligned with the school site goals that were to improve student academic performance in the areas of reading and math using the Star scores.

***What were the findings of each goal?**

Some goals were met and some were not again presumably due to more kids out due to Covid.

***What was the impact on student learning?**

Inconclusive at this time as more focus has been on meeting day to day needs along with mental health so not as big of push made on promoting giving all towards standardized tests.

***What was the impact on teacher practice?**

Similar to students, the needs of teachers was more focused on keeping them mentally in a good place and less worry on moving forward during Covid-19.

List the percentage of teachers and other staff involved instruction who participated in effective staff development activities.

100% of teachers participated in effective staff development activities.

Annual Budget for Sustaining Implementation of the WBWF Plan

Staff Development Dollars to provide High Quality Professional Development (expenses)	\$ 81,365
• Staff Development Dollars to provide High Quality Professional Development (reserves)	\$ 69,079
• Q-Comp / Pay for Performance (expense)	\$ 262,308
• School Readiness Dollars to Promote Learning Readiness (expense)	\$ 97,898
• Title I Dollars for Assistance in Reading & Math (expense)	\$ 362,494
• Title II (Part A) Dollars for Class Size Reduction (expense)	\$ 54,778
• ELL Dollars for additional Assistance to English Language Learners (expense)	\$ 14,595
• Carl Perkins Dollars for Career & Technical Education (CTE) (expense)	\$ 2,500
Technology Budget (expense)	\$ 579,232

District Reporting Requirements
--

The School Board shall publish an Annual Report to the Public entitled:

ISD # 361 District Name International Falls Public School District
“Local World’s Best Workforce (WBWF) Plan”

(Check which Reporting Method will be used & the Title of Said Method.)

Local Newspaper
 U.S. Mail

District Website at: www.isd361.k12.mn.us

The School Board shall hold an Annual Meeting to:

1. *Review & revise the WBWF Plan as appropriate.*
2. *Review District success in achieving previously adopted goals & improvement plans.*

(Enter Date / Time / Location of Annual Meeting.)

Date: Monday, December 20, 2020
Time: Meeting Begins at 5:00pm
Location: International Falls Public School

*The School Board must submit an electronic summary of its report to the Commissioner of the Minnesota Department of Education by **October 1st** of each year. The summary report entitled:*

ISD # 361 District Name International Falls Public School District
“Local World’s Best Workforce (WBWF) Summary Report”

RESOLUTION FOR ACCEPTANCE OF GIFTS AND DONATIONS

Whereas, School Board Policy 706 establishes the guidelines for the acceptance of gifts or donations to the District;

Whereas, the International Falls School District Board encourages the support of the District’s educational programs through gifts or donations that meet the goals and objectives of the School District;

Whereas, Minnesota Statute §465.03 states the School Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

Therefore, be it resolved, the School Board of International Falls Public Schools, ISD #361, accepts with appreciation the following gifts, donations or grants received by the School District:

District donations received:

Motion by _____, seconded by _____, to accept the gifts and donations.

The following voted in favor:

Stuart & Susan Nordquist	Bronco Hall of Fame	\$1000.00
In Memory of Joel Hase from Richard & Rosalyn Kratz	To FHS Music Program	\$50.00
Bronco Football Boosters	Away Game Charter Bus	\$446.23
County Market	Arena Scoreboard Sponsorship	\$1000.00

Voting against:

Whereupon, the resolution was declared adopted.

BA +30 at .54 FTE – Title Teacher

TEACHER CONTRACT FOR MINNESOTA PUBLIC SCHOOL DISTRICTS

The School Board of Independent School District No. 361 of the State of Minnesota, International Falls, Minnesota, enters into this Contract, pursuant to M.S. 122A.40, as amended, with Amy Raboin, a legally qualified licensed teacher who agrees to teach in the public schools of said District as Title Teacher for the school year 2021 to 2022.

The following provisions shall apply and are a part of this Contract:

1. **Basic Services:** Said teacher shall faithfully perform the services prescribed by the School Board, or its designated representative(s), whether or not such services are specifically described in this Contract, abide by the rules and regulations as established by the School Board and the State of Minnesota, and any additions or amendments thereto, for the annual salary indicated below, and agrees to teach for the School District as assigned in such grades or subjects for which the teacher has the necessary license.
2. **Duration:** This Contract is subject to the provisions of M.S. 122A.40, as amended, and to all laws, rules, and regulations of the State of Minnesota relevant to qualification, licensure, employment, termination, and discharge of teachers for cause. Thereafter, this Contract shall remain in full force and effect except if modified by mutual consent of the School Board and the teacher or unless terminated as provided by law, or by written resignation pursuant to M.S. 122A.40.
3. **Duty Year:** The teacher’s duty year and vacation days shall be as adopted by the School Board, and the teacher agrees to teach on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. In the event a duty day is lost due to any emergency, the teacher agrees to perform duties on such other day in lieu thereof as determined by the School Board.
4. **Additional Services:** The School Board, or its designated representative(s), may assign the teacher to extra-curricular, co-curricular, or other assignments, subject to established compensation for such services which exceed the services authorized in paragraph 1. Said extra-curricular, co-curricular, or other assignments may be described in paragraph 6. of this Contract or by letter of assignment, together with a recitation of the compensation, if any, to be paid for said assignment. The School Board, or its designated representative(s), may make any additions or amendments during the duty year as shall be necessary. Said extra-curricular, co-curricular, or other assignments and compensation, if any, for such assignment shall not become a part of the teacher’s continuing contract rights unless the words, “continuing contract,” are recorded immediately following the assignment.
5. **Reference:** This Contract shall be subject to the agreement between the School District and the exclusive representative, if any, and the provisions of the Public Employment Labor Relations Act, as amended.
6. **Special Provisions:** Contingent upon attaining Minnesota Licensure in field of hire.

In addition, said teacher agrees to perform the following additional services for the additional salary indicated.

Additional Service	Additional Compensation
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____

7. In consideration thereof, the School Board agrees to pay said teacher the following annual salary:
 \$ 24,940.00 For basic services* 101.5 Days Jan 3, 2022 to June 3, 2022
 \$ _____ For additional services as set forth in paragraph 6.
 \$ 24,940.00 Total salary, exclusive of fringe benefits

Such salary shall be paid as authorized and in such installments during the term of the year as may be determined by appropriate School Board regulation. This Contract shall be effective only after it has been authorized by the School Board in appropriate action, recorded in its minutes, and executed by the parties.

IN WITNESS WHEREOF, I have subscribed
my signature this _____ day of
_____, 20____.

IN WITNESS WHEREOF, we have subscribed
our signatures this _____ day of
_____, 20____.

Teacher

School Board Chair

School Board Clerk

INDEPENDENT SCHOOL DISTRICT NO. 361
INTERNATIONAL FALLS, MINNESOTA

AND

FALLS PRINCIPALS' ASSOCIATION

AGREEMENT FOR CONDITIONS OF EMPLOYMENT

JULY 1, 2023 to June 30, 2025

ARTICLE I: PURPOSE

Section 1. Parties: This agreement is entered into between the School Board of Independent School District No. 361, International Falls, Minnesota, hereinafter, referred to as the School Board, and the Falls Principal's Association, hereinafter, referred to as exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971 as amended, hereinafter, referred to as the PELRA, to provide the terms and conditions of employment for principals during the duration of this Agreement.

ARTICLE II: RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition: In accordance with the PELRA, as amended, the School Board recognizes the Falls Principal's Association as the exclusive representative of Principals employed by the School Board of Independent School District No. 361, which exclusive representative, shall have those rights and duties as prescribed by the PELRA, as amended, and as described in the provisions of this Agreement.

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

ARTICLE III: DEFINITIONS

Section 1. Principal: Shall mean all persons employed by the School Board in a position for which the person must be certificated as a principal by the Department of Education, and shall include principals and or assistant principals who devote more than fifty percent (50%) of 1.0 FTE to administrative or supervisory duties.

Section 2. Terms and Conditions of Employment: Shall mean the hours of employment, the compensation therefore, including fringe benefits except retirement contributions or benefits other than employer payment of, or contributions to, premiums for group insurance coverage of retired employees or severance pay, and the employer's personnel policies affecting the working conditions of the employees. In the case of professional employees, the term does not mean educational policies of a School District. "Terms and Conditions of Employment" is subject to the provisions of PELRA.

Section 3. School District: For purposes of administering this Agreement, the term "School District" shall mean the School Board or its designated representative.

Section 4. Other Terms: Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE IV: SCHOOL BOARD RIGHTS

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

Section 2. Management Responsibilities: The exclusive representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

Section 3. Effect of Laws, Rules and Regulations: The exclusive representative recognizes that all employees covered by this Agreement shall perform the teaching and non-teaching services prescribed by the School Board and shall be governed by the laws of the State of Minnesota, and by School Board rules, regulations, directives and orders, issued by properly designated officials of the School District. The exclusive representative also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement. Any provision of this Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

Section 4. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this Agreement are reserved to the School District.

ARTICLE V: PRINCIPALS' RIGHTS

Section 1. Right to Views: Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any Principal or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative if there be one.

Section 2. Right to Join: Pursuant to the PELRA employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such employees.

Section 3. Personnel Files: Pursuant to M.S. 122A.40, Subd. 19, as amended, all evaluations and files generated relating to an individual principal shall be available during regular school business hours to that employee upon his/her written request. The Principal shall have the right to reproduce any of the contents of the files at the employee's expense and to submit for inclusion in the file written information in response to any material contained therein. However, the School District may destroy such files as provided by law.

ARTICLE VI: COMPENSATION AND DUTY YEAR

Section 1. Salary:

Salary Schedule: 2023 - 2024

	Elementary or Secondary Principal	Secondary Asst. Principal
1-2 years	\$109,121	\$94,663
3-4 years	\$111,851	\$97,030
5-6 years	\$114,581	\$99,456
7+ years	\$117,308	\$101,941

Longevity: Principals who have provided the District with eighteen (18) years of TRA service shall qualify for an annual longevity stipend of \$400. The stipend will be paid in last payroll of June each fiscal year.

Salary Schedule: 2024 - 2025

	Elementary or Secondary Principal	Secondary Asst. Principal
1-2 years	\$110,212	\$95,610
3-4 years	\$112,970	\$98,000
5-6 years	\$115,727	\$100,450
7+ years	\$118,482	\$102,960

Longevity: Principals who have provided the District with eighteen (18) years of TRA service shall qualify for an annual longevity stipend of \$400. The stipend will be paid in last payroll of June each fiscal year.

Section 2. Pay Deduction: Whenever pay deduction is made for a principal's absence, the annual salary divided by two hundred sixty (260) principal contract days shall be deducted for each day's absence. Whenever pay deduction is made for an assistant principal's absence, the annual salary divided by two hundred fifteen (215) assistant principal contract days shall be deducted for each day's absence.

Section 3. Duty Year: Principals will be considered twelve (12) month employees based on two hundred sixty (260) contract days. Assistant Principals will be considered twelve (12) months employees based on two hundred fifteen (215) contract days.

Section 4. Payment of Salaries: Principals shall receive their salaries in twenty-six (26) installments, starting on July 1st of each contract year with payments being made every two (2) weeks.

Section 5. Vacant or New Positions: The School Board and Principal's Association will negotiate salary and conditions for any person assuming a vacant administrative position, where the new position requires a principal's license and assigned supervisory and/or administrative duties exceed fifty percent (50%) of full-time principal equivalency position.

Section 6. Payment for Services Beyond Duty Year: Whenever a principal is required to work beyond his/her contractual duty days, she/he will be paid the annual salary divided by the number of principal duty days.

Section 7. 403(b) or 457: The District will contribute up to \$2,500 annually to 403(b) matching program and/or a 457 plan subject to MN Statute 352.965 and 3546.24 for every full-time principal, with total career match not to exceed \$40,000.

Section 8. Flex Plan: The School District shall contribute \$500 for the 2023 - 2024 and also the 2024 - 2025 school year to each full-time principal's IRS 125 Flex Plan.

Section 9. Teaching, Learning & Communicating (Q-Comp): Principals providing service to the TLC Project in those capacities defined by the state-approved project shall receive the same stipend value as accorded teachers performing the same responsibilities/expectations with total compensation not to exceed \$3,000 per year with Superintendent's final authority of making modifications. This section inclusive of contractual stipend commitment shall sunset upon discontinuance of funding by the Department of Education.

Section 10. Extracurricular Event Coverage: Principals agreeing to work or assigned to cover extracurricular event positions will be compensated at the rates as defined in Schedule D of the current Master Agreement between ISD 361 and Local 331.

Section 11. Educational Classroom Coverage: Principals who are required to cover a classroom in a teacher's absence for a period or longer shall be compensated at the Hourly Instructor Rate per Schedule "D" of the current Master Agreement between ISD 361 and Local 331.

ARTICLE VII: GROUP INSURANCE

Section 1. Selection: The selection of the insurance carrier and policy shall be made by the School District as provided by law.

Section 2. Health and Hospitalization Insurance:

Subd. 1. Single Coverage: The School District shall contribute a sum not to exceed \$584.48 per month in 2023–2024 and 2024–2025 towards the premium for individual coverage for each full-time principal

employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any employee premium cost shall be paid by payroll deduction.

Subd. 2. Family Coverage: The School District shall contribute a sum not to exceed \$1,307.33 monthly in 2023-2024 and 2024-2025 towards the premium for family coverage for each full-time principal employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan and who qualifies for family coverage. Any employee premium cost shall be paid by payroll deduction. To qualify for family coverage, an employee must have bona fide legal dependents consisting of a spouse or child or both and fill out appropriate paperwork.

Section 3. Term Life Insurance: The School District shall pay the total cost of \$100,000 for group term life insurance for 2023-2024 and 2024-2025. Per Madison National Life (National Insurance Services) the amount of Basic and Optional Life Insurance reduces to 65% of stated coverage upon attainment of age 70, reduces to 40% of stated coverage upon attainment of age 75 and reduces to 25% of stated coverage upon attainment of age 80 and terminates upon retirement. Additional insurance may be purchased at the employee's own expense as stipulated in the insurance policy.

Section 4. Claims Against the School District: It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 5. Duration of Insurance Contribution: A principal is eligible for School District contribution as provided in this Article as long as the principal is employed and on paid status by the School District with exception being a qualifying event under FMLA. Upon termination of employment and/ or paid status, all District contribution shall cease.

Section 6. Dental Insurance:

Subd. 1. Single Coverage: The School District shall contribute a sum not to exceed \$27.37 monthly for 2023–2024 and 2024-2025 for individual coverage for all full-time principals employed by the School District who qualify for and are enrolled in the School District group dental plan.

Subd. 2. Family Coverage: The School District shall contribute a sum not to exceed \$68.27 monthly for 2023-2024 and 2024-2025 for family coverage for all full-time principals employed by the School District who qualify for and are enrolled in the School District group dental plan and who qualify for family coverage. To qualify for family coverage, an employee must have bona fide legal dependents consisting of a spouse or child or both and fill out paperwork.

Section 7. Long-Term Disability: Principals shall participate in the school district's long- term disability plan at the school district's expense.

Section 8. National Health Care: Should either the state or federal government pass legislation mandating all employers to participate in a national or statewide health care plan, it is agreed to by the parties to this agreement that the employer contribution for the employees' health care that were negotiated into the Agreement prior to the passage of such state or federal law, shall continue to be a part of this agreement, but they shall upon the effective date mandating participation in such state or federal law, first be applied to the premium cost of such plan, with any remaining amounts to be used to purchase supplemental coverage for any items covered under the current health care plan, that may not be covered under any state of

federal mandated plan. Additional monies that may remain from currently negotiated contributions shall be used to purchase additional benefits to maintain current benefit levels, this purchase shall be made by mutual agreement. The monies that remain after the purchase of additional benefits to maintain current benefit levels shall revert to the District.

ARTICLE VIII: POST-EMPLOYMENT COMPENSATION

Section 1. Principals Post Employment Compensation:

Subd. 1. HCSP: Principals who have provided the school district with seven (7) years of professional service, shall receive monetary contributions to an individual health care savings plan (HCSP) administered by the Minnesota State Retirement System.

Subd. 2. Maximum District Contribution: The maximum District contribution to the principal's health care savings plan (HCSP) will be \$50,000.

Subd. 3. Annual Contribution: The amount of the annual contribution to the principal's health savings plan (HCSP) will be \$3,000. Contributions to the principal's health savings plan (HCSP) will be made monthly and will begin in July of the principal's 8th year of professional service to the District, with contributions to be pro-rated based upon principal's July FTE for that current year. District contributions will cease when the maximum District contribution has been reached, or when the principal ends TRA service with the District, whichever comes first. In the event the employee dies before the deposit is made, the payment will be made in cash to the employee's estate.

Section 2. Early Retirement Language:

Employees are eligible to participate in the Minnesota Post Employment Health Care Savings Plan established under Minnesota Statutes, section §352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents.

International Falls Public Schools has agreed to contribute 75% of the difference between the employee's 2023 – 2024 or 2024 – 2025 step/lane annual wage and the 2023 – 2024 or 2024 – 2025 1-2 years step/lane annual wage for their position (whichever contact year they retire), or \$5,000 whichever is greater for those employees electing to participate and qualifying for MS §122A.48 Teacher Early Retirement Incentive Program. To be eligible for this contribution employees must provide written notification to the International Falls Public School by February 1st of the year they plan to retire of their request to participate in MS §122A.48 with retirement date no later than the last day of teacher service for that school year and have completed their service to the district prior to turning 63.

International Falls Public Schools will contribute a lump sum payment within 30 days of employees last date of employment into the employee's HCSP account. In the event the employee dies before the deposit is made, the payment will be made in cash to the employee's estate.

This section sunsets on June 30th, 2023.

ARTICLE IX: LEAVES OF ABSENCE

Section 1. Paid Vacation:

Subd. 1. All full time principals (excluding Assistant Principals) shall earn thirty-five (35) paid vacation days per contract year. Vacation days shall be requested and approved in advance by the Superintendent of Schools, and shall be taken on days least disruptive to student programs.

Beginning July 1, 2014 requests to carryover unused vacation will be limited to a maximum of five days per contract year and require the approval of the Superintendent of Schools. Requests to carry over vacation must be submitted in writing to the Superintendent by the last working day in June.

All approved carryover vacation days will be credited to the employee's vacation bank. Vacation days in excess of the number of days approved for carryover will be treated as lost vacation days.

Subd. 2. Vacation Bank: Approved carryover vacation days will be credited to the Principals vacation bank with a maximum accumulation of 10 days. Upon reaching the maximum accumulation of ten (10) days all days in excess of the ten (10) days will be paid into the employee's Health Care Savings Plan account. The amount of contribution will be determined by using the employee's daily rate of pay on June 30th times the number of days in excess of the ten (10) days allowed. The contribution amount due to the employee's Health Care Savings Plan account will be paid in the first regularly scheduled payroll cycle in July.

Upon severance of service to the district, all vacation bank days will be paid into the employee's Health Care Savings Plan account. The amount of contribution will be determined by using the employee's daily rate of pay times the number of vacation bank days on the last day of employment. The contribution amount due to the employee's Health Care Savings Plan account will be paid in the next regularly scheduled payroll cycle following the last day of employment. In the event the employee dies before the deposit is made, the payment will be made in cash to the employee's estate.

Section 2. Paid Holidays: Principals shall receive the following paid holidays: July 4, Labor Day, Thanksgiving Day, day after Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, President's Day, Good Friday and Memorial Day.

Section 3. Paid Personal Leave: Effective July 1, 2021 this section applies only to Secondary Principal, Tim Everson. Tim Everson shall receive five (5) paid personal leave days per contract year. Personal Leave shall be requested and approved by the Superintendent of Schools and shall be taken on days least disruptive to student programs. Upon separation of employment of Tim Everson, this section will sunset and be removed from contract.

Section 4. Sick Leave:

Subd. 1. All full-time principals shall earn sick leave at the rate of fifteen (15) days for each year of service in the employ of the School District.

Subd. 2. Unused sick leave days may accumulate to a maximum credit of one hundred and eighty (180) days. When this sick leave account is at its maximum, any additional sick leave days will accrue in a separate individual catastrophe account. The days in the catastrophe sick leave account may be used when the below conditions are met:

- A. A health catastrophe(s) must have caused an extreme depletion of accrued sick leave days in accordance with the following.
 - 1. A health catastrophe is defined as being any illness or injury resulting in a loss of accrued sick leave in excess of eighty (80) days during any 365 day period. An illness cannot be considered a catastrophe until the Principal has accumulated an unused balance in his/her sick leave account of one hundred and eighty (180) days.
 - 2. For the purpose of this subdivision, health absences within a 365 day period need not be consecutive to be considered catastrophic.
 - 3. The balance of catastrophe sick leave days will be transferred to the regular sick leave account only if the principal had a catastrophic illness and following the 365 day period. The district will transfer days at that time out of their catastrophe account into their accrued sick leave account. The maximum number of catastrophe days that can accumulate is one hundred (100) days. Accumulation of catastrophe sick leave shall start July 1, 1987.
- B. The School Board may at its option, grant the use of catastrophic sick leave account days in unusual circumstances covered by this section.
- C. At the beginning of each fiscal year (July 1), sick leave days will be credited to the regular sick leave account first.

Subd. 3. Sick leave with pay shall be allowed by the Superintendent whenever a principal's absence is found to have been due to illness of the principal, or a dependent minor child, adult child, spouse, sibling, parent, grandparent, or stepparent, with a limit of 160 hours in any 12 month period for all except the principal, spouse and dependent minor child. Sick leave shall be allowed in half or full day increments only.

Subd. 4. The School Board may require a principal to furnish a medical certificate from a qualified physician as evidence of illness, indicating such absence was due to illness in order to qualify for sick leave pay. Any leave under this section of 3 or more consecutive working days will require employee to furnish a medical certificate (excludes bereavement leave)

Subd. 5. In the event that a medical certificate will be required, the principal will be so advised.

Subd. 6. Sick leave allowed shall be deducted from accrued sick leave days earned by the principal.

Subd. 7. Sick leave pay shall be allowed upon approved electronic request utilizing the Skyward Employee Access Program.

Subd. 8. The maximum amount of leave for death or illness in the immediate family which may be deducted from accumulated sick leave without loss of pay is five (5) days per year with travel or three (3) days per year without travel. Any additional leave for death or illness in the family in the same year must be approved by the Superintendent. Emergency leave is only for the period of time that an emergency exists. Employees are expected to return to work once an emergency passes. Critical illness is defined as:

- A. The family member is listed by a hospital in critical condition.

- B. The family member is in the hospital and in intensive care.
- C. The family member is to be administered a general anesthetic for surgery.
- D. The family member is hospitalized due to an emergency accident or illness and the condition of the family member is not known immediately.
- E. The Superintendent of Schools may make other approvals based upon special circumstances.

Subd. 9. Immediate family is defined as including father, mother, sister, brother, son, daughter, wife, husband, grandfather, grandmother, grandchildren, father-in-law, mother-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, and step relationships of same of the employee or employee's spouse. Leave in case of others not listed will be considered by the Superintendent on the merits of each individual case.

Subd. 10. Disability because of pregnancy is covered under the provisions of this section unless maternity and/ or child care leave is in effect.

Subd. 11. Sick leave events qualifying for leave under Family Medical Leave Act (FMLA) will be considered to run concurrently with sick leave as defined by this article.

Section 5. Leave for Jury Duty: Any principal who is required to be absent from work because of jury duty will be paid the difference between the compensation received for such duty and the amount of salary he would have earned during the period that he was on jury duty. Such payment will be made only upon presentation of a voucher to the school accountant showing jury fees received from the court. When a principal is required to perform jury duty during only part of his regularly scheduled working day, it is agreed that he/she will report to work at his/her school for that portion of the day not required for jury duty. The principal will be required to furnish evidence of time spent on jury service.

Any principal who is required to be absent from work because of being subpoenaed, except as a hostile witness or an adversary of the District when the party is seeking judgment against the School District, will be paid the difference between the compensation as a witness and the compensation received for the principal's regular duties.

Section 6. Sabbatical Leave:

Subd. 1. All applications for sabbatical leave by certified principals must be made on or before March 15th for the following year. This date may be waived at the discretion of the School Board.

Subd. 2. Any principal who has been granted a sabbatical leave shall retain all rights in the employing district as though performing his/her duties in that district. The principal shall return to the same administrative position unless otherwise mutually agreed upon by the Board.

Subd. 3. A principal on sabbatical leave will receive two-thirds payment of salary at the regular payroll periods.

Subd. 4. An individual granted a sabbatical leave must serve for three full consecutive years in the International Falls Public Schools following the completion of the leave. If the principal's service is

discontinued for any reason other than the person's incapacity to carry out his/ her assignment before the expiration of three years, he/ she shall pay back to the School District a pro-rata part of the sabbatical leave allowance.

Subd. 5. To qualify for sabbatical leave, a certified principal must have worked for seven full years in the International Falls Public Schools next and prior to the granting of the leave. The number allowed to leave in any one year shall not exceed one (1).

Subd. 6. The educational institution and a normal load of courses to be taken must be approved by the School Board or agent thereof. Consideration will also be given to a carefully screened program for an entire school year's work abroad, outside the continent of North America, in seminar and special study, staying in a foreign home while studying and thus becoming acquainted with the language, the customs of the people, the schools and the teaching methods.

Subd. 7. The review of the applications, before being presented to the Board of Education, shall be screened by a committee consisting of the superintendent, one elementary principal and one secondary principal.

Subd. 8. It is understood that sabbatical leave will be granted only for a full school year and not for any half or part of a school year.

Subd. 9. Approval of sabbatical leave is the sole authority of the school board whose decision shall be considered final and not subject to the grievance procedure.

Section 7. Extended Child Care Leave:

Subd. 1. A child care leave may be granted by the School District subject to the provisions of this section, to one (1) parent of an infant child, provided such parent is caring for the child on a full-time basis.

Subd. 2. A principal making application for child care leave shall inform the Superintendent in writing of intention to take the leave at least three calendar months before commencement of the intended year. A pregnant principal may schedule the beginning of the child care leave after the disability associated with the birth.

Subd. 3. Extended child care leave if approved would begin on the date agreed upon following FMLA leave, but both leaves would run concurrently.

Subd. 4. The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave are coincident with some natural break in the school year - i.e., winter vacation, spring vacation, semester break, or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute principal may also be considered by the School District in the granting of a child care leave or the duration thereof.

Subd. 5. Child care leave shall be without pay or employer paid benefits, unless child care leave is occasioned by a FMLA qualifying event, in which case provisions of FMLA would prevail.

Subd. 6. A child care leave shall be for no more than one (1) year.

Subd. 7. The provisions of this section may be modified by mutual consent.

ARTICLE X: PROFESSIONAL GROWTH OF PRINCIPALS

The School Board shall expect the principals to be up to date on the knowledge and technology of the profession. To facilitate this, the School Board will:

Section 1. Professional Meetings: Provide time when practicable for purposes such as professional, local, state and national meetings and conventions, upon approval by the superintendent. State and division meetings will be reimbursed annually up to \$2,500 per administrator.

Section 2. College Courses: Pay the college tuition for college courses taken by the principals under the following circumstances.

1. The principal voluntarily enrolls in the course.
2. The Superintendent of Schools and / or the School Board approved of the course as being a professional development course which, if taken by the principal, is likely to provide benefit to the instructional program in the District.
3. This section does not apply during sabbatical leave.

Section 3. Dues to State and National Principals Professional Organizations: The School District will pay the dues to state and national principals' professional organizations, MASSP/NAASP and MESPA/NAESP, MASE.

Section 4. Administrative License Fee: The annual administrative license fee as required by Minnesota Board for School Administrators will be paid by the school district.

Section 5. Cell Phone Reimbursement: District will reimburse high school principal, assistant principal and elementary principal up to \$75 per month for cell phone costs whereby principal's cell phones shall be listed as a district contact number. Reimbursement will occur when employee furnishes the District with record of cell phone bills in January (for July - December) and July (for January - June).

ARTICLE XI: GRIEVANCE PROCEDURE

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

Section 2. Representative: The principal, administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act in the party's behalf.

Section 3. Definitions and Interpretations:

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

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

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

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

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

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

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

Section 6. School Board Review: The School Board reserves the right to review any decision issued under Level I of this procedure provided the School Board or its representative notifies the parties of the intentions to review within ten (10) days after the decision has been rendered. In the event the School Board reviews a grievance under this section, the School Board reserves the right to reverse or modify such decision.

Section 7. Denial of Grievance: Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance and the principal may appeal it to the next level.

Section 8. Arbitration Procedures: In the event that the principal and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

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

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

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten (10) days after the request to arbitrate attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the commissioner to appoint an arbitrator, pursuant to the PELRA providing such request is made within twenty (20) days after request for arbitration. The request shall ask that the appointment be made within thirty (30) days after the receipt of said request. Failure to agree upon an arbitrator or the failure to request an arbitrator from the commissioner within the time periods provided herein shall constitute a waiver of the grievance.

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

Subd. 5. Decision: The decision by the arbitrator shall be rendered within thirty (30) days after the close of the hearing. Decisions by the arbitrator in cases properly before the arbitrator shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided in the PELRA. The arbitrator shall issue a written decision and order including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

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

Subd. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, the arbitrator's order shall give due consideration to the statutory rights and obligation of the public school

district to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Section 8. Election of Remedies and Waiver: A party instituting any action, proceeding or complaint in a federal or state court of law, or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this Article. Upon instituting a proceeding in another forum as outlined herein, the employee shall waive the right to initiate a grievance pursuant to this Article or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in this Agreement or to enforce the award of an arbitrator.

ARTICLE XII: SENIORITY

Section 1. Full-time Principals: Principals seniority shall be as defined in this section.

Subd. 1. Principals who have acquired continuing contract rights shall be placed on unrequested leave of absence in fields in which they are licensed in inverse order in which they were employed by the School District.

Subd. 2. Ties in the seniority list for principals will be broken by the following criteria in the order listed and will be judged the senior: (1) the date the full-time principal provided continuous service to the School District; (2) the date of the official hiring by the School Board; (3) the date the principal signed his/her contract; (4) highest position on the salary schedule; (5) the farthest horizontal position on the salary schedule and MA will be senior over the BA+60; and (6) in the event a tie still remains, a committee of four shall be selected, two appointed by the superintendent, and two by the Principal's Association. It shall be the duty of this committee to determine after due investigation, by majority vote, who is the most senior on the basis of guidelines set forth by law and subsequent rulings. If the committee cannot reach an agreement, a State Mediator shall cast the tie-breaking vote.

Subd. 3. A separate Seniority List will be maintained for teachers and principals under this section.

ARTICLE XIII: PUBLIC OBLIGATION

Section 1. The parties mutually recognize that their first obligation is to the public and that the right of students and residents of the School District to the continuous and uninterrupted operation of the school is of paramount importance.

Section 2. The exclusive representative agrees, therefore, that during the term of this Agreement, neither the exclusive representative nor any individual employee shall engage in any strike. For purposes of this section, the term strike shall mean concerted action in failing to report for duty, the willful absence from one's position, sympathy strike, the stoppage of work, slowdown, or the abstinence in whole or in part from the full, faithful and proper performance of the duties of employment for the purposes of inducing, influencing or coercing a change in the conditions or compensation or the rights, privileges, or obligations of employment. The parties agree that this Article shall not be subject to the grievance or arbitration procedure, but is enforceable in the Courts.

ARTICLE XIV: DURATION

Section 1. Term and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing on July 1, 2023 through June 30, 2025 and thereafter until modifications are made, pursuant to PELRA of 1973 as amended. If either party desires to modify or amend this agreement commencing on July 1, 2023, it shall give written notice of such intent no less than sixty (60) days prior to July 1, 2025 and/or in compliance with PELRA.

Section 2. Individual Contracts: Individual contracts are issued for a time period of July 1st to June 30th and consistent with the terms of this Contract.

Section 3. Effect: This Agreement constitutes the full and complete agreement between the School Board and exclusive representative representing the principals of the School District. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, school district policies, rules or regulations concerning terms and conditions of employment, inconsistent with these provisions.

Section 4. Finality: Any matters relating to the current contract term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 5. Severability: The provisions of this Agreement shall be severable, and if any provisions thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

Resolution in Support of the Congressional IDEA Full Funding Act
Re-introduced on November 16, 2021
H.R. 5984 and S. 3213
(December 2021)

WHEREAS, the International Falls School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education and IDEA's enactment more than 45 years ago, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education plans require more resources; and

WHEREAS, with each increase in the IDEA child count, the International Falls School District and others throughout the country continue to adjust their budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, International Falls School District has a \$ 715,186 cross-subsidy for FY 20. ([Link to MDE Special Education Cross-Subsidy Report FY 2020](#)), which is one part of the statewide cross-subsidy that was more than \$673 million in FY 20, and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the International Falls School District supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the International Falls School Board urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the International Falls School board remains committed to providing students with disabilities and their families the supports they need.

Community Education Update:

December 20, 2021

November 8, 2021 Provided a CPR/First Aid class for a business at Backus with 7 participants (this was a class that was needed to get a business up and running and I want to thank Jacquelyn LaNew for putting this together on such short notice!)

November 23, 2021 Defensive Driving class was held at RRCC with 21 participants.

We just finished up our second Water Fitness since September. We had 20 participants. We will start a new class January 3. This remains a popular class.

For the month of December we expanded our open swimming (since Water Fitness had finished for the month) and we continue to see an increase in swimmers in the evenings. We have a steady group of adult swimmers in the morning.

We have a lifeguard class scheduled for January 22, 23, and January 29, 30 2022. We are hoping to get more lifeguards so we can continue our pool programming and even expand our hours.

International Falls Public Schools, ISD #361
Truth-in-Taxation Public Meeting
December 20, 2021

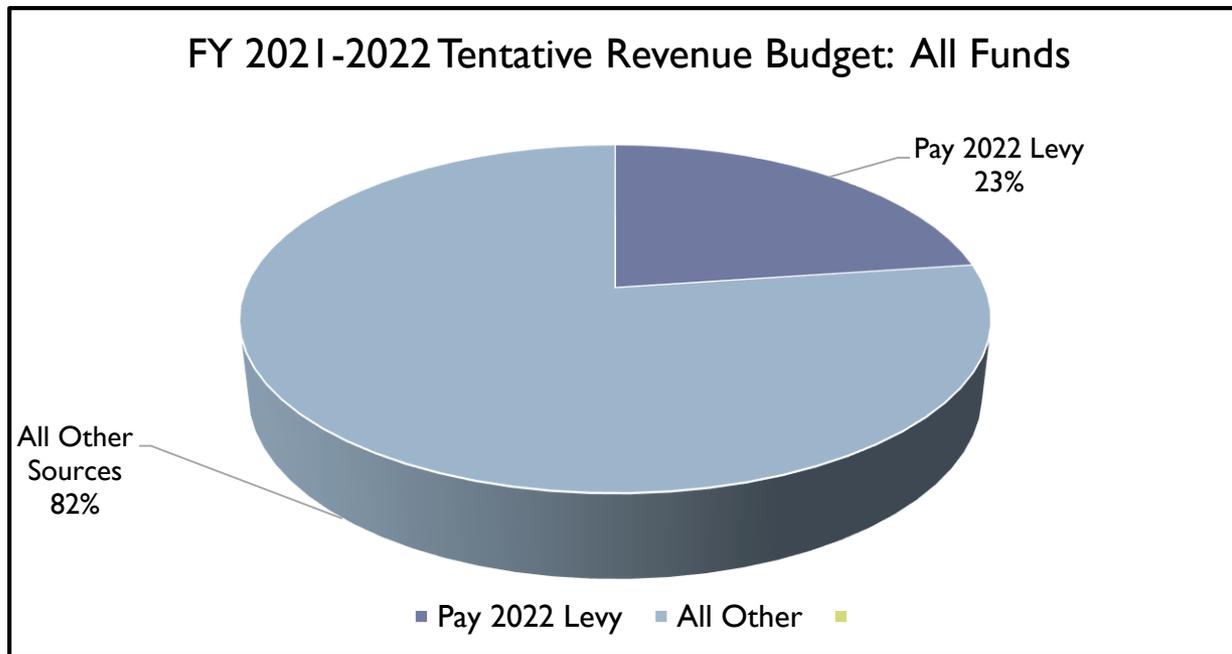
TIME: 6:00 pm

LOCATION: FHS Library and Electronically via Zoom Meetings

International Falls Public Schools

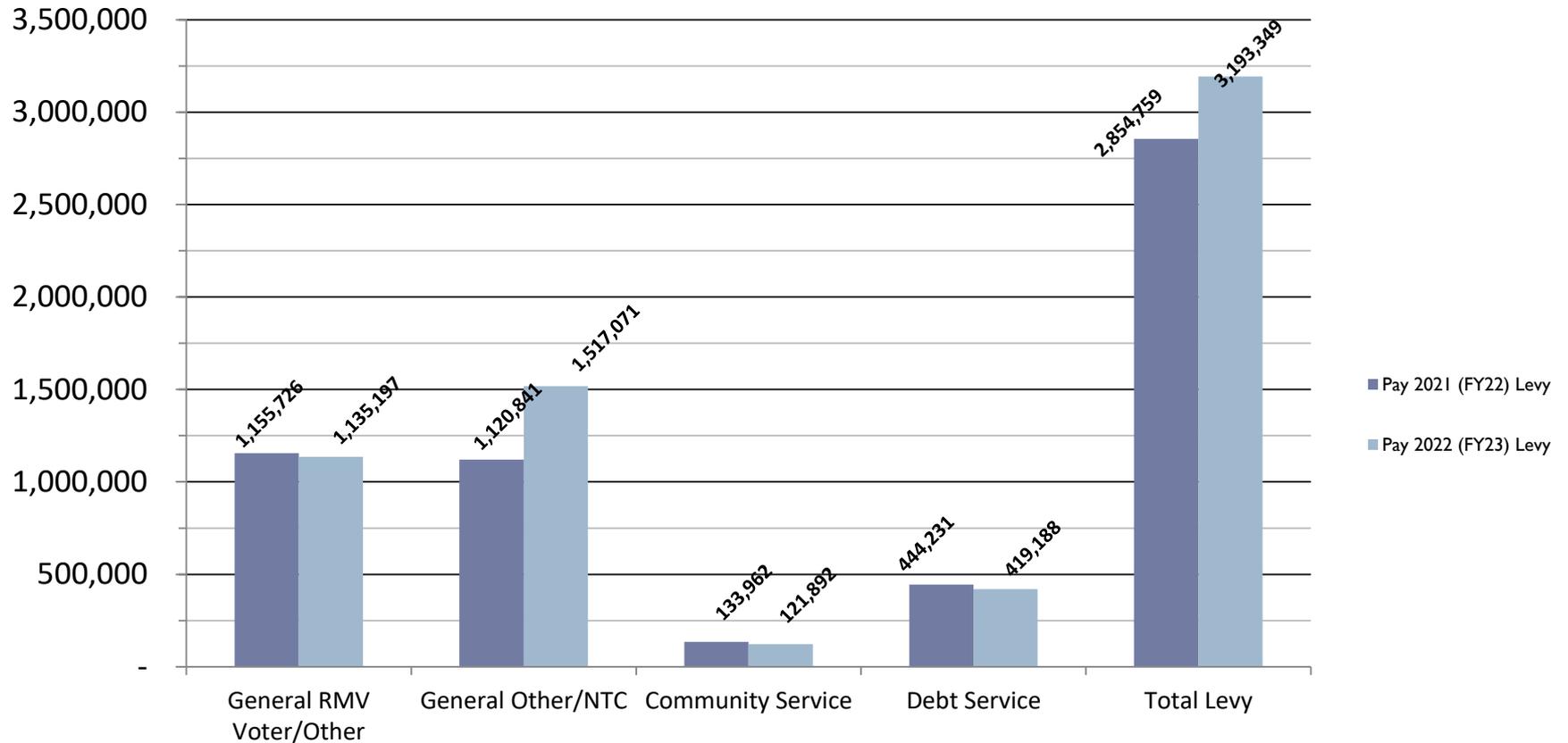
Comparison of Pay 2022 (F23) Levy Revenue to Total Revenue Budget (All Funds)

Total Levy Pay 2022(FY23):	\$ 3,193,349
FY2021-2022 Revenue All Other Sources (All Funds):	\$10,809,485
FY2021-2022 Total Revenue Budget All Sources (All Funds):	\$14,002,834



International Falls Public Schools

Comparison of Pay 2021 (FY22) Levy to Pay 2022 (FY23) Levy



International Falls Public Schools

Pay 2021 (FY22) Levy to Pay 2022 (FY23) Levy

Net Change By Fund

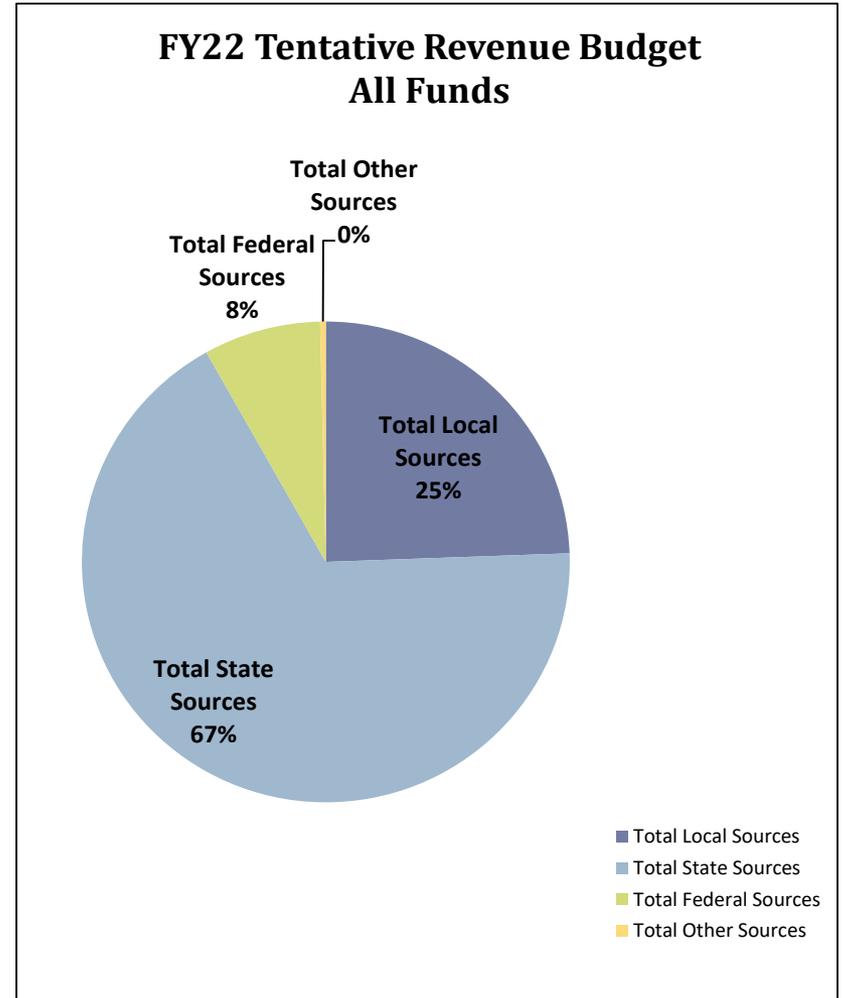
	General	Community Service	Debt Service	TOTAL LEVY
Pay 2021 Levy (FY22)	\$2,276,567	\$133,962	\$444,231	\$2,854,759
Pay 2022 Levy (FY23)	\$2,652,269	\$121,892	\$419,188	\$3,193,349
% Net Increase (Decrease)	+16.50%	-9.01 %	-5.64%	+11.86%



International Falls Public Schools

Tentative 2021-2022 Revenue Budget All Funds By Revenue Source

▶ Local Sources	\$3,420,892
▶ State Sources	\$9,441,243
▶ Federal Sources	\$1,087,756
▶ Other Sources	\$ 52,943
Total Revenue Budget:	<u>\$14,002,834</u>



International Falls Public Schools

Tentative 2021-2022 Expense Budget All Funds

By Program Series

▶ District & Administration	\$698,670
▶ District Support Service	\$725,242
▶ Elementary & Secondary Ed	\$6,478,631
▶ Vocational Instruction	\$65,970
▶ Special Education	\$1,857,915
▶ Community Education	\$443,231
▶ Instructional Support	\$339,430
▶ Pupil Support Services	\$1,808,945
▶ Sites & Buildings	\$1,967,782
▶ Fiscal & Other Costs	\$594,453
Total Expense Budget:	<u>\$14,980,269</u>

All Funds Tentative Expense Budget

