



10. Acknowledge Elijah Rahier as a Volunteer Football Coach for the 2023-2024 season.
11. Approve the hire of Sydney Bruess as Assistant Volleyball Coach for the 2023-2024 season.
12. Approve hire of Karla Olson-Line as MHS Advisor for the 2023-2024 season.
13. Approve the hire of Jayde Hall as Speech Team Advisor for the 2023-2024 season.
14. Approve hire of Jaime Sjoblom as AfterCare Coordinator effective 07/13/2023. This is a 100% grant funded position.
15. One and only reading of the attached School Board Policies
16. Second reading of School Board Policy 704 - Development and Mtce. of an Inventory of Fixed Assets and a Fixed Asset Accounting System
17. Second reading of School Board Policy 705 - Investments
18. Second reading of School Board Policy 706 - Acceptance of Gifts
19. Second reading of School Board Policy 707 - Transportation of Public School Students
20. Second reading of School Board Policy 710 - Extracurricular Transportation
21. Second reading of School Board Policy 711 - Video Recording on School Buses
22. Second reading of School Board Policy 712 - Video Surveillance Other Than on Buses
23. Second reading of School Board Policy 713 - Student Activity Accounting
24. Second reading of School Board Policy 714 - Fund Balances
25. First reading of School Board Policy 517 - Student Recruiting

#### **Action Items**

1. Improving systems and structures to create a culture where all are welcome and supported.
- 1.a. Resolution Acceptance of Gifts and Donations. Motion by \_\_, second by \_\_. Motion carried / failed.
- 1.b. Approve MSHSL cooperative agreement with Cornerstone Christian School for Boys Hockey effective the 2023 - 2024 school year. Motion by \_\_, second by \_\_. Motion carried / failed
- 1.c. Resolution Relating to the Election of School Board Member and Calling the School District General Election. Motion by \_\_, second by \_\_. Motion carried / failed.
2. Maintain our facilities to be welcoming, safe and efficient for use by students and the community.
- 2.a. Resolution Adopting the School Districts FY2024-2025 Long Term Facilities Maintenance Plan (LTFM). Motion by \_\_, second by \_\_. Motion carried / failed.

3. Increasing family and community engagement in student learning and school experiences through improved communication and collaboration.

**Committee and Administrative Reports**

1. Melissa Tate, Elementary Principal
2. Tim Everson, Secondary Principal
3. Kevin Grover, Superintendent:
4. Beth Slatinski, Community Education Director

**Closed Session:**

1. The meeting will be closed as permitted by Minnesota Statutes, section 13D.03 to conduct a performance review of Superintendent, Kevin Grover.

**Reopen Session**

1. Motion by \_\_, second by \_\_, to reopen meeting at \_\_ pm. Motion carried / failed.
2. Summary Statement of Superintendent's Performance Review.

**Adjournment**

1. Motion by \_\_, second by \_\_ to adjourn meeting at \_\_ p.m. Motion carried / failed.

Payable Summary  
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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
201126771	Annie's Frozen Yogurt	6/21/2023	26481	Frozen Yogurt	7702300003	\$ 100.00
201126772	ARROWHEAD LIBRARY SYSTEM	6/21/2023	7850	Library Catalog System	6202300000	\$ 625.00
201126773	BEMIDJI BUS LINE	6/21/2023	21971	Bemidji Bus Line Bus for regional NED Meeting.	9012300037	\$ 1,250.00
201126774	CDW Government	6/21/2023	JT29896	Supplies	6052300086	\$ 165.00
201126775	CRANDALLS SEPTIC PUMPING	6/21/2023	7905	Portable Toilet	0	\$ 180.00
	CRANDALLS SEPTIC PUMPING	6/21/2023	7906	Service-monthly rate 1 @ ball field & extra pumping Portable Toilet	0	\$ 205.00
	CRANDALLS SEPTIC PUMPING	6/21/2023	7907	Service-monthly rate 1 @ track & extra pumping Portable Toilet	0	\$ 105.00
	CRANDALLS SEPTIC PUMPING	6/21/2023	7963	Service-monthly rate 1 @ track FES track day 4th-6th grade Portable Toilet Service-daily rate 1 toilet @ track	0	\$ 105.00
	CRANDALLS SEPTIC PUMPING	6/21/2023	7964	Portable Toilet Service daily rate 2 toilets / 1 washing station @ Pat Roche Landing	0	\$ 315.00
201126776	EVOLVE U FITNESS & WELLNESS LLC	6/21/2023	60323	PALS Evolve U	5002300010	\$ 100.00
201126777	FORESTLAND SALES AND SERVICE	6/21/2023	101094	Repair flat tire on mower (tube)	8102300159	\$ 25.95
201126778	INTERQUEST DETECTION CANINES	6/21/2023	14NM May202	Canine Detection Services	1102300006	\$ 680.00
201126779	Kent Displays, Inc.	6/21/2023	148863	FEF - Sara Wendt	1302300302	\$ 455.76
201126780	KGHS-AM	6/21/2023	1340020234	Hall of Fame	0	\$ 500.00
	KGHS-AM	6/21/2023	1340020274	KGHS Summer ads for Student prevention for KAPE advertising. Roll over money 2022	7902300105	\$ 3,000.00
201126780	KGHS-AM	6/21/2023	1350018506	School Matters	1023000003	\$ 225.00
201126781	KOOCHICHING COUNTY TREASURER	6/21/2023	60923	2023 Solid Waste Fee	0	\$ 1,510.00
201126782	KRUEGER, KENNETH	6/21/2023	52623	20 TKD tickets	0	\$ 400.00

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201126783	POMP'S TIRE SERVICE	6/21/2023	530123873	Steering tires and recap tires	7602300075	\$ 1,144.00
201126784	PRO-ED	6/21/2023	2992331	FEF - Seth Ettestad	1302300292	\$ 136.40
201126785	RAINY LAKE MEDICAL CENTER	6/21/2023	4039	OT/PT Services	1102300014	\$ 9,263.47
	RAINY LAKE MEDICAL CENTER	6/21/2023	4039	OT/PT Services	1102300014	\$ 4,597.99
201126786	Tilson Bay Company	6/21/2023	1078	No vaping or smoking signs for parking lots. Roll over money 2022.	7902300110	\$ 216.00
201126787	AFT Local #331	6/16/2023	1230616ADDUE:	Payroll accrual	0	\$ 2,708.39
	AFT Local #331	6/16/2023	1230616ADDUE:	Payroll accrual	0	\$ 133.00
201126788	ND Child Support Division	6/16/2023	1230616ADCSP1	Child Support	0	\$ 276.93
201126789	Para Local #4798	6/16/2023	1230616ADDUE:	Payroll accrual	0	\$ 412.35
201126790	US FOODSERVICE	6/22/2023	4337448	Food for Meal Services	7702300000	\$ 30.08
	US FOODSERVICE	6/22/2023	4337449	Food for Meal Services	7702300000	\$ 207.47
	US FOODSERVICE	6/22/2023	4337449	Food for Meal Services	7702300000	\$ 96.92
	US FOODSERVICE	6/22/2023	4412428	Food for Meal Services	7702300000	\$ 195.13
	US FOODSERVICE	6/22/2023	4412427	Food for Meal Services	7702300000	\$ 497.03
	US FOODSERVICE	6/22/2023	917990/423812	Food for Meal Services	7702300000	\$ (8.75)
	US FOODSERVICE	6/22/2023	412425/595047	Food for Meal Services	7702300000	\$ (15.12)
	US FOODSERVICE	6/22/2023	4509802	Food for Meal Services	7702300000	\$ 177.37
	US FOODSERVICE	6/22/2023	4509802	Food for Meal Services	7702300000	\$ 56.42
	US FOODSERVICE	6/22/2023	4509801	Food for Meal Services	7702300000	\$ 201.80
	US FOODSERVICE	6/22/2023	4509797	Food for Meal Services	7702300000	\$ 540.00
	US FOODSERVICE	6/22/2023	4509797	Food for Meal Services	7702300000	\$ 30.28
	US FOODSERVICE	6/22/2023	4412426	Food for Meal Services	7702300000	\$ 430.63
	US FOODSERVICE	6/22/2023	4412426	Food for Meal Services	7702300000	\$ 58.29
201126790	US FOODSERVICE	6/22/2023	4412426	Food for Meal Services	7702300000	\$ 30.16
	US FOODSERVICE	6/22/2023	4412425	Food for Meal Services	7702300000	\$ 128.99
	US FOODSERVICE	6/22/2023	4412433	Pre School Snacks	1302300041	\$ 137.86
	US FOODSERVICE	6/22/2023	4932593	FES Summer School	1302300254	\$ 51.49
	US FOODSERVICE	6/22/2023	5108562	summer food	0	\$ 193.79
	US FOODSERVICE	6/22/2023	4581679	summer food	0	\$ 300.66
	US FOODSERVICE	6/22/2023	4627950	summer food	0	\$ 113.87

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201126791	US Foods CES	6/22/2023	4932592	summer food	0	\$ 199.76
	US Foods CES	6/22/2023	4932591	summer food	0	\$ 98.35
	US Foods CES	6/22/2023	4932591	summer food	0	\$ (98.35)
	US Foods CES	6/22/2023	4932592	summer food	0	\$ (199.76)
201126792	ACT FINANCE	6/22/2023	24667	FY23 Spring ACT test fee	0	\$ 65.25
201126793	n Chiropractic & Wellness Center, P	6/22/2023	5295-C01	DOT Physicals and Drug Testing	7602300000	\$ 35.00
	Align Chiropractic & Wellness Center, P	6/22/2023	5296-C01	DOT Physicals and Drug Testing	7602300000	\$ 35.00
	Align Chiropractic & Wellness Center, P	6/22/2023	5297-C01	DOT Physicals and Drug Testing	7602300000	\$ 35.00
	Align Chiropractic & Wellness Center, P	6/22/2023	5298-C01	DOT Physicals and Drug Testing	7602300000	\$ 50.00
	Align Chiropractic & Wellness Center, P	6/22/2023	5746-C01	DOT Physicals and Drug Testing	7602300000	\$ 100.00
201126794	Aviben	6/22/2023	28223	403b Third Party Admin Svc	1102300020	\$ 190.37
201126795	Bluum Of MN LLC	6/22/2023	918332	Supplies	6052300091	\$ 11,596.00
201126796	CDW Government	6/22/2023	KC39026	Supplies	6052300087	\$ 2,500.00
201126797	FALLS LUMBER COMPANY INC	6/22/2023	202061	Field Chalk	8102300167	\$ 131.94
201126798	GREENWAY HIGH SCHOOL	6/22/2023	Softball 4/28/23	Softball IRC Tournament Entry Fee on 4/28/23 @ Greenway & Grand Rapids	0	\$ 90.00
201126799	GRINDALL, DOUGLAS	6/22/2023	30123	Dog Obedience Class - Spring 2023	0	\$ 308.00
201126800	HAWKINS INC	6/22/2023	6496466	Pool Chemicals	8102300025	\$ 268.73
201126801	HILLYARD HUTCHINSON	6/22/2023	605143814	Summer gym floor, room and hallway wax and supplies	8102300151	\$ 14,701.00
	HILLYARD HUTCHINSON	6/22/2023	605140820	Supplies for summer waxing FES	8102300149	\$ 2,472.00
201126802	INTL FALLS CITY OF	6/22/2023	2023-11	Police Liaison	1102300040	\$ 5,160.00
201126803	JOSTENS INC	6/22/2023	1326632	Yearbook 2023	0	\$ 1,194.76
	JOSTENS INC	6/22/2023	1328381	Yearbook 6th-8th grade, 2023	0	\$ 948.35
201126804	KANTOR ELECTRIC INC	6/22/2023	17588	Repair FHS gym lights and	8102300137	\$ 1,621.00

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				Basketball basket limit switch		
	KANTOR ELECTRIC INC	6/22/2023	17572	FES street light bad photo cell, replaced.	8102300131	\$ 129.93
	KANTOR ELECTRIC INC	6/22/2023	17718	Trouble shoot and repair dead outlets in room 101 FES	8102300171	\$ 270.00
201126805	Marco Technologies LLC	6/22/2023	11295921	Supplies	6052300084	\$ 55,660.00
	Marco Technologies LLC	6/22/2023	11308569	Supplies	6052300084	\$ 8,050.00
	Marco Technologies LLC	6/22/2023	11314329	Guidance Office Cost per Copy	7102300001	\$ 19.46
201126806	MEDTOX LABORATORIES	6/22/2023	52023665124	drug testing	0	\$ 66.39
201126807	MN ENERGY RESOURCES CORP	6/22/2023	504762905-0000	Stadium; Natural Gas Services	8102300029	\$ 25.67
	MN ENERGY RESOURCES CORP	6/22/2023	507263223-0000	Natural Gas Services; FHS	8102300029	\$ 253.32
	MN ENERGY RESOURCES CORP	6/22/2023	507263223-0000	Natural Gas Services; FHS	8102300029	\$ 84.44
201126808	MN POWER	6/22/2023	60923	Electricity Bill	8102300018	\$ 662.55
	MN POWER	6/22/2023	60923	Electricity Bill	8102300018	\$ 1,549.16
	MN POWER	6/22/2023	60923	Electricity Bill	8102300018	\$ 8,090.32
	MN POWER	6/22/2023	60923	Electricity Bill	8102300018	\$ 11,762.74
	MN POWER	6/22/2023	60923	Electricity Bill	8102300018	\$ 187.96
201126809	NORTHEAST SERVICE COOPERATIVE	6/22/2023	3615	Annual Heath and safety contract - IEA	8102300057	\$ 1,996.59
201126810	POMP'S TIRE SERVICE	6/22/2023	530124489	Steering tires and recap tires	7602300075	\$ 959.16
201126811	Readsters, LLC	6/22/2023	P1467	FEF - Brittany Eldien	1302300289	\$ 501.60
201126812	SANDSTROM'S INC	6/22/2023	458668	Milk for Meal Service	7702300002	\$ 453.00
	SANDSTROM'S INC	6/22/2023	460781	Summer milk	0	\$ 16.00
	SANDSTROM'S INC	6/22/2023	460781	Summer milk	0	\$ 201.00
	SANDSTROM'S INC	6/22/2023	461532	summer milk	0	\$ 16.00
	SANDSTROM'S INC	6/22/2023	461532	summer milk	0	\$ 201.00
	SANDSTROM'S INC	6/22/2023	462464	Milk for Meal Service	7702300002	\$ 131.00
201126813	Steve Rummler HOPE Network	6/22/2023	1036	Overdose Prevention Services: Naloxone kit assembly and distribution	0	\$ 200.00
	Steve Rummler HOPE Network	6/22/2023	1036	Overdose Prevention Services:	0	\$ 200.00

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				Naloxone kit assembly and distribution		
201126814	UHL	6/22/2023	53438	Troubleshoot HVAC unit #2 FES	8102300158	\$ 817.50
201126815	US FOODSERVICE	6/22/2023	4932591	summer food	0	\$ 98.35
	US FOODSERVICE	6/22/2023	4932592	summer food	0	\$ 199.76
201126816	AFT Local #331	6/30/2023	230630ADDUE1	Payroll accrual	0	\$ 2,658.84
	AFT Local #331	6/30/2023	230630ADDUE1	Payroll accrual	0	\$ 133.00
	AFT Local #331	6/30/2023	230630BDDUE1	Payroll accrual	0	\$ 2,656.50
	AFT Local #331	6/30/2023	230630BDDUE1	Payroll accrual	0	\$ 132.88
	AFT Local #331	6/30/2023	230628ADDUE1	Payroll accrual	0	\$ 38.29
	AFT Local #331	6/30/2023	230628ADDUE1	Payroll accrual	0	\$ -
	AFT Local #331	6/30/2023	230630CDDUE1	Payroll accrual	0	\$ 29.78
	AFT Local #331	6/30/2023	230630CDDUE1	Payroll accrual	0	\$ -
201126817	ND Child Support Division	6/30/2023	230630ADCSP1	Child Support	0	\$ 276.93
201126818	AUTO-JET MUFFLER CORP	6/30/2023	496837	Exhaust Parts	7602300077	\$ 539.51
201126819	BECKER ARENA PRODUCTS INC	6/30/2023	608908	Arena summer supplies	8102300163	\$ 1,041.04
201126820	Continental Athletic Suppy	6/30/2023	110803	Reconditioning Football Helmets	2922300045	\$ 1,735.52
	Continental Athletic Suppy	6/30/2023	110803	Reconditioning Football Helmets	2922300045	\$ 281.54
	Continental Athletic Suppy	6/30/2023	110803	Reconditioning Football Helmets	2922300045	\$ 3,307.05
201126821	DELL Inc.	6/30/2023	10671428837	Supplies	6052300079	\$ 62,937.80
201126822	DOMINO'S PIZZA	6/30/2023	63023	FHS; CN Pizza for Lunch	7702300025	\$ 4,520.60
201126823	EVOLVE U FITNESS & WELLNESS LLC	6/30/2023	62723	PALS Evolve U	5002300010	\$ 100.00
201126824	GUARDIAN PEST CONTROL INC	6/30/2023	2486564	Pest Control	0	\$ 74.00
201126825	Lexia Learning Systems LLC	6/30/2023	100898	FES LETRS Bundle	1302300240	\$ 9,975.00
201126826	CGRAW HILL - School Educ Group L	6/30/2023	1.28134E+11	US HISTORY BOOKS NICK KAVIUK	2702300003	\$ 3,730.44
				QUOTE: SBORC-05122023120058-001		
201126827	MIDCONTINENT COMMUNICATIONS	6/30/2023	1.24861E+13	FHS, Fax, & Fields; Internet Service	3002300007	\$ 44.58
	MIDCONTINENT COMMUNICATIONS	6/30/2023	1.24861E+13	FHS, Fax, & Fields; Internet	3002300007	\$ 146.57

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				Service		
201126828	MN ENERGY RESOURCES CORP	6/30/2023	505015015-000	Garage; Natural Gas Services	8102300029	\$ 79.09
201126829	PAN O GOLD BAKING CO	6/30/2023	1.00099E+13	bread for summer school	0	\$ 21.50
201126830	PEPPER JW & SON INC	6/30/2023	365290264	FES Music Supplies	2582300016	\$ 51.97
201126831	Rainy Lake Gazette	6/30/2023	90558	Advertising Local Newspaper	1102300024	\$ 335.00
201126832	RATWIK ROSZAK & MALONEY PA	6/30/2023	73907	services	1102300015	\$ 175.00
201126833	SHANNONS INC	6/30/2023	25146	Trouble shoot and repair compressor on roof top unit #4 FES	8102300165	\$ 755.00
201126834	Shred-N-Go	6/30/2023	152123	Confidential Shredding	1102300069	\$ 695.49
201126835	The Library Store	6/30/2023	635742	FEF - Rebecca Nelson	1302300293	\$ 446.30
201126836	US FOODSERVICE	6/30/2023	5281797	summer food	0	\$ 193.11
201126837	WATER DEPT	6/30/2023	74-006700-00	Water Usage - Garage	8102300021	\$ 52.89
	WATER DEPT	6/30/2023	13-014700-00	FHS; Water Usage	8102300021	\$ 947.03
	WATER DEPT	6/30/2023	13-014701-00	Water Usage - Sheela Field	8102300021	\$ 22.32
	WATER DEPT	6/30/2023	13-014800-00	FES; Water Usage	8102300021	\$ 693.81
	WATER DEPT	6/30/2023	13-014900-00	Arena; Water Usage	8102300021	\$ 1,453.47
	WATER DEPT	6/30/2023	30.007100-02	Water Usage	8102300021	\$ 1,112.79
201126838	Bond Trust Services Corp.	7/6/2023	79614	Bond	1102400012	\$ 28,450.00
	Bond Trust Services Corp.	7/6/2023	81506	Bond	1102400012	\$ 475.00
	Bond Trust Services Corp.	7/6/2023	79613	Bond	1102400012	\$ 21,800.00
201126839	Faith United Church of Christ	7/6/2023	70123	ALC classroom lease	1102400011	\$ 984.98
201126840	First Dakota Indemnity Co	7/6/2023	3701758	Work Comp	1102400048	\$ 44,415.00
201126841	Marsh & McLennan Agency, LLC	7/6/2023	2317187	Cyber Insurance FY24	1102400047	\$ 10,296.40
201126842	SKYWARD INC MN BRANCH	7/6/2023	222960	FY24 Software License	1102400005	\$ 23,957.39
	SKYWARD INC MN BRANCH	7/6/2023	222960	FY24 Software License	1102400005	\$ 28,344.61
	SKYWARD INC MN BRANCH	7/6/2023	225756	FY24 Software License	1102400005	\$ 875.35
	SKYWARD INC MN BRANCH	7/6/2023	225756	FY24 Software License	1102400005	\$ 1,035.65
	SKYWARD INC MN BRANCH	7/6/2023	225009	FY24 Software License	1102400005	\$ 68.25
	SKYWARD INC MN BRANCH	7/6/2023	225009	FY24 Software License	1102400005	\$ 80.75
201126843	Heron Landing Golf Course	7/10/2023	842	Golf Team Rental Fee for Golf 2023 Season	0	\$ 1,157.48
201126845	MIDCONTINENT COMMUNICATIONS	7/13/2023	2.75104E+13	FES Fax	1102400053	\$ 37.06

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201126846	Annie's Frozen Yogurt	7/13/2023	26511	Frozen Yogurt	7702400000	\$ 100.00
201126847	LVC Companies Inc	7/13/2023	117758	Kitchen/metal/wood shop Fire suppression system bi annual testing and maintenance	8102400013	\$ 717.48
201126848	MN ASSN OF SCHOOL ADMIN	7/13/2023	21-32971	MASA Back To School Conference MASA #41-0880260	202400000	\$ 199.00
201126849	REGENTS OF THE U OF MN	7/13/2023	290068122	2023-24 Complete FAST for Success Professional Development Program	1302400006	\$ 2,157.50
201126850	TK Elevator Corp	7/13/2023	3007345601	1 year, quarterly elevator inspection and service Bronze plan FHS	8102400021	\$ 229.73
202201847	Aviben	6/16/2023	0230616ADTSAI	Payroll accrual	0	\$ 173.08
	Aviben	6/16/2023	0230616ADTSAN	Payroll accrual	0	\$ 192.32
	Aviben	6/16/2023	0230616ADTSAN	Payroll accrual	0	\$ 96.16
	Aviben	6/16/2023	0230616ADTSAS	Payroll accrual	0	\$ 1,294.61
	Aviben	6/16/2023	0230616ADTSAS	Payroll accrual	0	\$ 97.34
	Aviben	6/16/2023	0230616ADTSEC	Payroll accrual	0	\$ 2,721.63
	Aviben	6/16/2023	0230616ADTSEC	Payroll accrual	0	\$ 269.04
	Aviben	6/16/2023	0230616ADTSFR	Payroll accrual	0	\$ 984.64
	Aviben	6/16/2023	0230616ADTSGR	Payroll accrual	0	\$ 384.62
	Aviben	6/16/2023	0230616ADTSHC	Payroll accrual	0	\$ 136.76
	Aviben	6/16/2023	0230616ADTSIN	Payroll accrual	0	\$ 832.40
	Aviben	6/16/2023	0230616ADTSMK	Payroll accrual	0	\$ 177.71
	Aviben	6/16/2023	0230616ADTSSY	Payroll accrual	0	\$ 350.00
	Aviben	6/16/2023	0230616ADTSV/	Payroll accrual	0	\$ 2,572.31
	Aviben	6/16/2023	0230616ADTSV/	Payroll accrual	0	\$ 134.40
	Aviben	6/16/2023	0230616ADTSVA	Payroll accrual	0	\$ 1,550.00
	Aviben	6/16/2023	0230616AFTSAI	TSA Benefit	0	\$ 92.32
	Aviben	6/16/2023	0230616AFTSAN	TSA Benefit	0	\$ 192.32
	Aviben	6/16/2023	0230616AFTSAN	TSA Benefit	0	\$ 96.16
	Aviben	6/16/2023	0230616AFTSAS	TSA Benefit	0	\$ 317.17
	Aviben	6/16/2023	0230616AFTSAS	TSA Benefit	0	\$ 47.34

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202201847	Aviben	6/16/2023	0230616AFTSEC	TSA Benefit	0	\$ 1,316.28
	Aviben	6/16/2023	0230616AFTSEC	TSA Benefit	0	\$ 111.14
	Aviben	6/16/2023	0230616AFTSFR	TSA Benefit	0	\$ 346.18
	Aviben	6/16/2023	0230616AFTSGR	Payroll accrual	0	\$ 96.16
	Aviben	6/16/2023	0230616AFTSHO	TSA Benefit	0	\$ 57.70
	Aviben	6/16/2023	0230616AFTSIN	TSA Benefits	0	\$ 373.26
	Aviben	6/16/2023	0230616AFTSMC	TSA Benefit	0	\$ 177.71
	Aviben	6/16/2023	0230616AFTSST	TSA Benefit	0	\$ 76.93
	Aviben	6/16/2023	0230616AFTSVA	TSA Benefit	0	\$ 773.30
	Aviben	6/16/2023	0230616AFTSVA	TSA Benefit	0	\$ 80.77
202201848	Aviben	6/16/2023	0230616AFTSVA	TSA Benefits	0	\$ 96.16
	Empower Retirement	6/16/2023	0230616ADDEF	Payroll accrual	0	\$ 426.24
	Empower Retirement	6/16/2023	0230616ADDEF	Payroll accrual	0	\$ 20.00
	Empower Retirement	6/16/2023	0230616ADDEF	Payroll accrual	0	\$ 60.00
	Empower Retirement	6/16/2023	0230616ADG-45	Payroll accrual	0	\$ 34.21
	Empower Retirement	6/16/2023	0230616ADG-45	Payroll accrual	0	\$ 34.21
	Empower Retirement	6/16/2023	0230616AFDEFN	Deferred Comp 457 Benefit	0	\$ 60.45
	Empower Retirement	6/16/2023	0230616AFDEFN	Deferred Comp 457 Benefit	0	\$ 34.21
	Empower Retirement	6/16/2023	0230616AFHCS	HCSP	0	\$ 14,876.84
	Empower Retirement	6/16/2023	0230616AFHCS	HCSP	0	\$ 13.33
202201849	Empower Retirement	6/16/2023	0230616AFHCS	HCSP	0	\$ 2,548.42
	Internal Revenue Service	6/16/2023	0230616ADFIC	Payroll accrual	0	\$ 19,521.32
	Internal Revenue Service	6/16/2023	0230616ADFIC	Payroll accrual	0	\$ 1,065.53
	Internal Revenue Service	6/16/2023	0230616ADFIC	Payroll accrual	0	\$ 909.44
	Internal Revenue Service	6/16/2023	20230616ADFTA	Payroll accrual	0	\$ 657.47
	Internal Revenue Service	6/16/2023	20230616ADFTA	Payroll accrual	0	\$ 25.00
	Internal Revenue Service	6/16/2023	20230616ADFTF	Payroll accrual	0	\$ 165.99
	Internal Revenue Service	6/16/2023	20230616ADFTX	Payroll accrual	0	\$ 22,885.96
	Internal Revenue Service	6/16/2023	20230616ADFTX	Payroll accrual	0	\$ 1,124.85
	Internal Revenue Service	6/16/2023	20230616ADFTX	Payroll accrual	0	\$ 683.20
	Internal Revenue Service	6/16/2023	0230616ADMDC	Payroll accrual	0	\$ 4,565.54
	Internal Revenue Service	6/16/2023	0230616ADMDC	Payroll accrual	0	\$ 249.19
	Internal Revenue Service	6/16/2023	0230616ADMDC	Payroll accrual	0	\$ 212.69

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	Internal Revenue Service	6/16/2023	20230616AFFIC/	FICA Benefit	0	\$ 19,521.32
	Internal Revenue Service	6/16/2023	20230616AFFIC/	FICA Benefit	0	\$ 1,065.53
	Internal Revenue Service	6/16/2023	20230616AFFIC/	FICA Benefit	0	\$ 909.44
	Internal Revenue Service	6/16/2023	0230616AFMDC	Medicare Benefit	0	\$ 4,565.54
	Internal Revenue Service	6/16/2023	0230616AFMDC	Medicare Benefit	0	\$ 249.19
	Internal Revenue Service	6/16/2023	0230616AFMDC	Medicare Benefit	0	\$ 212.69
202201850	MINNESOTA REVENUE	6/16/2023	20230616ADSIT/	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	6/16/2023	20230616ADSIT/	Payroll accrual	0	\$ 25.00
	MINNESOTA REVENUE	6/16/2023	20230616ADSITM	Payroll accrual	0	\$ 10,966.51
	MINNESOTA REVENUE	6/16/2023	20230616ADSITM	Payroll accrual	0	\$ 559.85
	MINNESOTA REVENUE	6/16/2023	20230616ADSITM	Payroll accrual	0	\$ 348.11
	MINNESOTA REVENUE	6/16/2023	20230616ADSITM	Payroll accrual	0	\$ 106.98
202201851	MN Teachers Retirement Associati	6/16/2023	0230616ADTRA	Payroll accrual	0	\$ 15,443.14
	MN Teachers Retirement Associati	6/16/2023	0230616ADTRA	Payroll accrual	0	\$ 779.32
	MN Teachers Retirement Associati	6/16/2023	0230616ADTRA	Payroll accrual	0	\$ 28.22
	MN Teachers Retirement Associati	6/16/2023	20230616AFTRA\	TRA Benefit	0	\$ 17,605.16
	MN Teachers Retirement Associati	6/16/2023	20230616AFTRA\	TRA Benefit	0	\$ 888.42
	MN Teachers Retirement Associati	6/16/2023	20230616AFTRA\	TRA Benefit	0	\$ 32.16
202201852	Public Employees Retirement Associat	6/16/2023	20230616ADDCF	Payroll accrual	0	\$ 14.95
	Public Employees Retirement Associat	6/16/2023	20230616ADPER/	Payroll accrual	0	\$ 6,692.33
	Public Employees Retirement Associat	6/16/2023	20230616ADPER/	Payroll accrual	0	\$ 399.47
	Public Employees Retirement Associat	6/16/2023	20230616ADPER/	Payroll accrual	0	\$ 940.23
	Public Employees Retirement Associat	6/16/2023	20230616AFDCF	DCP Benefit	0	\$ 14.95
	Public Employees Retirement Associat	6/16/2023	20230616AFPERA	PERA Benefit	0	\$ 7,721.92
	Public Employees Retirement Associat	6/16/2023	20230616AFPERA	PERA Benefit	0	\$ 460.93
	Public Employees Retirement Associat	6/16/2023	20230616AFPERA	PERA Benefit	0	\$ 1,084.88
202201853	School Management Services	6/27/2023	101686	Payroll Services PREPAID	1102300071	\$ 27,500.00
202201854	Aviben	6/30/2023	0230630ADTSAI	Payroll accrual	0	\$ 173.08
	Aviben	6/30/2023	20230630ADTSAN	Payroll accrual	0	\$ 192.32
	Aviben	6/30/2023	20230630ADTSAN	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630ADTSAS	Payroll accrual	0	\$ 1,355.19
	Aviben	6/30/2023	0230630ADTSAS	Payroll accrual	0	\$ 50.00
	Aviben	6/30/2023	20230630ADTSEC	Payroll accrual	0	\$ 2,179.28

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	Aviben	6/30/2023	0230630ADTSEC	Payroll accrual	0	\$ 234.83
	Aviben	6/30/2023	0230630ADTSFR	Payroll accrual	0	\$ 984.64
	Aviben	6/30/2023	0230630ADTSGR	Payroll accrual	0	\$ 384.62
	Aviben	6/30/2023	0230630ADTSHC	Payroll accrual	0	\$ 136.61
	Aviben	6/30/2023	0230630ADTSIN	Payroll accrual	0	\$ 706.16
	Aviben	6/30/2023	0230630ADTSMC	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630ADTSSY	Payroll accrual	0	\$ 350.00
202201854	Aviben	6/30/2023	0230630ADTSVA	Payroll accrual	0	\$ 2,381.35
	Aviben	6/30/2023	0230630ADTSVA	Payroll accrual	0	\$ 134.40
	Aviben	6/30/2023	0230630ADTSVA	Payroll accrual	0	\$ 1,550.00
	Aviben	6/30/2023	0230630AFTSAI	TSA Benefit	0	\$ 92.32
	Aviben	6/30/2023	0230630AFTSAN	TSA Benefit	0	\$ 192.32
	Aviben	6/30/2023	0230630AFTSAN	TSA Benefit	0	\$ 96.16
	Aviben	6/30/2023	0230630AFTSAS	TSA Benefit	0	\$ 378.92
	Aviben	6/30/2023	0230630AFTSEC	TSA Benefit	0	\$ 1,077.88
	Aviben	6/30/2023	0230630AFTSEC	TSA Benefit	0	\$ 76.93
	Aviben	6/30/2023	0230630AFTSFR	TSA Benefit	0	\$ 346.18
	Aviben	6/30/2023	0230630AFTSGR	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630AFTSHO	TSA Benefit	0	\$ 57.70
	Aviben	6/30/2023	0230630AFTSIN	TSA Benefits	0	\$ 339.05
	Aviben	6/30/2023	0230630AFTSMC	TSA Benefit	0	\$ 96.16
	Aviben	6/30/2023	0230630AFTSST	TSA Benefit	0	\$ 76.93
	Aviben	6/30/2023	0230630AFTSVA	TSA Benefit	0	\$ 673.28
	Aviben	6/30/2023	0230630AFTSVA	TSA Benefit	0	\$ 80.77
	Aviben	6/30/2023	0230630AFTSVA	TSA Benefits	0	\$ 96.16
202201855	Empower Retirement	6/30/2023	0230630ADDEFC	Payroll accrual	0	\$ 400.00
	Empower Retirement	6/30/2023	0230630ADDEFC	Payroll accrual	0	\$ 20.00
	Empower Retirement	6/30/2023	0230630ADDEFC	Payroll accrual	0	\$ 60.00
	Empower Retirement	6/30/2023	0230630AFHCSI	HCSP	0	\$ 13,153.08
	Empower Retirement	6/30/2023	0230630AFHCSI	HCSP	0	\$ 13.33
	Empower Retirement	6/30/2023	0230630AFHCSI	HCSP	0	\$ 209.81
202201856	Internal Revenue Service	6/30/2023	0230630ADFICI	Payroll accrual	0	\$ 16,087.23
	Internal Revenue Service	6/30/2023	0230630ADFICI	Payroll accrual	0	\$ 959.37

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	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 161.76
	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 608.47
	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 25.00
	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 19,680.69
	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 1,110.05
	Internal Revenue Service	6/30/2023	20230630ADFTX	Payroll accrual	0	\$ 79.82
	Internal Revenue Service	6/30/2023	20230630ADMDC	Payroll accrual	0	\$ 3,762.36
	Internal Revenue Service	6/30/2023	20230630ADMDC	Payroll accrual	0	\$ 224.38
	Internal Revenue Service	6/30/2023	20230630ADMDC	Payroll accrual	0	\$ 37.83
	Internal Revenue Service	6/30/2023	20230630AFFIC/	FICA Benefit	0	\$ 16,087.23
	Internal Revenue Service	6/30/2023	20230630AFFIC/	FICA Benefit	0	\$ 959.37
202201856	Internal Revenue Service	6/30/2023	20230630AFFIC/	FICA Benefit	0	\$ 161.76
	Internal Revenue Service	6/30/2023	20230630AFMDC	Medicare Benefit	0	\$ 3,762.36
	Internal Revenue Service	6/30/2023	20230630AFMDC	Medicare Benefit	0	\$ 224.38
	Internal Revenue Service	6/30/2023	20230630AFMDC	Medicare Benefit	0	\$ 37.83
202201857	MINNESOTA REVENUE	6/30/2023	20230630ADSIT/	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	6/30/2023	20230630ADSIT/	Payroll accrual	0	\$ 25.00
	MINNESOTA REVENUE	6/30/2023	20230630ADSITM	Payroll accrual	0	\$ 9,639.71
	MINNESOTA REVENUE	6/30/2023	20230630ADSITM	Payroll accrual	0	\$ 618.64
	MINNESOTA REVENUE	6/30/2023	20230630ADSITM	Payroll accrual	0	\$ 53.39
202201858	MN Teachers Retirement Association	6/30/2023	20230630ADTRA	Payroll accrual	0	\$ 15,050.85
	MN Teachers Retirement Association	6/30/2023	20230630ADTRA	Payroll accrual	0	\$ 774.26
	MN Teachers Retirement Association	6/30/2023	20230630ADTRA	Payroll accrual	0	\$ 54.35
	MN Teachers Retirement Association	6/30/2023	20230630AFTRA/	TRA Benefit	0	\$ 17,157.96
	MN Teachers Retirement Association	6/30/2023	20230630AFTRA/	TRA Benefit	0	\$ 882.65
	MN Teachers Retirement Association	6/30/2023	20230630AFTRA/	TRA Benefit	0	\$ 61.95
202201859	Public Employees Retirement Association	6/30/2023	20230630ADDCF	Payroll accrual	0	\$ 12.00
	Public Employees Retirement Association	6/30/2023	20230630ADPERA	Payroll accrual	0	\$ 4,128.42
	Public Employees Retirement Association	6/30/2023	20230630ADPERA	Payroll accrual	0	\$ 219.09
	Public Employees Retirement Association	6/30/2023	20230630ADPERA	Payroll accrual	0	\$ 123.54
	Public Employees Retirement Association	6/30/2023	20230630AFDCF	DCP Benefit	0	\$ 12.00
	Public Employees Retirement Association	6/30/2023	20230630AFPERA	PERA Benefit	0	\$ 4,763.54
	Public Employees Retirement Association	6/30/2023	20230630AFPERA	PERA Benefit	0	\$ 252.79

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202201860	Public Employees Retirement Associat	6/30/2023	0230630AFPERA	PERA Benefit	0	\$ 142.56
	Aviben	6/30/2023	0230630BDTSAI	Payroll accrual	0	\$ 173.08
	Aviben	6/30/2023	0230630BDTSAN	Payroll accrual	0	\$ 192.32
	Aviben	6/30/2023	0230630BDTSAN	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630BDTSAS	Payroll accrual	0	\$ 1,034.07
	Aviben	6/30/2023	0230630BDTSEC	Payroll accrual	0	\$ 2,004.28
	Aviben	6/30/2023	0230630BDTSEC	Payroll accrual	0	\$ 76.93
	Aviben	6/30/2023	0230630BDTSFR	Payroll accrual	0	\$ 984.64
	Aviben	6/30/2023	0230630BDTSGR	Payroll accrual	0	\$ 384.62
	Aviben	6/30/2023	0230630BDTSHO	Payroll accrual	0	\$ 92.31
	Aviben	6/30/2023	0230630BDTSIN	Payroll accrual	0	\$ 646.16
202201860	Aviben	6/30/2023	0230630BDTSMC	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630BDTSSY	Payroll accrual	0	\$ 200.00
	Aviben	6/30/2023	0230630BDTSVA	Payroll accrual	0	\$ 2,203.63
	Aviben	6/30/2023	0230630BDTSVA	Payroll accrual	0	\$ 134.40
	Aviben	6/30/2023	0230630BDTSVA	Payroll accrual	0	\$ 1,550.00
	Aviben	6/30/2023	0230630BFTSAI	TSA Benefit	0	\$ 92.32
	Aviben	6/30/2023	0230630BFTSAM	TSA Benefit	0	\$ 192.32
	Aviben	6/30/2023	0230630BFTSAM	TSA Benefit	0	\$ 96.16
	Aviben	6/30/2023	0230630BFTSAS	TSA Benefit	0	\$ 286.52
	Aviben	6/30/2023	0230630BFTSEC	TSA Benefit	0	\$ 967.00
	Aviben	6/30/2023	0230630BFTSEC	TSA Benefit	0	\$ 76.93
	Aviben	6/30/2023	0230630BFTSFR	TSA Benefit	0	\$ 346.18
	Aviben	6/30/2023	0230630BFTSGR	Payroll accrual	0	\$ 96.16
	Aviben	6/30/2023	0230630BFTSHO	TSA Benefit	0	\$ 57.70
	Aviben	6/30/2023	0230630BFTSIN	TSA Benefits	0	\$ 279.05
	Aviben	6/30/2023	0230630BFTSMC	TSA Benefit	0	\$ 96.16
	Aviben	6/30/2023	0230630BFTSST	TSA Benefit	0	\$ 76.93
	Aviben	6/30/2023	0230630BFTSVA	TSA Benefit	0	\$ 580.88
	Aviben	6/30/2023	0230630BFTSVA	TSA Benefit	0	\$ 80.77
Aviben	6/30/2023	0230630BFTSVA	TSA Benefits	0	\$ 96.16	
202201861	Empower Retirement	6/30/2023	0230630BDDEFC	Payroll accrual	0	\$ 130.00
	Empower Retirement	6/30/2023	0230630BFHCSI	HCSF	0	\$ 1,995.40

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202201862	Empower Retirement	6/30/2023	0230630BFHCS	HCSP	0	\$ 199.81
	Internal Revenue Service	6/30/2023	0230630BDFIC	Payroll accrual	0	\$ 9,155.04
	Internal Revenue Service	6/30/2023	0230630BDFIC	Payroll accrual	0	\$ 489.09
	Internal Revenue Service	6/30/2023	20230630BDFTA	Payroll accrual	0	\$ 508.47
	Internal Revenue Service	6/30/2023	20230630BDFTX	Payroll accrual	0	\$ 12,179.79
	Internal Revenue Service	6/30/2023	20230630BDFTX	Payroll accrual	0	\$ 692.28
	Internal Revenue Service	6/30/2023	0230630BDMDC	Payroll accrual	0	\$ 2,141.10
	Internal Revenue Service	6/30/2023	0230630BDMDC	Payroll accrual	0	\$ 114.39
	Internal Revenue Service	6/30/2023	0230630BFFIC	FICA Benefit	0	\$ 9,155.04
	Internal Revenue Service	6/30/2023	0230630BFFIC	FICA Benefit	0	\$ 489.09
	Internal Revenue Service	6/30/2023	0230630BFMDC	Medicare Benefit	0	\$ 2,141.10
	Internal Revenue Service	6/30/2023	0230630BFMDC	Medicare Benefit	0	\$ 114.39
202201863	MINNESOTA REVENUE	6/30/2023	0230630BDSIT	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	6/30/2023	0230630BDSITM	Payroll accrual	0	\$ 5,853.36
	MINNESOTA REVENUE	6/30/2023	0230630BDSITM	Payroll accrual	0	\$ 337.85
202201864	MN Teachers Retirement Association	6/30/2023	0230630BDTRA	Payroll accrual	0	\$ 11,945.51
	MN Teachers Retirement Association	6/30/2023	0230630BDTRA	Payroll accrual	0	\$ 605.78
	MN Teachers Retirement Association	6/30/2023	0230630BFTRA	TRA Benefit	0	\$ 13,617.85
	MN Teachers Retirement Association	6/30/2023	0230630BFTRA	TRA Benefit	0	\$ 690.59
202201865	Aviben	6/28/2023	0230628ADTSAI	Payroll accrual	0	\$ 173.08
	Aviben	6/28/2023	0230628ADTSAN	Payroll accrual	0	\$ 192.32
	Aviben	6/28/2023	0230628ADTSAN	Payroll accrual	0	\$ 96.16
	Aviben	6/28/2023	0230628ADTSAE	Payroll accrual	0	\$ 1,034.07
	Aviben	6/28/2023	0230628ADTSEC	Payroll accrual	0	\$ 2,004.28
	Aviben	6/28/2023	0230628ADTSEC	Payroll accrual	0	\$ 76.93
	Aviben	6/28/2023	0230628ADTSFR	Payroll accrual	0	\$ 984.64
	Aviben	6/28/2023	0230628ADTSGR	Payroll accrual	0	\$ 384.62
	Aviben	6/28/2023	0230628ADTSHC	Payroll accrual	0	\$ 92.31
	Aviben	6/28/2023	0230628ADTSIN	Payroll accrual	0	\$ 646.16
	Aviben	6/28/2023	0230628ADTSMC	Payroll accrual	0	\$ 96.16
	Aviben	6/28/2023	0230628ADTSSY	Payroll accrual	0	\$ 200.00
	Aviben	6/28/2023	0230628ADTSV	Payroll accrual	0	\$ 2,203.63
	Aviben	6/28/2023	0230628ADTSV	Payroll accrual	0	\$ 134.40

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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Aviben	6/28/2023	0230628ADTSVA	Payroll accrual	0	\$ 1,550.00
	Aviben	6/28/2023	0230628AFTSAI	TSA Benefit	0	\$ 92.32
	Aviben	6/28/2023	0230628AFTSAM	TSA Benefit	0	\$ 192.32
	Aviben	6/28/2023	0230628AFTSAM	TSA Benefit	0	\$ 96.16
	Aviben	6/28/2023	0230628AFTSAS	TSA Benefit	0	\$ 286.52
	Aviben	6/28/2023	0230628AFTSEC	TSA Benefit	0	\$ 967.00
	Aviben	6/28/2023	0230628AFTSEC	TSA Benefit	0	\$ 76.93
	Aviben	6/28/2023	0230628AFTSFR	TSA Benefit	0	\$ 346.18
	Aviben	6/28/2023	0230628AFTSGR	Payroll accrual	0	\$ 96.16
	Aviben	6/28/2023	0230628AFTSHO	TSA Benefit	0	\$ 57.70
	Aviben	6/28/2023	0230628AFTSIN	TSA Benefits	0	\$ 279.05
	Aviben	6/28/2023	0230628AFTSMC	TSA Benefit	0	\$ 96.16
	Aviben	6/28/2023	0230628AFTSST	TSA Benefit	0	\$ 76.93
	Aviben	6/28/2023	0230628AFTSVA	TSA Benefit	0	\$ 580.88
	Aviben	6/28/2023	0230628AFTSVA	TSA Benefit	0	\$ 80.77
	Aviben	6/28/2023	0230628AFTSVA	TSA Benefits	0	\$ 96.16
202201866	Empower Retirement	6/28/2023	0230628ADDFC	Payroll accrual	0	\$ 130.00
	Empower Retirement	6/28/2023	0230628AFHCS	HCSP	0	\$ 1,995.40
	Empower Retirement	6/28/2023	0230628AFHCS	HCSP	0	\$ 199.81
202201867	Internal Revenue Service	6/28/2023	0230628ADFIC	Payroll accrual	0	\$ 9,345.23
	Internal Revenue Service	6/28/2023	0230628ADFIC	Payroll accrual	0	\$ 489.09
	Internal Revenue Service	6/28/2023	0230628ADFTA	Payroll accrual	0	\$ 508.47
	Internal Revenue Service	6/28/2023	0230628ADFTA	Payroll accrual	0	\$ 12,675.25
	Internal Revenue Service	6/28/2023	0230628ADFTA	Payroll accrual	0	\$ 692.28
	Internal Revenue Service	6/28/2023	0230628ADMDC	Payroll accrual	0	\$ 2,185.59
	Internal Revenue Service	6/28/2023	0230628ADMDC	Payroll accrual	0	\$ 114.39
	Internal Revenue Service	6/28/2023	0230628AFFIC	FICA Benefit	0	\$ 9,345.23
	Internal Revenue Service	6/28/2023	0230628AFFIC	FICA Benefit	0	\$ 489.09
	Internal Revenue Service	6/28/2023	0230628AFMDC	Medicare Benefit	0	\$ 2,185.59
	Internal Revenue Service	6/28/2023	0230628AFMDC	Medicare Benefit	0	\$ 114.39
202201868	MINNESOTA REVENUE	6/28/2023	0230628ADSIT	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	6/28/2023	0230628ADSITM	Payroll accrual	0	\$ 6,036.97
	MINNESOTA REVENUE	6/28/2023	0230628ADSITM	Payroll accrual	0	\$ 337.85

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202201869	MN Teachers Retirement Association	6/28/2023	0230628ADTRA	Payroll accrual	0	\$ 12,177.01
	MN Teachers Retirement Association	6/28/2023	0230628ADTRA	Payroll accrual	0	\$ 605.78
	MN Teachers Retirement Association	6/28/2023	0230628AFTRA	TRA Benefit	0	\$ 13,881.77
	MN Teachers Retirement Association	6/28/2023	0230628AFTRA	TRA Benefit	0	\$ 690.59
202201870	Aviben	6/30/2023	0230630CDTSAI	Payroll accrual	0	\$ 173.00
	Aviben	6/30/2023	0230630CDTSAN	Payroll accrual	0	\$ 192.00
	Aviben	6/30/2023	0230630CDTSAN	Payroll accrual	0	\$ 96.00
	Aviben	6/30/2023	0230630CDTSAS	Payroll accrual	0	\$ 1,033.73
	Aviben	6/30/2023	0230630CDTSEC	Payroll accrual	0	\$ 2,003.22
	Aviben	6/30/2023	0230630CDTSEC	Payroll accrual	0	\$ 76.75
	Aviben	6/30/2023	0230630CDTSFR	Payroll accrual	0	\$ 984.00
	Aviben	6/30/2023	0230630CDTSGR	Payroll accrual	0	\$ 384.50
	Aviben	6/30/2023	0230630CDTSHO	Payroll accrual	0	\$ 92.25
	Aviben	6/30/2023	0230630CDTSIN	Payroll accrual	0	\$ 646.00
	Aviben	6/30/2023	0230630CDTSMC	Payroll accrual	0	\$ 96.00
	Aviben	6/30/2023	0230630CDTSSY	Payroll accrual	0	\$ 200.00
	Aviben	6/30/2023	0230630CDTSVA	Payroll accrual	0	\$ 2,202.85
	Aviben	6/30/2023	0230630CDTSVA	Payroll accrual	0	\$ 134.40
	Aviben	6/30/2023	0230630CDTSVA	Payroll accrual	0	\$ 1,550.00
	Aviben	6/30/2023	0230630CFTSAI	TSA Benefit	0	\$ 92.00
	Aviben	6/30/2023	0230630CFTSAN	TSA Benefit	0	\$ 192.00
202201870	Aviben	6/30/2023	0230630CFTSAN	TSA Benefit	0	\$ 96.00
	Aviben	6/30/2023	0230630CFTSAS	TSA Benefit	0	\$ 286.18
	Aviben	6/30/2023	0230630CFTSEC	TSA Benefit	0	\$ 965.00
	Aviben	6/30/2023	0230630CFTSEC	TSA Benefit	0	\$ 76.75
	Aviben	6/30/2023	0230630CFTSFR	TSA Benefit	0	\$ 345.50
	Aviben	6/30/2023	0230630CFTSGR	Payroll accrual	0	\$ 96.00
	Aviben	6/30/2023	0230630CFTSHO	TSA Benefit	0	\$ 57.50
	Aviben	6/30/2023	0230630CFTSIN	TSA Benefits	0	\$ 278.55
	Aviben	6/30/2023	0230630CFTSMC	TSA Benefit	0	\$ 96.00
	Aviben	6/30/2023	0230630CFTSST	TSA Benefit	0	\$ 76.75
	Aviben	6/30/2023	0230630CFTSVA	TSA Benefit	0	\$ 580.17
	Aviben	6/30/2023	0230630CFTSVA	TSA Benefit	0	\$ 80.64

Payable Summary  
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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Aviben	6/30/2023	0230630CFTSVA	TSA Benefits	0	\$ 96.00
202201871	Empower Retirement	6/30/2023	0230630CDDEF	Payroll accrual	0	\$ 130.00
	Empower Retirement	6/30/2023	0230630CFHCSI	HCSP	0	\$ 1,991.87
	Empower Retirement	6/30/2023	0230630CFHCSI	HCSP	0	\$ 199.27
202201872	Internal Revenue Service	6/30/2023	0230630CDFIC/	Payroll accrual	0	\$ 9,266.96
	Internal Revenue Service	6/30/2023	0230630CDFIC/	Payroll accrual	0	\$ 489.07
	Internal Revenue Service	6/30/2023	20230630CDFTA	Payroll accrual	0	\$ 508.47
	Internal Revenue Service	6/30/2023	20230630CDFTX	Payroll accrual	0	\$ 12,457.34
	Internal Revenue Service	6/30/2023	20230630CDFTX	Payroll accrual	0	\$ 692.23
	Internal Revenue Service	6/30/2023	0230630CDMDC	Payroll accrual	0	\$ 2,167.31
	Internal Revenue Service	6/30/2023	0230630CDMDC	Payroll accrual	0	\$ 114.38
	Internal Revenue Service	6/30/2023	0230630CFFIC/	FICA Benefit	0	\$ 9,266.96
	Internal Revenue Service	6/30/2023	0230630CFFIC/	FICA Benefit	0	\$ 489.07
	Internal Revenue Service	6/30/2023	0230630CFMDC	Medicare Benefit	0	\$ 2,167.31
	Internal Revenue Service	6/30/2023	0230630CFMDC	Medicare Benefit	0	\$ 114.38
202201873	MINNESOTA REVENUE	6/30/2023	0230630CDSIT/	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	6/30/2023	0230630CDSITM	Payroll accrual	0	\$ 5,959.73
	MINNESOTA REVENUE	6/30/2023	0230630CDSITM	Payroll accrual	0	\$ 337.82
202201874	MN Teachers Retirement Association	6/30/2023	0230630CDTRA	Payroll accrual	0	\$ 12,083.29
	MN Teachers Retirement Association	6/30/2023	0230630CDTRA	Payroll accrual	0	\$ 605.78
	MN Teachers Retirement Association	6/30/2023	0230630CFTRA/	TRA Benefit	0	\$ 13,774.89
	MN Teachers Retirement Association	6/30/2023	0230630CFTRA/	TRA Benefit	0	\$ 690.59
202300001- 202300169	BMO	7/3/2023	Jun-23	See Attached Detail Report	0	\$ 26,222.32
222300077	Bennett, Kendra	6/21/2023	ERIN20230605A	5/1/2023-5/31/2023 mileage to and from bank	0	\$ 44.84
222300078	Casareto, Anthony	6/21/2023	60623	Reimbursement for online payments for May 2023 drivers training	0	\$ 625.00
222300079	Christianson, Rosa	6/21/2023	ERIN20230531A	4/3/2023-4/28/2023 Travel between FES to FHS -April 2023	0	\$ 9.90
222300080	Erickson, Jennifer	6/21/2023	ERIN20230517A	1/2/2023-5/15/2023 Phone	0	\$ 250.00

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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
				Reimbursement for Early Morning Call Ins		
222300081	Hamers, Katie	6/21/2023	50523	Reimbursement Voucher for mileage	0	\$ 158.00
222300082	Holt, Thomas	6/21/2023	ERIN20230608A	1/1/2022-6/30/2023 Cell Phone	0	\$ 450.00
222300083	Tate, Melissa	6/21/2023	ERIN20230609A	1/1/2023-6/30/2023 Cell Phone	0	\$ 450.00
222300084	Wilson, June	6/21/2023	ERIN20230605A	5/1/2023-5/31/2023 transport between school buildings with personal vehicle	0	\$ 36.68
222300085	AFSCME Council 65	6/16/2023	0230616ADAFS:	Payroll accrual	0	\$ 897.78
	AFSCME Council 65	6/16/2023	0230616ADAFS:	Payroll accrual	0	\$ 280.14
	AFSCME Council 65	6/16/2023	0230616ADAFSL	Payroll accrual	0	\$ 15.00
	AFSCME Council 65	6/16/2023	0230616ADAFSL	Payroll accrual	0	\$ 7.00
222300086	Everson, Timothy	6/28/2023	ERIN20230620A	6/16/2023 Cell Phone	0	\$ 450.00
				Reimbursement		
222300087	Foss, Ashley	6/28/2023	ERIN20230626A	5/1/2023-5/4/2023 Drive to bus garage	0	\$ 21.56
222300088	Grover, Kevin	6/28/2023	62223	meal reimbursement MASA meeting	0	\$ 18.35
222300089	Peterson, Paul	6/28/2023	ERIN20230626A	5/1/2023-5/31/2023 Homebased travel.	0	\$ 17.03
222300090	West, Lisa	6/28/2023	62623	Cell phone reimbursement as per contract, January-June 2023	0	\$ 359.97
222300091	Sandberg, John	6/30/2023	60923	Boys Track State Meet Hotel Rooms	2922300067	\$ 1,087.35
222300092	Scholler, Angela	6/30/2023	62823	Cell Phone Reimbursement	0	\$ 225.00
222300093	Slatinski, BethAnne	6/30/2023	62823	Cell phone reimbursement Jan-June 2023	0	\$ 450.00
<b>Total</b>						<b>\$ 1,077,128.05</b>

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8319	06/23/2023	10847	JOHNSBAR002	Johnson Barbara J	Super One Foods, International,	SUPER ON000	06/27/2023		Invoiced	A	96.27
	2	Summer School Cooking Supplies			1302300313	Missy's C/C00000	07/03/2023	96.27			
	06/21/2023	10846	JOHNSBAR002	Johnson Barbara J	Super One Foods, International,	SUPER ON000	06/27/2023		Invoiced	A	62.49
	2	Summer School Cooking Supplies			1302300313	Missy's C/C00001	07/03/2023	62.49			
	06/20/2023	10845	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US C09uf4gh3, Amzn.Co	AMAZON B000	06/27/2023		Invoiced	A	537.42
	2	Elmer's Liquid School Glue, Washable, 1 Gallon			1302300311	Missy's C/C00002	07/03/2023	475.95			
	3	SC Johnson Professional Ziploc Quart Food Stor			1302300311	Missy's C/C00002	07/03/2023	40.49			
	4	Pure Original Ingredients Calcium Chloride (2			1302300311	Missy's C/C00002	07/03/2023	14.99			
	5	Shipping - Cost of shipping, not including shi			1302300311	Missy's C/C00002	07/03/2023	5.99			
	06/19/2023	10741	JOHNSBAR002	Johnson Barbara J	County Market, International, M	COUNTY M000	06/20/2023		Invoiced	A	242.47
	2	Summer School Cooking Supplies			1302300312	Missy's C/C00003	07/03/2023	242.47			
	06/15/2023	10739	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Rk2bd7t63, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	36.98
	2	[26 Pack] 4" Planter Nursery Pots Terracotta P			1302300310	Missy's C/C00004	07/03/2023	36.98			
	06/15/2023	10740	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Xm0sj4h73, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	31.76
	2	200 Pack Mini Hot Glue Sticks 4" and 0.27'' Di			1302300310	Missy's C/C00005	07/03/2023	31.76			
	06/14/2023	10735	JOHNSBAR002	Johnson Barbara J	Amzn Mktp Us, Amzn.Com/Bill, WA	AMAZON B000	06/20/2023		Invoiced	A	-1.22
	1					Missy's C/C00006	07/03/2023	-1.22			
	06/14/2023	10736	JOHNSBAR002	Johnson Barbara J	Amzn Mktp Us, Amzn.Com/Bill, WA	AMAZON B000	06/20/2023		Invoiced	A	-0.67
	1					Missy's C/C00006	07/03/2023	-0.67			
	06/14/2023	10737	JOHNSBAR002	Johnson Barbara J	Amzn Mktp Us, Amzn.Com/Bill, WA	AMAZON B000	06/20/2023		Invoiced	A	-1.22
	1					Missy's C/C00006	07/03/2023	-1.22			
	06/14/2023	10738	JOHNSBAR002	Johnson Barbara J	Amzn Mktp Us, Amzn.Com/Bill, WA	AMAZON B000	06/20/2023		Invoiced	A	-1.49
	1					Missy's C/C00006	07/03/2023	-1.49			
	06/13/2023	10733	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US L0lme19f3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	22.07
	2	[80 Pack - 9 oz.] Clear Disposable Plastic Cup			1302300310	Missy's C/C00007	07/03/2023	8.19			
	3	Upins 1000 Pcs Black Wiggle Googly Eyes with S			1302300310	Missy's C/C00007	07/03/2023	7.89			
	4	Shipping - Cost of shipping, not including shi			1302300310	Missy's C/C00007	07/03/2023	5.99			
	06/13/2023	10734	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Xf72t53z3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	63.13
	2	6" Jumbo Craft Sticks - Pack of 1,000ct			1302300310	Missy's C/C00008	07/03/2023	63.13			
	06/12/2023	10729	JOHNSBAR002	Johnson Barbara J	County Market, International, M	COUNTY M000	06/20/2023		Invoiced	A	291.80
	2	Summer School Cooking Supplies			1302300312	Missy's C/C00009	07/03/2023	291.80			
	06/12/2023	10730	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Sm0220dk3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	667.04
	2	Fun Express Makerspace Buttons Beads & Jewels			1302300310	Missy's C/C00010	07/03/2023	324.96			
	3	Fun Express Makerspace Craft Supplies Boredom			1302300310	Missy's C/C00010	07/03/2023	342.08			
	06/12/2023	10731	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Ohlyr71s3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	108.16
	2	200 Pack Mini Hot Glue Sticks 4" and 0.27'' Di			1302300310	Missy's C/C00011	07/03/2023	31.76			
	3	[26 Pack] 4" Planter Nursery Pots Terracotta P			1302300310	Missy's C/C00011	07/03/2023	73.96			
	5	Shipping - Cost of shipping, not including shi			1302300310	Missy's C/C00011	07/03/2023	2.44			

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XXXXXXXXXXXX8319		continued...									
	06/12/2023	10732	JOHNSBAR002	Johnson Barbara J	County Market, International, M	COUNTY M000	06/20/2023		Invoiced	A	25.44
		2		Summer School Cooking Supplies	1302300312	Missy's C/C00012	07/03/2023	25.44			
	06/09/2023	10725	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US U50s18a03, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	111.22
		2		Tie Dye Party Kit for Kids & Adults - 36 Large	1302300310	Missy's C/C00013	07/03/2023	110.55			
		4		Shipping - Cost of shipping, not including shi	1302300310	Missy's C/C00013	07/03/2023	0.67			
	06/09/2023	10726	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Zx8rj9dh3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	229.33
		2		TBF (12 Pack) Set of 12 Durable Cotton Canvas	1302300310	Missy's C/C00014	07/03/2023	229.33			
	06/09/2023	10727	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US X157p6sg3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	367.00
		2		PAPER,CONST,18X24,BLK,50SH	1302300310	Missy's C/C00015	07/03/2023	367.00			
	06/09/2023	10728	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Q26xm7wo3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	29.40
		2		Carolina long grain rice 25 LB	1302300310	Missy's C/C00016	07/03/2023	29.40			
	06/06/2023	10724	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Mt9yb2xy3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	102.94
		3		Toddlers Montessori Wooden Educational Toys fo	1302300295	Missy's C/C00017	07/03/2023	17.99			
		4		NiToy Spinning Stacking Toy for Kids, Rainbow	1302300295	Missy's C/C00017	07/03/2023	17.99			
		5		ReeRaa Crawling Crab Baby Toy Infant Tummy tim	1302300295	Missy's C/C00017	07/03/2023	18.99			
		6		Suction Toys for Kids 10 Pcs Sucker Toys for T	1302300295	Missy's C/C00017	07/03/2023	19.99			
		7		Black and White High Contrast Baby Toys 0-6 6-	1302300295	Missy's C/C00017	07/03/2023	13.99			
		8		Montessori Toys for Babies: Sensory Montessori	1302300295	Missy's C/C00017	07/03/2023	13.99			
	06/05/2023	10722	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US V80o69ba3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	390.71
		2		LEGO Classic Medium Creative Brick Box 10696 B	1302300309	Missy's C/C00018	07/03/2023	139.52			
		3		Taken All 82 Piece Windows & Doors & Fences Se	1302300309	Missy's C/C00018	07/03/2023	38.40			
		4		LVHERO 8 Pack Classic Baseplates Building Plat	1302300309	Missy's C/C00018	07/03/2023	53.97			
		5		Lekebaby Classic 1500 Pieces Building Bricks K	1302300309	Missy's C/C00018	07/03/2023	158.82			
	06/05/2023	10723	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Lm7fb51c3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	111.27
		2		WATINC Dinosaur Felt-Board Stories Set 3.5Ft 3	1302300304	Missy's C/C00019	07/03/2023	19.99			
		3		Rhythm Music Sticks Wood Classroom Music Rhyth	1302300304	Missy's C/C00019	07/03/2023	31.99			
		4		Learning Resources Gator Grabber Tweezers - 12	1302300304	Missy's C/C00019	07/03/2023	13.31			
		5		Magnetic Sentence Strips, Dry Erase Boards Cla	1302300304	Missy's C/C00019	07/03/2023	17.99			
		6		Craftstory 130 Pcs Alphabet Letters-Felt Flann	1302300304	Missy's C/C00019	07/03/2023	27.99			
	06/02/2023	10720	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US L38ph8eh3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	52.75
		2		Really Good Stuff Jumbo Magnetic Draw and Writ	1302300304	Missy's C/C00020	07/03/2023	24.76			
		3		Learning Resources Preschool Puzzle Cards, ABC	1302300304	Missy's C/C00020	07/03/2023	27.99			
	06/02/2023	10721	JOHNSBAR002	Johnson Barbara J	Amzn Mktp US Fi6hk2fn3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	385.11
		2		Raina Telgemeier Collection Box Set (Smile, Dr	1302300296	Missy's C/C00021	07/03/2023	39.58			
		3		Diper ã-verlãde (Diary of a Wimpy Kid Book 17	1302300296	Missy's C/C00021	07/03/2023	17.58			
		4		Harry Potter 7 Books Set The Complete Collecti	1302300296	Missy's C/C00021	07/03/2023	38.99			
		5		The 39 Clues Series Complete Collection Books	1302300296	Missy's C/C00021	07/03/2023	44.00			

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	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8319	continued...										
	6	The Fishing Chronicles Series			1302300296	Missy's C/C00021	07/03/2023	59.95			
	7	The Big Nate Collection Series 8 Books Box Set			1302300296	Missy's C/C00021	07/03/2023	39.99			
	8	Hometown Hunters Full Collection			1302300296	Missy's C/C00021	07/03/2023	68.95			
	9	Dog Man: The Supa Buddies Mega Collection: Fro			1302300296	Missy's C/C00021	07/03/2023	76.07			
06/01/2023	10719	JOHNSBAR002 Johnson Barbara J			Amzn Mktp US O49qo9vd3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	79.99
	2	Crayola Broad Line Markers, Bulk School Suppli			1302300290	Missy's C/C00022	07/03/2023	79.99			
06/01/2023	10751	JOHNSBAR002 Johnson Barbara J			County Market, International, M	COUNTY M000	06/20/2023		Invoiced	A	52.74
	1	Summer School Supplies				Missy's C/C00023	07/03/2023	52.74			
05/31/2023	10747	JOHNSBAR002 Johnson Barbara J			Amazon.Com 4g75flc93, Amzn.Com/	AMAZON B000	06/20/2023		Invoiced	A	83.57
	2	The One and Only Ruby (One and Only Ivan)			1302300303	Missy's C/C00024	07/03/2023	11.99			
	3	The Baby-sitters Club Graphic Novels #1-7: A G			1302300303	Missy's C/C00024	07/03/2023	44.98			
	4	Sing a Song of Seasons: A Nature Poem for Each			1302300303	Missy's C/C00024	07/03/2023	26.60			
05/31/2023	10748	JOHNSBAR002 Johnson Barbara J			Amzn Mktp US Ge2g568j3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	241.38
	5	IRIS USA 6 Quart Large Clear Plastic Storage B			1302300306	Missy's C/C00025	07/03/2023	121.47			
	6	Browill Magnetic Dry Erase Markers, Fine Tip L			1302300306	Missy's C/C00025	07/03/2023	79.92			
	7	Gamenote Magnetic Small White Board Set - Doub			1302300306	Missy's C/C00025	07/03/2023	39.99			
05/31/2023	10749	JOHNSBAR002 Johnson Barbara J			Amazon.Com Ha9si50v3, Amzn.Com/	AMAZON B000	06/20/2023		Invoiced	A	111.32
	10	The One and Only Ruby (One and Only Ivan)			1302300297	Missy's C/C00026	07/03/2023	11.99			
	11	Jessi's Secret Language: A Graphic Novel (The			1302300297	Missy's C/C00026	07/03/2023	10.99			
	12	Mary Anne's Bad Luck Mystery: A Graphic Novel			1302300297	Missy's C/C00026	07/03/2023	9.74			
	13	Diper A-verlAde (Diary of a Wimpy Kid Book 17			1302300297	Missy's C/C00026	07/03/2023	8.79			
	14	The Coolest Stuff on Earth: A Closer Look at t			1302300297	Missy's C/C00026	07/03/2023	14.59			
	15	That's Fact-tastic!: Mind-blowing, Eye-popping			1302300297	Missy's C/C00026	07/03/2023	17.99			
	16	National Geographic Kids Dinosaur Atlas			1302300297	Missy's C/C00026	07/03/2023	21.94			
	17	Weird But True World 2023: Incredible facts, a			1302300297	Missy's C/C00026	07/03/2023	15.29			
05/31/2023	10750	JOHNSBAR002 Johnson Barbara J			Amzn Mktp US Uv0694lr3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	30.99
	2	PO# 1302300281				Missy's C/C00006	07/03/2023	30.99			
05/30/2023	10746	JOHNSBAR002 Johnson Barbara J			Amzn Mktp US B43r723b3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	378.69
	2	2.5 lb Wholesale Large Pony Beads (6x9 mm) Buc			1302300290	Missy's C/C00027	07/03/2023	15.26			
	3	Classroom Headphones-Bulk 10-Pack, Student On			1302300290	Missy's C/C00027	07/03/2023	239.91			
	4	5200 5mm Fuse Beads kit for Kids 80 Patterns 3			1302300290	Missy's C/C00027	07/03/2023	19.98			
	5	Avery Marks-A-Lot Large Desk-Style Chisel Tip,			1302300290	Missy's C/C00027	07/03/2023	20.53			
	6	IRIS USA 6.7 Qt. Plastic Storage Container Bin			1302300290	Missy's C/C00027	07/03/2023	83.01			
05/29/2023	10742	JOHNSBAR002 Johnson Barbara J			Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	89.19
	2	Whole invoice refunded due to charging tax. Se				Missy's C/C00028	07/03/2023	89.19			
05/29/2023	10743	JOHNSBAR002 Johnson Barbara J			Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	82.31
	2	2x4x8 Construction Stud			1302300307	Missy's C/C00029	07/03/2023	15.90			

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	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8319	continued...										
	3	3/4" MDF 4x4 handi-panel			1302300307	Missy's C/C00029	07/03/2023	29.99			
	4	Paint and Paint Recovery Fee				Missy's C/C00028	07/03/2023	14.47			
	5	27 QT Clearview Latch Bo				Missy's C/C00028	07/03/2023	16.98			
	6	10" All Purpose Glue STC				Missy's C/C00028	07/03/2023	4.97			
05/29/2023		10744 JOHNSBAR002 Johnson Barbara J			Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	-89.19
	1	Whole invoice refunded due to charging tax. PO				Missy's C/C00028	07/03/2023	-89.19			
05/29/2023		10745 JOHNSBAR002 Johnson Barbara J			Amzn Mktp US Sk8lv3s03, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	43.64
	2	The Baby-sitters Club Graphic Novels #1-7: A G			1302300296	Missy's C/C00030	07/03/2023	43.64			
											36 transaction(s) for XXXXXXXXXXXX8319. Total Amount ==>> 5,064.79
XXXXXXXXXXXX8327	06/05/2023	10756 HEISSVIC000 Heiss Victoria L			Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	106.16
	2	TOTAL FOR SUPPLIES -8.20 TAXES			3002300147	Tim E's C/C's00000	07/03/2023	106.16			
06/05/2023		10757 HEISSVIC000 Heiss Victoria L			Soundnorth, International, MN,	SOUND NO000	06/20/2023		Invoiced	A	312.00
	2	2023 GRADUATION PROGRAMS 400			3002300146	Tim E's C/C's00001	07/03/2023	312.00			
06/05/2023		10758 HEISSVIC000 Heiss Victoria L			Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	-8.20
	2	REIMBURSEMENT TAXES			3002300147	Tim E's C/C's00002	07/03/2023	-8.20			
06/01/2023		10759 HEISSVIC000 Heiss Victoria L			Battalion Distributing, Intl Fa	BATTALIO000	06/20/2023		Invoiced	A	-96.15
	1	CREDIT OVER CHARGED FOR AN ITEM KATIE HAMERS				Tim E's C/C's00003	07/03/2023	-96.15			
05/31/2023		10761 HEISSVIC000 Heiss Victoria L			Lucky 7 Outdoorsmans P, Intl Fa		06/20/2023		Invoiced	A	147.52
	1	REWARD DAY JAY BOYLE				Tim E's C/C's00004	07/03/2023	147.52			
05/31/2023		10762 HEISSVIC000 Heiss Victoria L			Dairy Queen #11342, Intl Falls,	DAIRY QU000	06/20/2023		Invoiced	A	150.00
	1	REWARDS DAY CAROL JAKSA				Tim E's C/C's00005	07/03/2023	150.00			
05/31/2023		10763 HEISSVIC000 Heiss Victoria L			Sq Border Boost, International,	BORDER B003	06/20/2023		Invoiced	A	150.00
	1	REWARD DAY PRIZES CAROL JAKSA				Tim E's C/C's00006	07/03/2023	150.00			
05/29/2023		10760 HEISSVIC000 Heiss Victoria L			Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	254.93
	1	REWARD DAY KATIE HAMERS				Tim E's C/C's00007	07/03/2023	254.93			
											8 transaction(s) for XXXXXXXXXXXX8327. Total Amount ==>> 1,016.26
XXXXXXXXXXXX8335	06/22/2023	10848 SteelEug000 Steele Eugene L			Oreilly Auto Parts 39, Internat	O'REILLY000	06/27/2023		Invoiced	A	15.87
	2	Transportation Supplies			7602300007	Gene's C/C00000	07/03/2023	15.87			
06/14/2023		10766 SteelEug000 Steele Eugene L			Napa Falls Suply 00229, Interna	NAPA FAL000	06/20/2023		Invoiced	A	34.53
	2	Transportation Supplies			7602300005	Gene's C/C00001	07/03/2023	34.53			
06/08/2023		10764 SteelEug000 Steele Eugene L			Mannco Trucking Inc, Internatio	MANNCO T000	06/20/2023		Invoiced	A	282.77
	2	Mannco Blanket P.O. Transportation			7602300002	Gene's C/C00002	07/03/2023	282.77			
06/08/2023		10765 SteelEug000 Steele Eugene L			Rainy Lake Oil Inc, Internation	KEEP ENT000	06/20/2023		Invoiced	A	41.50
	1	Repair nail in tire				Gene's C/C00003	07/03/2023	41.50			
											4 transaction(s) for XXXXXXXXXXXX8335. Total Amount ==>> 374.67

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX7362	06/20/2023	10849			Midco, 800-888-1300, MN, 55435,	MIDCONTI000	06/27/2023		Invoiced	A	37.06
	2	FES Fax Line			1102300022 Stacy's C/C00000	07/03/2023	37.06				
	06/19/2023	10771			Dochub.Com/Bill, Brookline, MA,		06/20/2023		Invoiced	A	120.00
	1	Google Doc Electronic Signature Site License			Stacy's C/C00001	07/03/2023	120.00				
	06/09/2023	10770			Close Out Bats, 2016644916, NJ,	CLOSE OU000	06/20/2023		Invoiced	A	-7.56
	2	Rawlings Lineup Card Case			2922300069 Stacy's C/C00002	07/03/2023	-7.56				
	06/08/2023	10769			Close Out Bats, 2016644916, NJ,	CLOSE OU000	06/20/2023		Invoiced	A	117.51
	2	Mizuno MVP Prime Series 34" Catchers Mitt			2922300069 Stacy's C/C00003	07/03/2023	109.95				
	3	Rawlings Lineup Card Case			2922300069 Stacy's C/C00003	07/03/2023	7.56				
	06/06/2023	10767			Asbo, Ashburn, VA, 20147, US		06/20/2023		Invoiced	A	724.00
	2	ASBO Membership Dues & Training			1102300073 Stacy's C/C00004	07/03/2023	724.00				
	06/06/2023	10768			Masbo, Saint Paul, MN, 55114, U	MASBO 000	06/20/2023		Invoiced	A	110.00
	2	FY24 MASBO Dues			1102300074 Stacy's C/C00005	07/03/2023	110.00				
	05/31/2023	10774			Usps Po 2647200549, Intl Falls,	POSTMAST000	06/20/2023		Invoiced	A	14.25
	2	Postage for Business Office, Payroll mailings			1102300072 Stacy's C/C00006	07/03/2023	14.25				
	05/30/2023	10772			Midco, 800-888-1300, MN, 55435,	MIDCONTI000	06/20/2023		Invoiced	A	82.37
	2	FHS Fax Line			1102300022 Stacy's C/C00007	07/03/2023	82.37				
	05/30/2023	10773			Midco, 800-888-1300, MN, 55435,	MIDCONTI000	06/20/2023		Invoiced	A	104.09
	2	Internet Service for Bus Garage			7602300010 Stacy's C/C00008	07/03/2023	104.09				
					9 transaction(s) for XXXXXXXXXXXX7362. Total Amount ==>						1,301.72
XXXXXXXXXXXX7132	06/26/2023	10862	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	06/27/2023		Invoiced	A	97.70
	2	Transportation Supplies			7602300007 Jeremy's C/C's00000	07/03/2023	97.70				
	06/23/2023	10861	ANDERJER000	Anderson Jeremy R	Eckman Chevrolet Buick, Intl Fa	ECKMAN C000	06/27/2023		Invoiced	A	32.20
	1	trouble shoot trouble light on van			Jeremy's C/C's00001	07/03/2023	32.20				
					2 transaction(s) for XXXXXXXXXXXX7132. Total Amount ==>						129.90
XXXXXXXXXXXX5747	06/26/2023	10844	GROVEKEV000	Grover Kevin K	Tobies Station Inc, Hinckley, M		06/27/2023		Invoiced	A	47.00
	1				Kevin's C/C's00000	07/03/2023	47.00				
	06/22/2023	10843	GROVEKEV000	Grover Kevin K	Sp Mshsl, Brooklyn Cent, MN, 55	MSHSL 000	06/27/2023		Invoiced	A	149.11
	2	mshsl books			2922400000 Kevin's C/C's00001	07/03/2023	149.11				
	06/21/2023	10842	GROVEKEV000	Grover Kevin K	Mniaaa, San Francisco, CA, 9415	MNIAAA 000	06/27/2023		Invoiced	A	355.00
	2	Conference registration			2922300070 Kevin's C/C's00002	07/03/2023	355.00				
	06/15/2023	10715	GROVEKEV000	Grover Kevin K	1430 Bois Forte Road, Tower, MN		06/20/2023		Invoiced	A	-157.59
	1				Kevin's C/C's00000	07/03/2023	-157.59				
	06/15/2023	10716	GROVEKEV000	Grover Kevin K	1430 Bois Forte Road, Tower, MN		06/20/2023		Invoiced	A	157.59
	1				Kevin's C/C's00000	07/03/2023	157.59				



Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description	PO Number	Invoice Number	Invoice Dt	Amount					
						15 transaction(s) for XXXXXXXXXXXX7648. Total Amount ==>>					1,265.12
XXXXXXXXXXXX2314	06/16/2023	10829	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US P021o91j3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	144.49
	2	Arkwright Herringbone Kitchen Tea Towels - (Pa	7702300024	Karla's C/C00000	07/03/2023	24.74					
	3	Avalon Towels Terry Bar Mop Towels (Value Pack	7702300024	Karla's C/C00000	07/03/2023	69.98					
	4	GROBRO7 5Pack Pocket Pot Holders Cotton Heat R	7702300024	Karla's C/C00000	07/03/2023	47.96					
	5	Shipping - Cost of shipping, not including shi	7702300024	Karla's C/C00000	07/03/2023	1.81					
	06/14/2023	10828	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US X93rc2cb3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	1,057.97
	2	7 Inch Breast Cancer Awareness Cheerleader Bow	2502300045	Karla's C/C00001	07/03/2023	45.98					
	3	40 Packs 1.4 inch Mini Football Sports Stress	2502300045	Karla's C/C00001	07/03/2023	101.94					
	4	Refill Solution for Bubble Machines and Bubble	2502300045	Karla's C/C00001	07/03/2023	23.98					
	5	novelinks 50 Pcs 6'' Premium Glow Sticks Bulk	2502300045	Karla's C/C00001	07/03/2023	35.78					
	6	RTBOFY 12 Pack Blue Heart Sunglasses, Heart Sh	2502300045	Karla's C/C00001	07/03/2023	15.59					
	7	GiftExpress Patriotic Red White Blue Sequin Bl	2502300045	Karla's C/C00001	07/03/2023	134.91					
	8	Hot Pink Mardi Gras Beads 33 inch 7mm, 6 Dozen	2502300045	Karla's C/C00001	07/03/2023	59.97					
	9	Large Football Themed Birthday Party Banner, S	2502300045	Karla's C/C00001	07/03/2023	25.98					
	10	48 Pcs Breast Cancer Awareness Bracelets Pink	2502300045	Karla's C/C00001	07/03/2023	31.98					
	11	Football Temporary Tattoos Stickers,20 Sheets	2502300045	Karla's C/C00001	07/03/2023	9.99					
	12	10 Pcs 4th of July Glitter Cheer Hair Bows 8''	2502300045	Karla's C/C00001	07/03/2023	50.97					
	13	12 Inch 100 Pcs Latex Metallic Chrome Balloons	2502300045	Karla's C/C00001	07/03/2023	28.00					
	14	6 Pack 10 Feet Foil Fringe Garland Metallic Ti	2502300045	Karla's C/C00001	07/03/2023	37.98					
	15	Purple Mardi Gras Beads 33 inch 7mm, 6 Dozen,	2502300045	Karla's C/C00001	07/03/2023	79.96					
	16	Bubble Machine Durable Automatic Bubble Blower	2502300045	Karla's C/C00001	07/03/2023	88.77					
	17	80 Pcs Fiber Optic Wands, Glow Wands LED Wand	2502300045	Karla's C/C00001	07/03/2023	58.99					
	18	PartySticks Glow Sticks Party Supplies 300pk -	2502300045	Karla's C/C00001	07/03/2023	39.50					
	19	120 Pack Glow Sticks Bracelets Glow in the Dar	2502300045	Karla's C/C00001	07/03/2023	43.99					
	20	xutengy 48Pcs 4th of July Party Favors Patriot	2502300045	Karla's C/C00001	07/03/2023	17.98					
	21	LITTLE FEATHER Red White and Blue 4th of July	2502300045	Karla's C/C00001	07/03/2023	55.96					
	22	12 Inch 100 Pcs Latex Metallic Chrome Dark Pur	2502300045	Karla's C/C00001	07/03/2023	28.00					
	23	24 Pack 80's Style Neon Party Sunglasses - Fun	2502300045	Karla's C/C00001	07/03/2023	35.80					
	24	Shipping - Cost of shipping, not including shi	2502300045	Karla's C/C00001	07/03/2023	5.97					
	06/09/2023	10825	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Oi0ck7ni3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	15.98
	2	24 Pack Kitchen Dishcloths - Does Not Shed Flu	7702300024	Karla's C/C00002	07/03/2023	9.99					
	3	Shipping - Cost of shipping, not including shi	7702300024	Karla's C/C00002	07/03/2023	5.99					
	06/09/2023	10826	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Qm96h2xc3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	144.14
	2	Arkwright Herringbone Kitchen Tea Towels - (Pa	7702300024	Karla's C/C00003	07/03/2023	24.74					
	3	Avalon Towels Terry Bar Mop Towels (Value Pack	7702300024	Karla's C/C00003	07/03/2023	69.98					
	4	GROBRO7 5Pack Pocket Pot Holders Cotton Heat R	7702300024	Karla's C/C00003	07/03/2023	47.96					

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2314	continued...										
	5	Shipping - Cost of shipping, not including shi			7702300024	Karla's C/C00003	07/03/2023	1.46			
	06/09/2023	10827	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Mj14a65a3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	160.12
	2	150 Pcs Breast Cancer Awareness Pink Ribbons P			2502300045	Karla's C/C00004	07/03/2023	23.98			
	3	Football Silicone Bracelet Motivational Rubber			2502300045	Karla's C/C00004	07/03/2023	26.97			
	4	40 Inch Large Gold Letter S Foil Balloons Heli			2502300045	Karla's C/C00004	07/03/2023	6.96			
	5	40 Inch Large Gold Letter H Foil Balloons Heli			2502300045	Karla's C/C00004	07/03/2023	6.96			
	6	40 Inch Large Gold Letter F Foil Balloons Hell			2502300045	Karla's C/C00004	07/03/2023	6.96			
	7	16 Pcs Cheer Scrunchies Bulk Cheer Hair Access			2502300045	Karla's C/C00004	07/03/2023	62.32			
	8	Football Balloons Football Mylar Party Balloon			2502300045	Karla's C/C00004	07/03/2023	19.98			
	9	Shipping - Cost of shipping, not including shi			2502300045	Karla's C/C00004	07/03/2023	5.99			
	06/08/2023	10824	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US J33rdlna3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	79.99
	2	Bulk Economy Wholesale Kitchen Dish Towels (10			7702300024	Karla's C/C00005	07/03/2023	79.99			
	06/07/2023	10822	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Xd9eq22a3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	78.00
	2	Gold Mardi Gras Beads 33 inch 7mm, 6 Dozen, 72			2502300045	Karla's C/C00006	07/03/2023	78.00			
	06/07/2023	10823	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Du7in5v83, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	41.62
	2	Arkwright Terry Cotton Pot Holders - (Pack of			7702300024	Karla's C/C00007	07/03/2023	33.64			
	3	Shipping - Cost of shipping, not including shi			7702300024	Karla's C/C00007	07/03/2023	7.98			
	06/01/2023	10832	OLSONKAR000	Olson-Line Karla A	Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	227.19
	1	Outdoor Education				Karla's C/C00008	07/03/2023	227.19			
	05/31/2023	10831	OLSONKAR000	Olson-Line Karla A	Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	32.71
	2	Blanket PO for HOME EC Classes			2502300023	Karla's C/C00009	07/03/2023	32.71			
	05/30/2023	10830	OLSONKAR000	Olson-Line Karla A	Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	89.66
	3	Blanket PO for HOME EC Classes			2502300023	Karla's C/C00010	07/03/2023	89.66			
					11 transaction(s) for XXXXXXXXXXXX2314. Total Amount ==>						2,071.87
XXXXXXXXXXXX3600	06/15/2023	10694	JOHNSBAR002	Johnson Barbara J	Innovative Office Solu, 651--28	INNOVATI000	06/20/2023		Invoiced	A	51.82
	1	FY23: PO #1102300068 Wall Calendars Business				Laurie's C/C00000	07/03/2023	51.82			
	06/01/2023	10695	JOHNSBAR002	Johnson Barbara J	Rvt Isd 361, International, MN,		06/20/2023		Invoiced	A	-161.00
	1					Laurie's C/C00001	07/03/2023	-161.00			
					2 transaction(s) for XXXXXXXXXXXX3600. Total Amount ==>						-109.18
XXXXXXXXXXXX2606	06/12/2023	10781	HOLT THO000	Holt Thomas T	Chiefreceipt.Com, Coral Gables,		06/20/2023		Invoiced	A	-2.99
	1	Added to account				Tom's (old) C/C00000	07/03/2023	-2.99			
XXXXXXXXXXXX5690	06/26/2023	10841	HEISSVIC000	Heiss Victoria L	Amzn Mktp US P367b8fv3, Amzn.Co	AMAZON B000	06/27/2023		Invoiced	A	14.49
	2	Juvalé 20 Pack Motivational Posters with Posit			3002300136	Vicki's C/C's00000	07/03/2023	14.49			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX5690	continued...										
	06/09/2023	10697	HEISSVIC000	Heiss Victoria L	Amzn Mktp US Yp2bm2nh3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	43.86
	2	3M Desk/Office Cleaner Spray 3m, 15 Ounce			3002300144	Vicki's C/C's00001	07/03/2023	13.88			
	3	Madisi Wood-Cased #2 HB Pencils, Yellow, Pre-s			3002300144	Vicki's C/C's00001	07/03/2023	29.98			
	06/02/2023	10696	HEISSVIC000	Heiss Victoria L	Amzn Mktp US Gu6j831g3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	61.26
	2	EXPO Low Odor Dry Erase Markers, Chisel Tip, B			3002300134	Vicki's C/C's00002	07/03/2023	61.26			
	06/02/2023	10704	HEISSVIC000	Heiss Victoria L	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	59.50
	1	REWARD DAY CAROL JAKSA				Vicki's C/C's00003	07/03/2023	59.50			
	06/02/2023	10705	HEISSVIC000	Heiss Victoria L	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	429.45
	1	REWARD DAY LISA SIMON				Vicki's C/C's00003	07/03/2023	429.45			
	06/01/2023	10701	HEISSVIC000	Heiss Victoria L	Amzn Mktp US 5g5mf4xb3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	409.14
	2	XBoard Magnetic Whiteboard 48 x 36, White Boar			3002300134	Vicki's C/C's00004	07/03/2023	409.14			
	06/01/2023	10702	HEISSVIC000	Heiss Victoria L	Amzn Mktp US Uk6ss4en3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	65.93
	2	Seed Beads Beaded Rosette Medallion Patch Appl			3002300137	Vicki's C/C's00006	07/03/2023	59.94			
	3	SHIPPING AND HANDLING				Vicki's C/C's00005	07/03/2023	5.99			
	06/01/2023	10703	HEISSVIC000	Heiss Victoria L	Amzn Mktp US My9y23903, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	410.30
	2	Sproutbrite Classroom Decorations - Motivation			3002300139	Vicki's C/C's00007	07/03/2023	14.50			
	3	Sproutbrite Reading Comprehension Posters for			3002300139	Vicki's C/C's00007	07/03/2023	15.75			
	4	Sproutbrite Reading Comprehension Posters for			3002300139	Vicki's C/C's00007	07/03/2023	15.75			
	5	12 Colorful Parts Of Speech Posters For Elemen			3002300139	Vicki's C/C's00007	07/03/2023	24.49			
	6	Lauri Calendar Pocket Chart (English/Spanish)			3002300139	Vicki's C/C's00007	07/03/2023	27.00			
	7	Because of Winn-Dixie: An Instructional Guide			3002300139	Vicki's C/C's00007	07/03/2023	8.40			
	8	Because of Winn-Dixie			3002300139	Vicki's C/C's00007	07/03/2023	74.14			
	9	Among the Hidden (Shadow Children #1)			3002300139	Vicki's C/C's00007	07/03/2023	34.95			
	10	Bud, Not Buddy: An Instructional Guide for Lit			3002300139	Vicki's C/C's00007	07/03/2023	8.59			
	11	Bud, Not Buddy: (Newbery Medal Winner)			3002300139	Vicki's C/C's00007	07/03/2023	25.96			
	12	Freak the Mighty (Scholastic Gold)			3002300139	Vicki's C/C's00007	07/03/2023	160.77			
	05/31/2023	10699	HEISSVIC000	Heiss Victoria L	Amzn Mktp US T365e9du3, Amzn.Co	AMAZON B000	06/20/2023		Invoiced	A	1,079.04
	2	ladoweir 9 Pcs Haptic Coin Fidget Slider EDC F			3002300136	Vicki's C/C's00008	07/03/2023	35.97			
	3	JARLINK 40 Pack 10 Colors Zipper Mesh Pouch, S			3002300136	Vicki's C/C's00008	07/03/2023	45.98			
	4	Fuutreo 30 Pcs Inkless Pencil Everlasting Reus			3002300136	Vicki's C/C's00008	07/03/2023	71.96			
	5	Qyufsvc 24PCS Mini Sensory Stress Balls with W			3002300136	Vicki's C/C's00008	07/03/2023	9.99			
	6	Sproutbrite Classroom Decorations - High Schoo			3002300136	Vicki's C/C's00008	07/03/2023	14.95			
	7	12 Pieces Fidgets Chain Fidget Toy, Pressure-R			3002300136	Vicki's C/C's00008	07/03/2023	35.97			
	8	Gutyble 48 Pcs Manual Pencil Sharpeners with L			3002300136	Vicki's C/C's00008	07/03/2023	13.99			
	9	ArtCreativity Star Pencil Top Erasers for Kids			3002300136	Vicki's C/C's00008	07/03/2023	23.94			
	10	Fun Express Stacking Point Pencil Assortment (			3002300136	Vicki's C/C's00008	07/03/2023	25.99			
	11	Epakh 100 Pack Mini Kraft Paper Notebook Unlin			3002300136	Vicki's C/C's00008	07/03/2023	40.99			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description	PO Number	Invoice Number	Invoice Dt	Amount					
XXXXXXXXXXXX5690	continued...										
	12	sunacme Erasable Pens, Black Retractable Gel P	3002300136	Vicki's C/C's00008	07/03/2023	39.96					
	13	Mechanical Pencil Set Assorted 12 Pieces Mecha	3002300136	Vicki's C/C's00008	07/03/2023	44.97					
	14	Baisieap 8PCS Fidget Toys for Kids Teens Adult	3002300136	Vicki's C/C's00008	07/03/2023	26.97					
	15	Jofan 36 PCS Mochi Squishy Toys Kawaii Squishi	3002300136	Vicki's C/C's00008	07/03/2023	13.99					
	16	FIBO STEEL 9 Pcs Fidget Anxiety Rings for Wome	3002300136	Vicki's C/C's00008	07/03/2023	89.95					
	17	22 Pieces Growth Mindset Posters Bulletin Boar	3002300136	Vicki's C/C's00008	07/03/2023	8.49					
	18	24 Pieces Infinity Cubes Fidget Cube Toys Bulk	3002300136	Vicki's C/C's00008	07/03/2023	119.97					
	19	24 Pack Unlined Spiral Notebook- A5 Sketch Boo	3002300136	Vicki's C/C's00008	07/03/2023	39.99					
	20	Pringles Potato Crisps Chips Variety Pack, 19.	3002300136	Vicki's C/C's00008	07/03/2023	31.16					
	21	OREO Original, OREO Golden, CHIPS AHOY! & Nutt	3002300136	Vicki's C/C's00008	07/03/2023	45.16					
	22	20 PCS Multicolored Quiet Fidgets Toys for Uni	3002300136	Vicki's C/C's00008	07/03/2023	56.97					
	23	Snyder's of Hanover Pretzels, Minis and Sticks	3002300136	Vicki's C/C's00008	07/03/2023	29.97					
	24	48 Pcs Petals Highlighters Flower Shape Waterc	3002300136	Vicki's C/C's00008	07/03/2023	115.98					
	25	Mr. Pen- Spiky Sensory Rings, 10 Pack, Stress	3002300136	Vicki's C/C's00008	07/03/2023	27.96					
	26	52 Essential Social Dilemmas: Life Skills for	3002300136	Vicki's C/C's00008	07/03/2023	24.99					
	27	Raymond Geddes Scent-Sibles Lil MP Scented Mec	3002300136	Vicki's C/C's00008	07/03/2023	35.14					
	28	DUAIAI 13 Pieces Industrial Chic Bulletin Boar	3002300136	Vicki's C/C's00008	07/03/2023	9.99					
	29	PROMOTION/SHIPPING AND HANDLING		Vicki's C/C's00005	07/03/2023	-2.30					
05/31/2023		10700 HEISSVIC000 Heiss Victoria L	Amzn Mktp US Pd2vw4a13,	Amzn.Co	AMAZON B000	06/20/2023			Invoiced	A	6.49
	2	Shapenty 30PCS Locking Pins Backs Safety Clasp	3002300137	Vicki's C/C's00009	07/03/2023	6.49					
05/29/2023		10698 HEISSVIC000 Heiss Victoria L	Amzn Mktp US Op4hb9dp3,	Amzn.Co	AMAZON B000	06/20/2023			Invoiced	A	128.69
	2	VIVO 32 inch Desk Converter, Height Adjustable	3002300140	Vicki's C/C's00010	07/03/2023	128.69					
			11 transaction(s) for XXXXXXXXXXXX5690. Total Amount ==>								2,708.15
XXXXXXXXXXXX8806	06/02/2023	10693	JOHNSBAR002	Johnson Barbara J	Hardees 1505547, International,	HARDEES 000	06/20/2023		Invoiced	A	263.64
	1	Erickson's 5th Grade Class Trip to Hardees		FES Travel00000	07/03/2023	263.64					
05/31/2023		10692	JOHNSBAR002	Johnson Barbara J	American Federation Of, 202-879		06/20/2023		Invoiced	A	150.00
	1	Training for Kim McDonald		FES Travel00001	07/03/2023	150.00					
			2 transaction(s) for XXXXXXXXXXXX8806. Total Amount ==>								413.64
XXXXXXXXXXXX8814	06/16/2023	10711	ERICKJEN000	Erickson Jennifer L	Kwik Trip 59200005926, Rush Cit		06/20/2023		Invoiced	A	76.92
	1	Van gas for Golf State Trip		FHS Travel00000	07/03/2023	76.92					
06/16/2023		10712	ERICKJEN000	Erickson Jennifer L	Fairfield Inn & Stes S, Shakope	FAIRFIELD000	06/20/2023		Invoiced	A	520.98
	2	June 11th state golf hotel rooms (1 athlete, 1	2922300068	FHS Travel00001	07/03/2023	129.00					
	3	June 12 state golf hotel rooms (1 athlete, 1 f	2922300068	FHS Travel00001	07/03/2023	149.00					
	4	June 13 state golf hotel rooms (1 athlete, 1 f	2922300068	FHS Travel00001	07/03/2023	194.00					
	5	Taxes	2922300068	FHS Travel00001	07/03/2023	48.98					

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount	
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX8814	continued...											
	06/16/2023	10713	ERICKJEN000	Erickson Jennifer L	Fairfield Inn & Stes S, Shakope	FAIRFIEL000	06/20/2023		Invoiced	A	520.98	
	2	June 11th state golf hotel rooms (1 athlete, 1			2922300068	FHS Travel00002	07/03/2023	129.00				
	3	June 12 state golf hotel rooms (1 athlete, 1 f			2922300068	FHS Travel00002	07/03/2023	149.00				
	4	June 13 state golf hotel rooms (1 athlete, 1 f			2922300068	FHS Travel00002	07/03/2023	194.00				
	5	Taxes			2922300068	FHS Travel00002	07/03/2023	48.98				
	06/13/2023	10710	ERICKJEN000	Erickson Jennifer L	Kwik Trip 44100004416, Shakopee		06/20/2023		Invoiced	A	63.36	
	1	Van gas for Golf State Trip				FHS Travel00000	07/03/2023	63.36				
	06/12/2023	10706	ERICKJEN000	Erickson Jennifer L	Caseys #3724, Elk River, MN, 55		06/20/2023		Invoiced	A	54.00	
	1	Van Gas for Boys Track State Meet (Sandberg)				FHS Travel00000	07/03/2023	54.00				
	06/12/2023	10707	ERICKJEN000	Erickson Jennifer L	Country Inn & Suites M, Plymouth	COUNTRY 002	06/20/2023		Invoiced	A	256.48	
	1	Hotel Room(Hendrickson) for State Track Meet				FHS Travel00003	07/03/2023	256.48				
	06/12/2023	10708	ERICKJEN000	Erickson Jennifer L	Country Inn & Suites M, Plymouth	COUNTRY 002	06/20/2023		Invoiced	A	243.32	
	1	Hotel Room (Hendrickson)for State Track Meet				FHS Travel00003	07/03/2023	243.32				
	06/12/2023	10709	ERICKJEN000	Erickson Jennifer L	Country Inn & Suites M, Plymouth	COUNTRY 002	06/20/2023		Invoiced	A	256.48	
	2	Hotel rooms State Track Meet			2922300063	FHS Travel00004	07/03/2023	232.05				
	3	MN State tax			2922300063	FHS Travel00004	07/03/2023	15.96				
	4	City Tax			2922300063	FHS Travel00004	07/03/2023	8.47				
					8 transaction(s) for XXXXXXXXXXXXX8814. Total Amount ==>							1,992.52
XXXXXXXXXXXX8830	06/08/2023	10714	HEISSVIC000	Heiss Victoria L	Rvt Mshsca, Lakeville, MN, 5504		06/20/2023		Invoiced	A	106.50	
	1	2023 CLASS AA STATE GOLF BANQUET BILL MASON TO				High School00000	07/03/2023	106.50				
XXXXXXXXXXXX8848	06/12/2023	10775	HOLT THO000	Holt Thomas T	Speedway 04545, Rogers, MN, 553		06/20/2023		Invoiced	A	97.97	
	1	Fuel for State track meet				Fuel 1 C/C's00000	07/03/2023	97.97				
XXXXXXXXXXXX8863	06/26/2023	10858	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/27/2023		Invoiced	A	8.99	
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00000	07/03/2023	8.99				
	06/23/2023	10855	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/27/2023		Invoiced	A	48.97	
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00001	07/03/2023	48.97				
	06/23/2023	10856	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/27/2023		Invoiced	A	19.75	
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00002	07/03/2023	19.75				
	06/23/2023	10857	HOLT THO000	Holt Thomas T	Napa Falls Suply 00229, Interna	NAPA FAL000	06/27/2023		Invoiced	A	4.97	
	2	Transportation Supplies			7602300005	FHS Cust C/C00003	07/03/2023	4.97				
	06/16/2023	10791	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	9.76	
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00004	07/03/2023	9.76				
	06/16/2023	10792	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	43.96	
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00005	07/03/2023	43.96				

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8863	continued...										
	06/16/2023	10793	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	11.04
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00006	07/03/2023	11.04			
	06/15/2023	10788	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	41.77
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00007	07/03/2023	41.77			
	06/15/2023	10789	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	65.31
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00008	07/03/2023	65.31			
	06/15/2023	10790	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	96.95
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00009	07/03/2023	96.95			
	06/14/2023	10787	HOLT	THO000	Holt Thomas T	Shell Oil12794875018, Internati		06/20/2023	Invoiced	A	61.51
	2	Blanket fuel for mowers			8102300015	FHS Cust C/C00010	07/03/2023	61.51			
	06/12/2023	10786	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	137.63
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00011	07/03/2023	137.63			
	06/09/2023	10784	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	89.99
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00012	07/03/2023	89.99			
	06/09/2023	10785	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	41.12
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00013	07/03/2023	41.12			
	06/05/2023	10782	HOLT	THO000	Holt Thomas T	Shell Oil12794875018, Internati		06/20/2023	Invoiced	A	59.82
	2	Blanket fuel for mowers			8102300015	FHS Cust C/C00014	07/03/2023	59.82			
	06/05/2023	10783	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	255.93
	2	288 sq ft black carpet for stage			8102300166	FHS Cust C/C00016	07/03/2023	169.92			
	3	Misc. items to attach carpet to stage				FHS Cust C/C00015	07/03/2023	86.01			
	06/05/2023	10799	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	-19.99
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00017	07/03/2023	-19.99			
	06/02/2023	10797	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	46.35
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00018	07/03/2023	46.35			
	06/02/2023	10798	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	124.41
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00019	07/03/2023	124.41			
	06/01/2023	10795	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023	Invoiced	A	9.98
	2	FHS Blanket p.o. for Menards			8102300011	FHS Cust C/C00020	07/03/2023	9.98			
	06/01/2023	10796	HOLT	THO000	Holt Thomas T	All Season Equipment, Internati	ALL SEAS000	06/20/2023	Invoiced	A	16.27
	1	Blade for push mower				FHS Cust C/C00021	07/03/2023	16.27			
	05/29/2023	10794	HOLT	THO000	Holt Thomas T	Shell Oil12794875018, Internati		06/20/2023	Invoiced	A	58.62
	2	Blanket fuel for mowers			8102300015	FHS Cust C/C00022	07/03/2023	58.62			
	22 transaction(s) for XXXXXXXXXXXX8863. Total Amount ==>										1,233.11
XXXXXXXXXXXX9077	06/21/2023	10864	HOPKIMIC000	Hopkins Michelle L	Super One Foods, International,	SUPER ON000	06/27/2023		Invoiced	A	6.82
	1	Tomatoes Summer Program				FHS Cafe00000	07/03/2023	6.82			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX9077	continued...										
	06/14/2023	10839	HOPKIMIC000	Hopkins Michelle L	Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	19.40
	1	Summer Program Food				FHS Cafe00000	07/03/2023	19.40			
	06/01/2023	10840	HOPKIMIC000	Hopkins Michelle L	Super One Foods, International,	SUPER ON000	06/20/2023		Invoiced	A	75.27
	2	Last Minute Groceries			7702300005	FHS Cafe00001	07/03/2023	75.27			
											3 transaction(s) for XXXXXXXXXXXXX9077. Total Amount ==>
											101.49
XXXXXXXXXXXX7691	06/23/2023	10859	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/27/2023		Invoiced	A	184.28
	2	Blanket P.O. for FES supplies			8102300010	FES Cust00000	07/03/2023	184.28			
	06/15/2023	10802	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	61.13
	2	Blanket P.O. for FES supplies			8102300010	FES Cust00001	07/03/2023	61.13			
	06/09/2023	10801	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	20.04
	2	Blanket P.O. for FES supplies			8102300010	FES Cust00002	07/03/2023	20.04			
	06/05/2023	10800	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	61.75
	2	Blanket P.O. for FES supplies			8102300010	FES Cust00003	07/03/2023	61.75			
	06/01/2023	10803	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	18.95
	2	Blanket P.O. for FES supplies			8102300010	FES Cust00004	07/03/2023	18.95			
											5 transaction(s) for XXXXXXXXXXXXX7691. Total Amount ==>
											346.15
XXXXXXXXXXXX4156	06/16/2023	10835	BALASJEN000	Balaski Jenesa K	Pp American Bear Assoc, Orr, MN	VINCESAN000	06/20/2023		Invoiced	A	103.00
	2	Summer Field Trip - bear sanctuary admission (			7902300096	Jenesa's C/C's00000	07/03/2023	103.00			
	06/15/2023	10833	BALASJEN000	Balaski Jenesa K	Cenex Gateway 09892068, Ray, MN		06/20/2023		Invoiced	A	47.88
	2	Ice cream after bear sanctuary. Summer field t			7902300111	Jenesa's C/C's00001	07/03/2023	47.88			
	06/15/2023	10834	BALASJEN000	Balaski Jenesa K	The Dam, Orr, MN, 55771, US	THE DAM 000	06/20/2023		Invoiced	A	264.18
	2	Summer Field Trip Bear Sanctuary - Food before			7902300095	Jenesa's C/C's00002	07/03/2023	264.18			
	05/29/2023	10836	BALASJEN000	Balaski Jenesa K	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	32.94
	2	Concession stand supplies for fundraiser			9012300056	Jenesa's C/C's00003	07/03/2023	32.94			
	05/29/2023	10837	BALASJEN000	Balaski Jenesa K	Battalion Distributing, Intl Fa	BATTALIO000	06/20/2023		Invoiced	A	9.90
	2	Krazy KAPE Night Concessions for students duri			9012300044	Jenesa's C/C's00004	07/03/2023	9.90			
	05/29/2023	10838	BALASJEN000	Balaski Jenesa K	Battalion Distributing, Intl Fa	BATTALIO000	06/20/2023		Invoiced	A	27.10
	2	Krazy KAPE Night Concessions for students duri			9012300044	Jenesa's C/C's00005	07/03/2023	27.10			
											6 transaction(s) for XXXXXXXXXXXXX4156. Total Amount ==>
											485.00
XXXXXXXXXXXX1984	06/27/2023	10865	HOLT THO000	Holt Thomas T	Amzn Mktp US O18vs6gf3, Amzn.Co	AMAZON B000	06/28/2023		Invoiced	A	43.25
	2	Alpha Dog ADA Signs - Custom Corridor Projecti			8102300170	Tom's C/C's00000	07/03/2023	43.25			
	06/23/2023	10854	HOLT THO000	Holt Thomas T	Oreilly Auto Parts 39, Internat	O'REILLY000	06/27/2023		Invoiced	A	21.99
	2	Transportation Supplies			7602300007	Tom's C/C's00001	07/03/2023	21.99			



Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description	PO Number	Invoice Number	Invoice Dt	Amount					
4 transaction(s) for XXXXXXXXXXXX3468. Total Amount ==>											2,203.04
XXXXXXXXXXXX2560	06/27/2023	10866	HOPKIMIC000	Hopkins Michelle L	Wasabi Technologies, Boston, MA	WASABI 000	06/28/2023		Invoiced	A	117.77
	2	12TB Secure online storage. Pay as you go.	6052300044	Mike's C/C's00000	07/03/2023	117.77					
	06/26/2023	10860	HOPKIMIC000	Hopkins Michelle L	Amzn Mktp US C29ou08f3, Amzn.Co	AMAZON B000	06/27/2023		Invoiced	A	98.71
	2	Deezio 1" Brass 46 Pieces Interlocking Stencil	6052300095	Mike's C/C's00001	07/03/2023	28.98					
	3	Yetaha Marine Wire Vent Cover, 4 Pack Nylon Ca	6052300095	Mike's C/C's00001	07/03/2023	51.75					
	4	LAR-ME 1 Inch Rubber Grommets, 3/4" ID, 20PC	6052300095	Mike's C/C's00001	07/03/2023	17.98					
	06/14/2023	10806	HOPKIMIC000	Hopkins Michelle L	Menards Intl Falls, Intl Falls	MENARDS 000	06/20/2023		Invoiced	A	54.98
	1	Rotary Craft Tool		Mike's C/C's00002	07/03/2023	54.98					
	06/02/2023	10804	HOPKIMIC000	Hopkins Michelle L	Mosyle Cor Mosyle_man, Winter P	MOSYLE C000	06/20/2023		Invoiced	A	228.75
	1	Apple IPAD Management Support		Mike's C/C's00003	07/03/2023	228.75					
	06/02/2023	10805	HOPKIMIC000	Hopkins Michelle L	Siptrunk Inc, Alpharetta, GA, 3	TECHCHEC000	06/20/2023		Invoiced	A	275.78
	2	Monthly SIP Phone Service.	6052300008	Mike's C/C's00004	07/03/2023	275.78					
	05/29/2023	10807	HOPKIMIC000	Hopkins Michelle L	Wasabi Technologies, Boston, MA	WASABI 000	06/20/2023		Invoiced	A	155.46
	2	12TB Secure online storage. Pay as you go.	6052300044	Mike's C/C's00005	07/03/2023	155.46					
6 transaction(s) for XXXXXXXXXXXX2560. Total Amount ==>											931.45
175 transaction(s). Total Amount ==>											26,222.32

\*\*\*\*\* End of report \*\*\*\*\*

**REGULAR MEETING MINUTES OF THE BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT NO. 361  
Tuesday, June 30, 2023 at 5:15 p.m.  
FHS Library**

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**Call to Order**

Present with voting rights: Tina Sather, JoAnn Smith, Toni Korpi and Roxanne Skogstad-Ditsch. Absent: Jessica Crosby Bruce Raboin,  
Present: 4; Absent 2;

Non-Voting Members Present: Kevin Grover, Superintendent

2. Pledge of Allegiance

**Approval of Agenda**

1. Approve agenda as presented. Motion by Joann Smith, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

**Open Forum**

1. Public Open Forum

**Consent Agenda**

Approve the Consent Agenda as presented. Motion by Toni Korpi, then second by Joann Smith. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1. Approve payroll in the amount of \$832,255.61 for pay periods May 19th, June 2nd, and June 16th.
2. Approve current accounts payable due in the amount of \$531,634.13.
3. Approve past meeting minutes for the regular school board meeting on May 15, 2023 and special meeting on June 14, 2023.
4. Approve MOU between ISD 361 and Education Minnesota International Falls Local 331 for the alternative teacher professional pay system.
5. Approve hire of Treana Schultz as Summer Food Service Cafe Helper from starting June 12th through July 27th. The position is funded with ESSER funding.
6. Approve hire of Krystal Mayfield as Summer Food Service Assistant Cook starting June 12th through July 27th. The position is funded with ESSER funding.
7. Approve use of the field by the City of International's for July 4th fireworks.
8. Approve US Foods as the food service Prime Vendor for July 1, 2023 through June 30, 2024.

9. Receive the 10 year plans for LTFM and Capital for approval in July.
10. Approve the fiscal year 2022-2023 final fund 01 revenue budget in the amount of \$14,385,542 and expense budget in the amount of \$14,023,222. This includes state/federal COVID relief funding.
11. Approve the fiscal year 2023-2024 adopted fund 01 revenue budget in the amount of \$13,890,989 and expense budget in the amount of \$14,125,983. This includes state/federal COVID relief funds.
12. Approve the fiscal year 2022-2023 final fund 02 revenue budget in the amount of \$592,830 and expense budget in the amount of \$609,005.
13. Approve the fiscal year 2023-2024 adopted fund 02 revenue budget in the amount of \$590,000 and expense budget in the amount of \$612,138.
14. Approve the fiscal year 2022-2023 final fund 04 revenue budget in the amount of \$682,512 and expense budget in the amount of \$704,983.
15. Approve the fiscal year 2023-2024 adopted fund 04 revenue budget in the amount of \$647,589 and expense budget in the amount of \$678,474.
16. Approve the fiscal year 2022-2023 final fund 07 revenue budget at \$550,949 and expense budget at \$525,800.
17. Approve the fiscal year 2023-2024 adopted fund 07 revenue budget in the amount of \$554,258 and expense budget in the amount of \$525,800.
18. First reading of School Board Policy 704 - Dev. and Mtce. of an Inventory of Fixed Assets and Fixed Asset Acctg. System
19. First reading of School Board Policy 705 - Investments
20. First reading of School Board Policy 706 - Acceptance of Gifts
21. First reading of School Board Policy 707 - Transportation of Public School Students
22. First reading of School Board Policy 708 - Transportation of Nonpublic School Students
23. First reading of School Board Policy 709 - Student Transportation Safety Policy
24. First reading of School Board Policy 710 - Extracurricular Transportation
25. First reading of School Board Policy 711 - Video Recording on School Buses
26. First reading of School Board Policy 712 - Video Surveillance Other Than on Buses
27. First reading of School Board Policy 713 - Student Activity Accounting
28. First reading of School Board Policy 714 - Fund Balances
29. First reading school board policy #720 Vending Machines.
30. First reading of school board policy #721 UFARS Policy Regarding Federal Revenue Sources.
31. First reading of school board policy #801 Equal Access to School Facilities.

32. First reading of school board policy #802 Disposition of Obsolete Equipment and Material.
33. First reading of school board policy #805 Waste Reduction and Recycling
34. First reading of school board policy #807 Health and Safety Policy.
35. First reading of school board policy #901 Community Education.
36. First reading of school board policy #903 Visitors to School District Buildings and Sites.
37. First reading of school board policy #906 Community Notification of Predatory Offenders.
38. First reading of school board policy #907 Rewards.
39. Second reading of School Board Policy 702 - Accounting
40. Second reading of School Board Policy 103 - Complaints-Students, Employees, Parents, Other Persons
41. Second reading of School Board Policy 104 - School District Mission Statement
42. Second reading of School Board Policy 423 - Employee-Student Relationships
43. Second reading of School Board Policy 424.5 - Coaches/Advisors
44. Second reading of School Board Policy 424.6 - Professional Standards Varsity Coaches
45. Second reading of School Board Policy 425 - Staff Development
46. Second reading of School Board Policy 510 - School Activities
47. Second reading of School Board Policy 516.6 - Overdose Medication
48. Second reading of School Board Policy 517 - Student Recruiting
49. Second reading of School Board Policy 703 - Annual Audit
50. Approve BSU Concurrent Enrollment and PSEO agreement for the 2023-2024 school year.
51. Acknowledge Brady Hjelle as Volunteer Boys Hockey Coach for the 2023-2024 season.
52. Approve the hire of Isabelle Hemstad as Summer School Paraprofessional starting June 12th through July 27th. The position is funded with ESSER funding.
53. Approve arena rental with Falls Figure Skating Club.
54. Approve 2023-2026 contract with IEA for Environmental, Health and Safety Management Services.
55. Receive Superintendent evaluation documents.
56. Accept resignation from Lisa West, Dean of Students, effective June 16, 2023.
57. Approve the hire of Samantha Sinninghe as FES and Community Education Secretary effective August 7, 2023.

58. Accept resignation from Emily McGonigle as School Board member effective June 9, 2023.
59. Award bid to Pelland Swenson for FES Door replacement in the amount of \$29,800.
60. Approve MREA dues for 2023-2024.
61. Approve MSBA dues for 2023-2024.
62. Award request for quotation to Sandstroms as Milk supplier for the 2023-2024 school year.
63. Approve hire of Joseph Anselmo as 1.0 FTE Elementary PE and Title Instructor for the 2023-2024 school year.
64. Approve the hire of Joseph Anselmo as Head Boys Basketball Coach for the 2023-2024 season.
65. Approve hire of Erin Hall as Head Volleyball Coach for the 2023-2024 season.
66. Approve hire of Chad Baldwin as Head Boys Hockey Coach for the 2023-2024 season.
67. Approve Jon McDonald as Assistant Boys Hockey Coach for the 2023-2024 season.
68. Approve the hire of Karla Olson-Line as MHS Advisor for the 2023-2024 season.
69. Approve hire of Karla Olson-Line as Football Cheerleader Advisor for the 2023-2024 season.
70. Approve Erin Hall as Head Girls Hockey Coach for the 2023-2024 season.
71. Approve Rachel Helleloid as Assitant Girls Hockey Coach for the 2023-2024 season.
72. Approve Steve Joslyn as the Head Boys Swimming Coach for the 2023-2024 season.
73. Approve Brandon Barras as the Head Girls Basetball Coach for the 2023-2024 season.
74. Approve Shelley Koenig as the Assistant Girls Basketball Coach for the 2023-2024 season.
75. Approve hire of Jayde Hall as Speech Coach for the 2023-2024 season.
76. Approve hire of Ariana Zahradka as Knowledge Bowl Advisor for the 2023-2024 season.
77. Approve arena rental agreement with Marty Goulet.
78. Approve hire of Cherie Sweney as Summer Food Service Head Cook Paraprofessional starting June 12th through July 27th. The position is funded with ESSER funding.
79. Approve hire of Angela Scholler as FHS Summer Program Chaperone / Van Driver from June 12, 2023 through August 27, 2023. This position is funded by ARP Funding.
80. Approve hire of Lisa Simon as FHS Summer Program Teacher from June 6, 2023 through July 27, 2023. The position is funded with ESSER funding.
81. Approve hire of Paul Peterson as FHS Summer Program Teacher from June 6, 2023 through July 27, 2023. This position is funded with ESSER funding.

82. Approve Don Rolando for the Dean of Students position at a 1.06 FTE (12 day overload) for the 2023-2024 school year contingent upon hiring a Science Teacher.

83. Approve the insurance renewal for property, liability, automobile, cyber-security and worker compensation from July 1, 2023 to June 30, 2024 in the amount of \$173,643.53.

84. Approve MOU with NESB for Staff Well-being Program.

85. Approve Master Services Agreement with CLA LLP for 2022-2023 audit and financial statement services.

### **Action Items**

#### 1. Improving systems and structures to create a culture where all are welcome and supported.

1.a. Resolution Acceptance of Gifts and Donations. Motion by Joann Smith, then second by Toni Korpi. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.b. Approve Facility Use Agreement with City of International Falls. Motion by Joann Smith, then second by Toni Korpi. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.c. Approve Resolution Relating to Ratifying Previous Deed Dated 10/11/2006 to the City of International Falls, Parcel Id No 92-114-011700

roll call vote. Motion by Tina Sather, then second by Joann Smith. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.d. Appoint Dale Johnson to the open School Board Member seat effective July 20, 2023 through December 31, 2023. Motion by Tina Sather, then second by Toni Korpi. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.e. Approve LiveBarn contract for Pool and Arena. Motion by Toni Korpi, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.f. Annual Education Identity and Access Management Board Resolution (IOWA) designating Kevin Grover, Superintendent as the Districts IWOA. Motion by Tina Sather, then second by Toni Korpi. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.g. Approve regular route hourly bus driver wage increase from \$22.58/hour to \$25.52/hour for the 2023-2024 school year and \$26.03/hour for the 2024-2025 school year. Add 9 hours of paid personal leave time for all regular route bus drivers prorated if hired after the start of the school year or terminate service prior to the end of the school year. Motion to with change to leave time to be 3 days at daily assigned route. Motion by Joann Smith, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

1.h. Motion to approve request from FES Teachers to pay FES Qcomp stipend for goals not attained in FY2023. Motion by Toni Korpi, second by Roxanne Skogstad-Ditsch. Motion failed.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Nay,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Nay  
Yea: 2, Nay: 2, Absent: 2

1.i. Approve hire of Seth Bjornrud as Assistant Football Coach for the 2023-2024 season. Motion by Joann Smith, then second by Toni Korpi. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

## 2. Increasing family and community engagement in student learning and school experiences through improved communication and collaboration.

2.a. Approve MSHSL cooperative agreement with Cornerstone Christian School for volleyball effective the 2023 - 2024 school year. Motion by Tina Sather, then second by Joann Smith. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Nay, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 3, Nay: 1, Absent: 2 Toni Korpi: Nay

2.b. Approve MSHSL cooperative agreement with Cornerstone Christian School for boys basketball effective the 2023 - 2024 school year. Motion by Joann Smith, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Nay, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 3, Nay: 1, Absent: 2 Toni Korpi: Nay

2.c. Approve MSHSL cooperative agreement with Cornerstone Christian School for girls basketball effective the 2023 - 2024 school year. Motion by Joann Smith, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Nay, Tina Sather: Yea,  
Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 3, Nay: 1, Absent: 2 Toni Korpi: Nay

2.d. Approve MSHSL cooperative agreement with Cornerstone Christian School for boys cross country effective the 2023 - 2024 school year. Motion by Tina Sather, then second by Joann Smith. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

2.e. Approve MSHSL cooperative agreement with Cornerstone Christian School for girls cross country effective the 2023 - 2024 school year. Motion by Joann Smith, then second by Tina Sather. Motion Carried.

Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

### **Committee and Administrative Reports**

1. Melissa Tate, Elementary Principal
2. Tim Everson, Secondary Principal
3. Kevin Grover, Superintendent:
4. Beth Slatinski, Community Education Director
5. Committee Reports:
  - 5.a. Community Education Advisory Board
  - 5.b. Recreation Commission

### **Adjournment**

1. Motion by Toni Korpi, then second by Joann Smith to adjourn at 6:40 pm. Motion Carried.  
Jessica Crosby: Absent, Bruce Raboin: Absent, Toni Korpi: Yea, Tina Sather: Yea, Roxanne Skogstad-Ditsch: Yea, Joann Smith: Yea  
Yea: 4, Nay: 0, Absent: 2

### **Approved Minutes:**

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District Clerk

Date

Board Chair

Date

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

**BOARD POLICY 102  
Equal Educational Opportunity**

Adopted\_\_\_\_By Reference\_\_\_\_

Revised\_\_\_\_**July 2023**\_\_\_\_\_

***[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. 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 students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding

procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).

- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.
- EF. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- FG. Every school district employee shall be responsible for complying with this policy.
- GH. 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 11<sup>th</sup> 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 11<sup>th</sup> 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 15<sup>th</sup> Avenue; International Falls, MN 56649  
218-283-2571 ext. 1232 **OR** Marc Glowack, Dean of Students (alternate) at 218-283-2571 ext. 1110

- 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](http://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. § 121A.04 (Athletic Programs; Sex Discrimination)**  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)  
42 U.S.C. § 2000d et seq. (title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

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

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

**BOARD POLICY 418  
Drug-Free Workplace/Drug-Free School**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, (~~including~~ edible cannabinoid products), and controlled substances without a physician's prescription.

**II. GENERAL STATEMENT OF POLICY**

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, (~~including~~ edible cannabinoid products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), or controlled substances in any school location.
- C. **An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.**
- ~~E~~D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

**III. DEFINITIONS**

- A. “Alcohol” includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. “Controlled substances” include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by **injection, inhalation, ingestion, or by any other immediate means. ~~an route of administration.~~**
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the commissioner.
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. **“Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.**
- HI. “Toxic substances” includes (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.
- IJ. **“Use” ~~includes means~~ to sell, buy, manufacture, distribute, dispense, ~~be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means. possess, use, or be under the influence of alcohol, toxic substances, medical~~**

~~cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.~~

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, **nonintoxicating cannabinoids, or edible cannabinoid products**, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. ~~A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.~~

#### V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, **nonintoxicating cannabinoids, or edible cannabinoid products**, must comply with the school district's student medication policy.

*[Note: School districts are required by Minnesota Statutes section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance **except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products**, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication **except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products**, in accordance with school district procedures."]*

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, **nonintoxicating cannabinoids, or edible cannabinoid products**, *(must provide a copy of the prescription and the medication to the school)*, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee

must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

*[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]*

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled **substances, intoxicating cannabinoids, or edible cannabinoid products** in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis **nonintoxicating cannabinoids, or edible cannabinoid products** on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment, or facilities while under the influence of medical cannabis, **nonintoxicating cannabinoids, or edible cannabinoid products**.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **VI. SCHOOL PROGRAMS**

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
  - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VII. ENFORCEMENT**

### **A. Students.**

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids (~~including~~ and edible cannabinoid products).
2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use, and violence and appropriate referral to direct individual or group counseling service which may be provided by school based mental health service providers; and/or referral to law enforcement officials when appropriate.
3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

### **B. Employees.**

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public.

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

***Legal References:*** [Minn. Stat. § 120B.215 \(Education on Cannabis Use and Substance Use\)](#)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
[Minn. Stat. § 152.01, Subd. 15a \(Definitions\)](#)  
[Minn. Stat. § 152.0264, \(Cannabis Sale Crimes\)](#)  
Minn. Stat. § 152.22, subd. 6 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
[Minn. Stat. § 169A.31 \(Alcohol-Related School Bus or Head Start Bus Driving\)](#)  
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
[Minn. Stat. § 342.09 \(Personal Adult Use of Cannabis\)](#)  
[Minn. Stat. § 342.56 \(Limitations\)](#)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 417 (Chemical Use/Abuse)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

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

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

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[Note: School Districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes § section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes § section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
  
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

*[Note: The following language is not required by law but is recommended by MSBA for inclusion in this policy.]*

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.**

### III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. **An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.** An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

#### V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

**[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]**

#### VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

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

## **VI. DISSEMINATION OF POLICY**

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

***Legal References:*** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. §§ 144.411 – 144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)  
2007 Minn. Laws. Ch.82 (Freedom to Breathe Act of 2007)

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

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

**BOARD POLICY 424  
License Status**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

### III. PROCEDURE

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

**Legal References:** Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)  
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)  
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)  
*Vettleson v. Special Sch. Dist. No. 1*, 361 N.W.2d 425 (Minn. App. 1985)  
*Lucio v. School Bd. of Independent Sch. Dist. No. 625*, 574 N.W.2d 737 (Minn. App. 1998)  
*In the Matter of the Proposed Discharge of John R. Statz* (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639, (Minn. App. 1993)

**Cross References:** None

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

**BOARD POLICY 425  
Staff Development**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

***[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 **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 **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 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 that are consistent with the education outcomes as may be determined periodically by the School Board;

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

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

- a. Improve student achievement of state and local education standards in all areas of the curriculum , including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
- b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
- c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution; 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, Subdivisions 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]***

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the School Board **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.
- F. The Advisory Staff Development Committee shall assist the School District in preparing any reports required by the **Minnesota** Department of Education (**MDE**)

relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The School Board will review the site 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. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under 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 of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school 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. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

## **VIII. REPORTING**

- A. The School District and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's 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).

- 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

**Cross References:** None.

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

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

**BOARD POLICY 504  
Student Dress and Appearance**

Adopted \_\_\_ By Reference \_\_\_

Revised **July 2023** \_\_\_\_\_

**PLEASE NOTE: MINNESOTA SCHOOL DISTRICTS AND CHARTER SCHOOLS ARE NOT REQUIRED TO REVISE THEIR DRESS CODE POLICIES AT THIS TIME.**

For the past year, the Minnesota School Boards Association (MSBA) has engaged in a deep review of Model Policy 504—*Student Dress and Appearance*.

The updates offered below reflect the key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.

In updating Model Policy 504, MSBA seeks to promote and support local discussion and decision-making. Alternative provisions are offered, such as on head wear and hats, in order to assist board members as they create a policy that best fits their schools and their communities.

As Minnesota school districts review and revise their dress code policies, MSBA anticipates that it will learn valuable lessons that can be shared with other schools throughout the state. The revisions offered here are a starting point and are likely to be augmented in the future.

This model policy uses the term “dress code” to refer to the policy itself because of the longstanding practice and community familiarity with the term. A school board can choose to use a different term, such as “clothing,” to replace dress.

Minnesota school boards have considerable authority to decide whether to have a dress code policy at all. Boards can choose the provisions the policy contains. School boards might choose to retain their current dress code policy. Boards may opt to change some provisions and to keep others. Boards may include language that does not appear in Model Policy 504.

The Minnesota legislature passed two laws in 2023 that are relevant to dress codes. These changes are **highlighted** below.

School boards may choose to engage with students, staff, parents and guardians, and others to craft a dress code for the school district.

In light of the many local decision points that a dress code invites, MSBA decided to not attempt to create a redline version that could be universal across the state.

## I. PURPOSE

~~The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.~~

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

The school board is encouraged to draft a purpose statement that reflects the school district's mission and goals.

The dress code provisions offered below recognize that clothing is an expressive activity protected under the First Amendment. The policy seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing. School boards may choose to adopt all, some, or none of the suggested provisions.

## II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to encourage students to be dressed suitably [or appropriately] for school activities and in keeping with community standards.

**As school boards create a school dress code, they often encounter challenges related to subjective terms—such as appropriate, suitable, or community standards—that can be vague and can vary from one person's interpretation to another. School boards may choose to provide more explicit provisions, such as are presented below.**

B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.

**Unlike Paragraph A above, Paragraph B focuses upon potential effects upon learning, discipline, and safety as it balances students' right to express themselves. The standards stated in Paragraph B draw upon the U.S. Supreme Court decision in *Tinker v. Des Moines Independent Community School District* and subsequent decisions (see Legal References below).**

- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
1. does not injure people or damage property;
  2. does not materially and substantially disrupt or interfere with the educational process or classwork;
  3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
  4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

1. Clothing for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing for the activity (i.e., physical education or the classroom).
4. Footwear that does not present a safety hazard.
5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

**Across the nation, school boards have been encouraged to reconsider rules regarding hats and other headwear. In recent years, Minnesota school districts have developed a range of policies regarding hats and related headgear. Some districts have chosen to maintain a prohibition. Others have created grade/building specific rules. Some boards have permitted hats while prohibiting hoods.**

**A school board could choose to direct school building-level administration to work with staff, students, and others to develop building-specific rules regarding headwear.**

6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

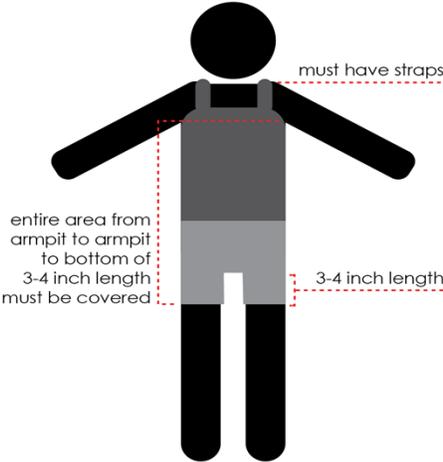
**In 2023, the Minnesota legislature enacted the CROWN Act, which adds Subparagraph 6 to the protections under the Minnesota Human Rights Act.**

D. Student clothing may not include the following:

1. Option 1: Students may not wear inappropriate clothing.

Option 2: Extremely brief garments and see-through garments may not be worn.

Option 3: Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image).



**MSBA is grateful to the Roanoke County Public Schools (Virginia) for its permission to incorporate this image in Model Policy 504.**

**The previous Model Policy 504 prohibited “inappropriate” clothing and then presented a short list of examples. Creating a comprehensive, clear definition of “inappropriate” clothing presents significant challenges, as does reliance upon a small list of examples of “inappropriate” clothing.**

**MSBA encourages school boards to consider moving away from “appropriate” standards to an approach that focuses upon impacts upon other students and the educational process. A school board may decide to focus upon the prohibition upon clothing that “materially and substantially disrupts or interferes with” the educational process and related standards set out in Article II.B above rather than invoking a general ‘inappropriate’ standard.**

**MSBA understands that school boards may wish to establish expectations regarding clothing that covers one's body. To this end, MSBA offers some examples a school board could adapt or adopt. Other options can be considered.**

**Subparagraphs 2-4 below could be retained regardless of how a school board chooses to proceed under Subparagraph 1.**

2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.

**Subparagraph 2 seeks to encourage understanding of the ways in which expression through clothing can communicate messages that create harm or a hostile learning environment for others.**

3. Apparel promoting products or activities that are illegal for use by minors.
  4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

**Paragraph D confirms the right that students possess to express themselves within the general standards established in this policy. A school board could choose to combine this with Subparagraph 2 above.**

- ~~A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).~~
- ~~B. Appropriate clothing includes, but is not limited to, the following:~~
- ~~1. Clothing appropriate for the weather.~~
  - ~~2. Clothing that does not create a health or safety hazard.~~
  - ~~3. Clothing appropriate for the activity (i.e., physical education or the classroom).~~

- ~~C. Inappropriate clothing includes, but is not limited to, the following: (See the student handbook for additional information)~~
- ~~1. “Short shorts,” skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.~~
  - ~~2. Clothing bearing a message that is lewd, vulgar, or obscene.~~
  - ~~3. Apparel promoting products or activities that are illegal for use by minors.~~
  - ~~4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.~~
  - ~~5. Any apparel or footwear that would damage school property.~~
- ~~D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (i.e. e.g., student undergoing chemotherapy; medical situations, student religious practice or belief).~~
- ~~E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.~~
- ~~F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.~~

### **III. PROCEDURES**

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student’s ability to comply with the dress code, and should seek to address such issues.

- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. **A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.**

**In 2023, the Minnesota legislature enacted the second sentence in Paragraph C above.**

- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

~~A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.~~

~~B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.~~

~~C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.~~

**Legal References:**

- U. S. Const., amend. I
- Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
- B.W.A. v. Farmington R-7 Sch. Dist.*, 554 F.3d 734 (8<sup>th</sup> Cir.2009)
- Lowry v. Watson Chapel Sch. Dist.*, 540 F.3d 752 (8<sup>th</sup> Circ. 2008)
- Stephenson v. Davenport Community School District*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)
- B.H. ex rel. Hawk v. Easton Area School Dist.*, 725 F.3d 293 (3<sup>rd</sup> Cir. 2013)
- D.B. ex rel. Brogdon v. Lafon*, 217 Fed.Appx. 518 (6<sup>th</sup> Cir. 2007)
- Hardwick v. Heyward*, 711 F.3d 426 (4<sup>th</sup> Cir. 2013)
- Madrid v. Anthony*, 510 F.Supp.2d 425 (S.D. Tex. 2007)

*McIntire v. Bethel School, I.S.D. No. 3*, 804 F. Supp. 1415, (W.D. Okla. 1992)

*Hicks v. Halifax County Board of Educ.*, 93 F.Supp.2d 649 (E.D.N.C. 1999)

*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F. Supp. 820 (N.D. Ill. 1987)

***Cross References:*** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 525 (Violence Prevention)

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

**BOARD POLICY 506  
Student Discipline**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[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 students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

**II. GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40 - 121A.56.

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. DEFINITIONS**

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis

to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## **V. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, 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.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher 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.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
  - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school

vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the School District's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures; including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;
  2. the student's parent or guardian specifically consents to the use of recess detention; or
  3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

~~It is~~ The general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;

- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

**XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student’s parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. The student handbook will be reviewed annually and brought before the board for approval. The handbook will contain procedures and consequences for disciplinary actions.

**[Note: The following Sections D. - L. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]**

**D. Procedures for Removal of a Student From a Class.**

1. The initial right and responsibility for the removal of a student from class is that of the classroom teacher. After the initial removal from the class, the student will be sent to the office or ISS room for the remainder of the hour.
2. If a second removal from a class occurs, an informational administrative conference will be held between the teacher and the principal or the principal's designee. At this conference a decision will be reached as to the length of the time that the student will be removed from class.
3. The student shall be returned to the class upon completion of the terms of re-admittance established at the informational administrative conference including, but not limited to, completion of any makeup work and/or a behavior contract.

4. Per direction of the classroom teacher, the student is to report directly to the office or library (ISS), when sent out of class. Failure to do so could result in further disciplinary action. Students sent to ISS may be assigned classroom work by the teacher or work to help them pass their MCA tests and achieve the school academic goal

***E. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)***

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

**F. Responsibility for and Custody of a Student Removed From Class.**

1. Designation of where student is to go when removed;  
Students removed from class are to report to the office or library.
2. Designation of how student is to get to designated destination;  
Teacher will direct student where to go and inform library staff or office that student is on their way.
3. Whether student must be accompanied;  
Staff member in control of room will make determination if student can be sent alone or wait for administrator.
4. Statement of what student is to do when and while removed;  
Student will be removed to ISS or office until situation is determined to be resolved per administration.
5. Designation of who has control over and responsibility for student after removal from class.  
Once office/library is notified, building principal, or his/her designee, will be responsible for student.

**G. Procedures for Return of a Student to a Class From Which the Student Was Removed.**

1. Specification of procedures;  
Student may return to class upon determination of principal, or his/her designee that situation is resolved and conditions have been met.
2. Actions or approvals required such as notes, conferences, readmission plans.

**H. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;**

1. Specification of procedures; ~~for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;~~  
Staff member involved will contact parent and notify them of any situation that results in student being removed.

2. Actions or approvals required, such as notes, conferences, readmission plans.

**I. Disabled Students; Special Provisions.**

1. Procedures for consideration of whether there is a need for further assessment;
2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and
3. Any procedures determined appropriate for referring students in need of special education services to those services.

**J. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.26;
2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.

**K. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.**

**L. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**

**M. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**

***N. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and***

***O. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.***

**XII. DISMISSAL**

- A.** "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to ~~provide alternative educational services~~ use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures.

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to

dismissal for one (1) school day or less, where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or

ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

6. ~~The school administration shall implement alternative educational services when the suspension exceeds five (5) days.~~ Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. Strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. Assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. Petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy

of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40 - 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

**E. Expulsion and Exclusion Procedures.**

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40 - 121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40 - 121A.56; describe ~~alternative educational services~~ the nonexclusionary disciplinary practices

accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) **and is posted on its website.**

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator ~~shall~~ **must** prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~may~~ **must** include

measures to improve the student's behavior, **including which may include** completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision 1, **social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions.** **The plan must include reasonable attempts to obtain and require** parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

#### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, **each exclusion or expulsion, each physical assault of a school district employee by a student pupil, and each pupil withdrawal agreement** within thirty (30) days of the **assault effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner.** This report must include a statement of the **alternative-educational services nonexclusionary disciplinary practices** or other sanction, intervention, or resolution **in response to the assault** given to the **student pupil in response to the assault** and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the **student's pupil's** age, grade, gender, race, and special education status.

#### **XV. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

#### **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's

education program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## **XVII. OPEN ENROLLED STUDENTS**

The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes Ch. chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

## **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

## **XX. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. §§ 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District)  
Minn. Stat. Ch.125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)

20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)

29 U.S.C. § 794 *et. seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. § 300.53(e)(1) (Manifestation Determination)

***Cross References:***

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

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 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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

**BOARD POLICY 507  
Corporal Punishment **and Prone Restraint****

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

~~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 shall inflict corporal punishment or use prone restraint upon a student. ~~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. DEFINITIONS**

1. "Corporal punishment" means conduct involving:
  - a. hitting or spanking a person with or without an object; or
  - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Prone restraint" means placing a child in a face-down position.

**IV. PROHIBITIONS**

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

2. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint.
3. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

## **V. EXCEPTIONS**

A teacher or school principal may use reasonable force under the conditions set forth in Policy 506 (Student Discipline). ~~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.~~

## **VI. 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 509  
Enrollment of Nonresident Students**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

**I. PURPOSE**

The school district desires to participate in the Enrollment Options Program established by ~~Minn. Stat. § Minnesota Statutes section~~ 124D.03. The purpose of this policy to set forth the application and exclusion procedures used by the school district in making said determination.

**II. GENERAL STATEMENT OF POLICY**

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

**III. OPEN ENROLLMENT PROCESS**

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

~~A. Eligibility.~~

~~Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:~~

- ~~1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and~~
- ~~2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § Minnesota Statutes section 124D.03.~~
- ~~3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.~~

#### IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, ~~with the except that such term does not include exception of~~ a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

**B. Standards that may not be used for rejection of application**

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

**C. Application**

~~The student and parent or guardian must complete and submit School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education.~~

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case

of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

**D.** Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

**E.** Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

## F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to ~~Minn. Stat. § Minnesota Statutes section~~ 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under ~~Minn. Ch. Minnesota Statutes chapter~~ 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under ~~Minn. Stat. § Minnesota Statutes section~~ 120A.22, ~~Subd. subdivision~~ 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under ~~Minn. Stat. § Minnesota Statutes section~~ 120A.22, ~~Subd. subdivision~~ 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

**Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction Residency Determined)  
~~Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)~~  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; **Exceptions**)  
Minn. Stat. § 124D.68 (**High School** Graduation Incentives Program)  
Minn. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (**Definitions Habitual Truant Defined**)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)  
**18 U.S.C. 930, para. (g)(2) (Definition of Weapon)**

***Cross References:*** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)  
~~MSBA Service Manual, Chapter 5, Various Educational Programs~~

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

**BOARD POLICY 513  
Student Promotion, Retention, and Program Design**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_\_\_

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

A. Promotion.

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

B. Retention.

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

C. Program Design.

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in

coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the world's best workforce.

2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district **will must** adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11 . The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district **will must** adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district **will must** adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2).~~which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities.~~ The procedures must be sensitive to under-represented groups.

***Legal References:*** Minn. Stat. § 120B.15 (Gifted and Talented Programs)  
Minn. Stat. § 123B.143, subd. 1 (Superintendents)

***Cross References:*** MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
MSBA/MASA Model Policy 620 (Credit for Learning)

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

**BOARD POLICY 514  
Bullying Prohibition Policy**

Adopted \_\_\_ By Reference \_\_\_

Revised July 2023

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

**I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

**II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
  2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school

transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

~~A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.~~

~~This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.~~

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with school district's policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For the purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying, **malicious and sadistic conduct, and sexual exploitation. as defined in this policy.**

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer or a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school related functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, ~~or cyberbullying, as defined in this policy~~ **malicious and sadistic conduct, sexual exploitation**, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about **prohibited conduct. bullying.**
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public school or a charter school.

#### IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may

report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B.** The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C.** The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to one of the following individuals:

- 1. **Building Principals:**  
**Melissa Tate; Falls Elementary School; 218-283-2571 ext.1232**  
**Tim Everson, Head Principal: Falls High School; 218-283-2571 ext. 1104**  
**Marc Glowack, Dean of Students: Falls High School; 218-283-2571 ext. 1110**
- 2. **Title IX Officer: Kevin Grover, Superintendent of Schools ISD #361 District Office; 1515 11<sup>th</sup> Street; International Falls, MN 56649 218-283-2571 ext. 1112 or alternate Tim Everson, Falls High School Principal at 218-283-2571 ext. 1104.**
- 3. **Human Rights Officers: Tim Everson, Falls High School Principal at 218-283-2571 ext. 1104 or alternate Melissa Tate, Falls Elementary School Principal at 218-283-2571 ext. 1232.**

If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D.** A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve

the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary

consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

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

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes § section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct. .
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop

and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

**F.** The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

**G.** The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

## VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

**Legal References:** Minn. Stat.Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.05 Subds. 9, 11, 13 and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. §121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
**Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)**  
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § Ch. 124E (Charter School)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 – 99.67 (Family Educational Rights and Privacy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (~~Title IX Sex Nondiscrimination Policy~~  
~~Student Sex Nondiscrimination~~)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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

**BOARD POLICY 516.6  
Overdose Medication**

Adopted \_\_\_ May, 2023 \_\_\_

Revised \_\_\_ July 2023 \_\_\_

*[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. ~~are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses.~~ School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of ~~a prescription~~ medication. ~~particularly to an individual to whom it was not prescribed.~~ The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]*

**I. PURPOSE**

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)<sup>i</sup>, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

**II. GENERAL STATEMENT OF POLICY**

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the

availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

### III. DEFINITIONS

- A. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **“Naloxone Coordinator”** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is [Leah Bacon, School Nurse](#).
- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
  - 1. Administration type
  - 2. Dosage
  - 3. Date of issuance
  - 4. Signature of the authorized provider

### IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.

C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.

D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
  - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration

of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and

- d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

**E. Site Planning Teams**

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

**F. School District Staff**

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

**V. NALOXONE STORAGE**

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

***[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]***

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper

use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

## **VI. Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 121A.21 (School Health Services)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 144.344 (Emergency Treatment)  
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances)  
Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)  
Minn. Stat. § 604A.01 (Good Samaritan Law)  
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)  
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)  
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)  
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)  
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)  
Minnesota Department of Health Toolkit on the Administration of Naloxone

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<sup>i</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

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

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

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. LIMITED EDUCATIONAL PURPOSE**

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

**IV. USE OF SYSTEM IS A PRIVILEGE**

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

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

## V. UNACCEPTABLE USES

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

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

***[Note: School districts should consider the impact of this paragraph on present practices and procedures, including, but not limited to, practices pertaining to employee communications, school or classroom websites, and student/employee use of social networking websites. Depending upon school district policies and practices, school districts may wish to add one or more of the following clarifying paragraphs.]***

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

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

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

social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok”, “Reddit,” and similar websites or applications.

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

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

## VI. FILTER

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

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

other visual depiction that:

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

## **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 (Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **IX. INTERNET USE AGREEMENT**

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

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

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

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
  - 1. Notification that Internet use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or

servers.

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

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.
3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

### **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
  1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and
  2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
  2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  3. student interactions with a school-issued device, including but not limited to, keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued

device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
2. If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
3. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

*[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]*

## **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XVII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for

submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
*Mahanoy Area Sch. Dist. V. B.L.*, 594 U.S., 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. (2003)  
*Sagehorn v. Indep. Sch. Dist. No 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*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)  
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)

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

**BOARD POLICY 532  
Use of Peace Officers and Crisis Teams to Remove Students with  
IEP's From School Grounds**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

*~~[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of “conditional procedures” with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minnesota Statutes sections 121A.66, 121A.67, Subd. 1, as well as Minnesota Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp.5. These laws and rules were replaced effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minnesota Statutes section 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]~~*

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a

student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

***[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]***

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their

responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.
2. In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes section 121A.58;
  - b. Requiring child to assume and maintain a specified physical position, activity, or posture that induces physical pain
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting the child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
  - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
  - f. Physical holding (as defined in Minnesota Statutes section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
  - g. Withholding regularly scheduled meals or water; and/or
  - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile

or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes section 125A.0942, ~~Subd. subdivision~~ 5, and otherwise comply with the requirements of ~~§~~section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

***Legal References:*** Minn. Stat. § Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

***Cross References:*** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361

BOARD POLICY 534  
School Meals Policy

Adopted \_\_\_ By Reference \_\_\_

Revised: **July 2023**

*[Note: In 2021, the Minnesota legislature amended Minnesota Statutes section 124D.111, ~~that now states to require~~ that Minnesota school districts that participate in the national school lunch program must adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program.]*

*[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]*

*[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid **a la carte items or second** meal charges.]*

**I. PURPOSE**

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for **a la carte items or second school** meals as well as to maintain the financial integrity of the school nutrition program.

~~**H. GENERAL STATEMENT OF POLICY**~~

- ~~A. The goal of Independent School District No. 361 is to provide nutritious meals to students to promote healthy eating habits and enhance learning, as well as, maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges.~~
- ~~B. It is the policy of Independent School District No. 361 to offer breakfast and lunch meals that meet state and federal regulations.~~

- C. ~~The school district receives school lunch aid under Minnesota Statutes section 124D.111, therefore, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.~~
- D. ~~Families may apply for free/reduced price meals any time during the school year. Meal applications are distributed to all families in the school district prior to the start of the school year, and are included in enrollment packets. Meal applications are also available at the both school offices and on the district website. If household income or size change, families can apply for meal benefits anytime during the school year.~~

~~Parent(s) or guardian(s) are responsible for meal charges prior to qualifying for meal benefits. Families who qualify for meal benefits are required each school year to complete a new meal application form. District staff will work diligently with parents in this process, however, it is the parent/guardian responsibility to ensure they complete and respond to the annual meal application notification which is sent in August of each school year. A parent/guardian who loses their meal benefit is responsible for meal charges until such time they requalify for meal benefits.~~

## **II. PAYMENT OF MEALS**

- E. All a la carte items or **second** meal purchases are to be prepaid before meal service begins. Students are assigned a meal account when they enroll in International Falls Public Schools. It is the parent/guardians responsibility to make sure adequate funds are available in their student(s) account each day for breakfast and/or lunch. It is recommended to have at least a week's worth of meals prepaid in the student's account.
- F. Parent(s) or guardian(s) can manage their student(s) meal accounts through online access via Skyward Family Access. The link for Skyward Family Access is found on the district website at [www.isd361.k12.mn.us](http://www.isd361.k12.mn.us) under "Quick Links" then select "Skyward Portal". Family Access allows parent(s) or guardian(s) the ability to:
1. View meal account balances
  2. Make payments to student account(s)
  3. Set a low balance message
  4. View student meal account purchases

If parent(s) or guardian(s) do not have a user name setup for Skyward Family Access they can contact the school office to have this setup.

- G. Student meal account payments can be made as follows:
1. Pay by credit or debit card online through Skyward Family Access or via ISD 361 web store offered through RevTrak. The link to either system is located on district website under "Quick Links". There is a \$1 transaction fee applied to all online payments.
  2. Send cash or check with student to school.
  3. Mail or drop off cash or check to your student's school.
  4. By setting up reoccurring payments:
    - a) Reoccurring payments allow parent(s) or guardian(s) to set a minimum meal account balance which will trigger an automatic payment to the

student(s) account. An email notification is sent to the parent(s) or guardian(s) each time a payment is made.

- b) To setup reoccurring payments go to ISD 361 web store:  
Log into personal account then setup reoccurring payments for each student. At the end of school year remove the reoccurring payment option on your account.
- c) If parent(s) or guardian(s) do not have a web store account setup they can contact the school office to have this setup.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

- D. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
- E. Each school that participates in the free school meals program must:
  - (1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
  - (2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
- F. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
- G. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the student's accounts.
- H. Transferring of funds between student sibling accounts requires the approval of the parent or guardian. Graduating senior student account balances will be automatically transferred to a sibling at the end of school year. Parent(s) or guardian(s) with graduating students will be requested to advise the school office if they want their positive senior students account balance refunded, or transferred to the districts meal donation account.

### III. MEAL ACCOUNT PURCHASES

Students may purchase **second** meals or ala carte items when funds have been deposited into their meal account.

- ~~A. Kindergarten Breakfast: All kindergarten students qualify to receive one free breakfast each day school is in session. Kindergarten students are always eligible for free breakfast regardless of unpaid meal account balance.~~
- ~~B. Free/Reduced Breakfast and Lunch Meals: Students who qualify for free/reduced meal benefits will receive the first breakfast and/or lunch meal at no charge. Students eligible for free/reduced meals will always be served a first (1<sup>st</sup>) quantity breakfast and/or lunch meal regardless of unpaid food service accounts.~~
- ~~C. Full Paid Breakfast and Lunch Meals: Students who pay the full price for breakfast and lunch meals are required to prepay for those meals prior to being served. When a student who is full paid has “cash in hand” to pay for first meal, the student will be served a first meal regardless of unpaid meal account balance. The “cash in hand” will not be applied towards past due meal account balances.~~

Ala Carte Purchases: The Falls High School cafeteria offers ala carte items for purchase. Students will not be allowed ala carte purchases if their meal account does not have a prepaid balance to cover the cost of purchase.

Parent(s) or guardian(s) may choose to block items from being purchased, such as extra milk and ala carte items by contacting Michelle Hopkins at 218-283-2571 ext. 1181 or via email at [mhopkins@isd361.org](mailto:mhopkins@isd361.org)

Second Meal Purchases: Any second (2<sup>nd</sup>) breakfast or lunch meal purchased by any student regardless of meal application status or kindergarten free breakfast status will be charged at the second meal price. Students must have positive meal account balance to purchase the second (2<sup>nd</sup>) meal.

#### **IV. LOW OR NEGATIVE ACCOUNT BALANCE NOTIFICATION**

- A. Parent(s) or guardian(s) are encouraged to utilize Skyward Family Access to manage their student(s) meal account(s). A mobile application for Family Access is also offered by Skyward.
- B. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero as follows. Parent(s) or guardian(s) can also set a low balance email notification via Skyward Family Access.
- C. Parent(s) or guardian(s) will be notified when the student account is at \$10.00 or less via the district telephone and e-mail notification system on Tuesday of each week.
- D. Parent(s) or guardian(s) will be notified when a student account is at negative -\$10.00 via the district telephone/e-mail notification system on Monday of each week.
- E. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

#### **Policy for Meal Accounts with \$0 or Negative Balances:**

Meal Account Balances at negative -\$25.00

A meal statement will be sent requesting payment within 30 days. Invoices will be sent electronically to the parent(s) or guardian(s) guardians email address on file. If no email address is on file an invoice will be mailed to the address on file.

The district will continue to serve these students a first quantity breakfast and/or lunch meal. Second quantity meals and ala carte purchases will be denied.

Meal Account Balances at Negative -\$50.00 or more

A meal statement will be sent requesting payment within 30 days. Invoices will be sent electronically to the parent(s) or guardian(s) guardians email address on file. If no email address is on file an invoice will be mailed to the address on file.

The district will continue to serve these students a first quantity breakfast and/or lunch meal. Second quantity meals and ala carte purchases will be denied.

Meal Account Balances at Negative -\$100 or more

When a student's meal account balance reaches negative -\$100 the parent/guardian will receive a final notification from the Districts Business Manager to make payment to resolve the outstanding balance due to District within 10 days. If this notification does not result in a consistent payment plan by the parent(s) or guardian(s) any amounts owed at negative -\$100 or more will be sent to collections.

The district will continue to serve these students a first quantity breakfast and/or lunch meal. Second quantity meals and ala carte purchases will be denied.

**V. UNPAID MEAL CHARGES**

The school district will make reasonable efforts to communicate and work with families to resolve the matter of unpaid meal charges. When appropriate, families will be encouraged to apply for meal benefits for their students.

Assistance from county social services may be requested by the building principal, food service director, school social worker or superintendent of schools for possible neglect when attempts to resolve the unpaid meal debt are not successful or disregarded by the parent(s) or guardian(s).

The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

Collection options for delinquent unpaid meal accounts may include, but are not limited to, use of collection agencies, claims in conciliation court, or any other legal methods permitted by law.

During the year meal statements will be sent monthly to families with unpaid balances due to non-payment of meal charges, meal charges incurred prior to qualifying for meal benefits, negative balances incurred during a lapse in meal benefits, or the student has left the district with a negative lunch balance. Meal statements will be sent electronically to

the parent(s) or guardian(s) email account on file. If no email account is on file meal statements will be mailed. Invoices will request payment within 30 days.

At the end of the school year, regardless if the meal account is “stale” or not, unpaid meal account balances will be sent meal statement requesting payment within 10 days. If no payment is made after 10 days, accounts that owe \$50 or more will be referred to the District’s collection agency.

The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

## **VI. STAFF MEALS**

- A. Staff have the option of purchasing meals or ala carte items through a staff meal account. This option is offered to staff as a prepayment meal account. Staff meal accounts require a payroll deduction form be on file with payroll, and maintain a positive account balance. Staff with negative meal account balances will be refused service.
- B. The district provides a reoccurring payment option to staff through the online payment system via RevTrak. Staff are encouraged to utilize this option if they struggle to maintain a positive meal account.
- C. At the termination of employment any outstanding negative meal account balance will be required to be paid in full or the amount owed will be deducted from the employee’s last paycheck. Any positive meal account balance will be refunded to the staff member, or the staff member may elect to donate the balance to the districts meal donation account.

## **VII. COMMUNICATION OF POLICY**

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back to school packet, student handbook, etc.) to:
  - 1. All households at or before the start of each school year;
  - 2. Students and families who transfer into the school district, at the time of enrollment; and
  - 3. All school district personnel who are responsible for enforcing this policy.
- B. The school district will post the policy on the school district’s website, in addition to providing the required written notification described above.

- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

**Legal References:** Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 124D.111, (School Meals Policies; Lunch Aid; Food Service Accounting)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

**Cross References:** None

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

**BOARD POLICY 601  
School District Curriculum and Instructional Goals**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

**III. DEFINITIONS**

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills and career and college readiness.
- F. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  2. student performance on the Minnesota Comprehensive Assessments;
  3. high school graduation rates; and
  4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

- K. “World’s best workforce” means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~ **must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in ~~Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2), state and federal law~~;

**[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]**

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs ~~and services~~ and accelerate their instruction, adopt ~~early-admission~~ procedures ~~consistent with Minnesota Statutes, section 120B.15 for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups~~, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

***[Note: MSBA/MASA Model Policy 618 addresses this requirement.]***

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students’ access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

*[Note: MSBA/MASA Model Policy 616 addresses this requirement.]*

5. a process to examine the equitable distribution of teachers and strategies to ensure ~~children in~~ low-income ~~and minority children~~ families, ~~children in~~ families of People of Color, and ~~children in~~ American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
  - a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; ~~and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;~~
  - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
  - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.
8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

~~B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.~~

~~B. School district site and school site goals shall include the following:~~

- ~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include:~~

~~*[\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]*~~

- ~~a. reading, writing, speaking, listening and viewing in the English language;~~
  - ~~b. mathematical and scientific concepts;~~
  - ~~c. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);~~
  - ~~d. creative and critical thinking, decision making, and study skills;~~
  - ~~e. work readiness skills;~~
  - ~~f. global and cultural understanding.~~
- ~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~
- ~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
  - ~~b. bring many perspectives, including historical, to contemporary issues;~~
  - ~~c. develop an appreciation and respect for democratic institutions;~~
  - ~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~
  - ~~e. practice stewardship of the land, natural resources, and environment;~~
  - ~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~
- ~~3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
- ~~4. School practices and instruction will be directed toward developing within each student a positive self image and a sense of personal responsibility for:~~
- ~~a. establishing and achieving personal and career goals;~~
  - ~~b. adapting to change;~~
  - ~~c. leading a healthy and fulfilling life, both physically and mentally;~~

~~\_\_\_\_\_ d. \_\_\_\_\_ living a life that will contribute to the well-being of society;~~

~~\_\_\_\_\_ e. \_\_\_\_\_ becoming a self-directed learner;~~

~~\_\_\_\_\_ f. \_\_\_\_\_ exercising ethical behavior.~~

~~\_\_\_\_\_ 5. \_\_\_\_\_ Students will be given the opportunity to acquire human relations skills necessary to:~~

~~\_\_\_\_\_ a. \_\_\_\_\_ appreciate, understand, and accept human diversity and interdependence;~~

~~\_\_\_\_\_ b. \_\_\_\_\_ address human problems through team effort;~~

~~\_\_\_\_\_ c. \_\_\_\_\_ resolve conflicts with and among others;~~

~~\_\_\_\_\_ d. \_\_\_\_\_ function constructively within a family unit;~~

~~\_\_\_\_\_ e. \_\_\_\_\_ promote a multicultural, gender-fair, disability-sensitive society.~~

~~***[Note: School-district and site goals example courtesy of the Winona School District.]***~~

C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

~~C. \_\_\_\_\_ Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

1. \_\_\_\_\_ The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

~~*[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]*~~

~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~

~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:~~

~~(a) a summary of the district's efforts to screen for dyslexia;~~

~~(b) the number of students screened for that reporting year; and~~

~~(c) the number of students demonstrating characteristics of dyslexia for that year.~~

~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~

~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:~~

~~a. the student's reading proficiency as measured by a locally adopted assessment;~~

~~b. reading-related services currently being provided to the student and the student's progress; and~~

~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~

~~This provision may not be used to deny a student's right to a special~~

education evaluation.

~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

~~*[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]*~~

~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

***Legal References:***

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40., Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)  
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

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

**BOARD POLICY 602  
Organization of School Calendar and School Day**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

**I. PURPOSE**

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

**II. GENERAL STATEMENT OF POLICY**

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

**III. CALENDAR RESPONSIBILITY**

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.

*[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Minnesota Commissioner of Education under Minnesota Statutes section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction*

*provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]*

*[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]*

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.
  - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
  - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

*[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]*

#### **IV. SCHOOL DAY RESPONSIBILITY**

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

- C. Proposed changes in the school day shall be subject to review and approval by the school board.

## V. E-LEARNING DAYS

- A. An e-learning day is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

**Legal References:** Minn. Stat. § 10.55 (Juneteenth)  
Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)  
Minn. Stat. § 120A.414 (E-Learning Days)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

[Minn. Stat. § 645.44 \(Words and Phrases Defined\)](#)

***Cross References:*** MSBA/MASA Model Policy 425 (Staff Development)

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

**BOARD POLICY 603  
Curriculum Development**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_\_\_

*[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

**II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

**III. RESPONSIBILITY**

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

**IV. DISTRICT ADVISORY COMMITTEE**

- A. The school board ~~shall~~ **must** establish an advisory committee to ensure active community participation in all phases of planning an improving the instruction and curriculum affecting state and district academic standards.

- B. The District Advisory Committee, to the extent possible, shall must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall must comprise at least two-thirds of advisory committee members.
- C. The District Advisory Committee shall must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the district advisory committee.
- E. The District Advisory Committee shall must recommend to the school board:
  - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes sections 120B.11, subdivision 1a, section 120B.022, subdivisions 1a and 1b, and section 120B.35,
  - 2. district assessments,
  - 3. means to improve students' equitable access to effective and more diverse teachers, and
  - 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  - 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

**V. SCHOOL SITE TEAM**

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum

improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~

- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
- ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
- ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
- ~~4. Provide a program for ongoing monitoring of student progress.~~
- ~~5. Provide for specific, particular, and special needs of all members of the student community.~~
- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
- ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
- ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd.2.~~

A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota

Statutes section 120A.20, ~~Subd. subdivision~~ 1(c). A student’s plan under this section shall continue while the student is enrolled.

- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:**

[Minn. Stat. § 120A.20 \(Admission to Public School\)](#)

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)

Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce](#))

Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students’ Successful Transition to Postsecondary Education and Employment; [Personal Learning Plans](#))

[Minn. Stat. § 124D.59 \(Definitions\)](#)

Minn. Rules Part 3500.0550 (Inclusive Educational Program)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

MSBA/MASA Model Policy 604 (Instructional Curriculum)

MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361

BOARD POLICY 604  
Instructional Curriculum

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ July 2023 \_\_\_

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. ~~Language Arts and~~ basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education.

*[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]*

5. The arts;
6. Career and technical education; and
7. World languages.

*[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.]*

*World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates ~~or Minnesota World Language High Achievement Certificates~~ consistent with Minnesota Statutes section 120B.022, ~~subdivision 1~~]*

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and ~~all~~ courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. ~~Public~~ elementary and middle schools ~~shall~~ ~~must~~ offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### **III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:

1. language arts;
2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
4. social studies, including history, geography, economics, and government and citizenship that includes civics;
5. physical education;
6. health, for which locally developed academic standards apply; and
7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

#### **IV. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

#### **V. CPR AND AED INSTRUCTION**

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.

- B. CPR and AED instruction must include CPR and AED training that have been developed:
  - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. “Psychomotor skills” means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

## **VI. COLLEGE AND CAREER PLANNING**

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students’ plans must:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. emphasize academic rigor and high expectations and inform the student and the student’s parent or guardian, if the student is a minor, of the student’s achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

## **VII. CIVICS TEST**

- A. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
- B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions if receives on the Minnesota's Legacy website by August 1 of that year.
- C. The school district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
- D. The school district may administer the civics test questions in a language other than English to students who qualify for English learner services.
- E. The school districts may administer civics test questions as part of the social studies curriculum.
- F. The school district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

G. The school district cannot charge a fee related to this requirement.

*[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]*

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
[Minn. Stat. § 120B.101 \(Curriculum\)](#)  
Minn. Stat. § 120B.20 (Parental Curriculum Review)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
[Minn. Stat. § 120B.023 \(Benchmarks Implement, Supplement Statewide Academic Standards\)](#)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

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

**BOARD POLICY 613  
Graduation Requirements**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_\_\_

*[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]*

**I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

**III. DEFINITIONS**

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Individualized Education ~~Plan~~ Program,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.
- C. ”English Language Learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

E. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

~~A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.~~

~~B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.~~

#### IV. DISTRICT ASSESSMENT COORDINATOR

\_\_\_\_\_ shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

#### V. GRADUATION ASSESSMENT REQUIREMENTS

Students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students’ attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students’ continuous development of and growth in requisite knowledge and skills; analysis of students’ progress and performance levels, identification of students’ academic strengths and diagnosis of areas where students’ require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students’ learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students’ progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*) age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for post secondary remediation.

- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. 24 Credits required for graduation or have met the requirements of an IEP.
- B. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- C. Three credits of mathematics, including an algebra II credit or its equivalent, [geometry, statistics and probability, or its equivalent](#), sufficient to satisfy all of the academic standards in mathematics.
- D. [Students in the graduation class of 2015 and beyond must complete](#) an algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- E. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- F. [Four credits \(1/2 credit more than State\)](#) of social studies, encompassing at least United States history, geography, government and citizenship, world history, and

economics sufficient to satisfy all of the academic standards in social studies;

- G. One credit in the [music/arts](#) sufficient to satisfy all of the state or local academic standards in the arts; and
- H. [One credit in ninth grade PE/Health and one-half \(.5\) credit in Physical Education in grades 10-12.](#)
- I. [One credit in Industrial Technology/FACS.](#)
- J. Credit equivalencies.
  - 1. A one-half credit of economics taught in a school's [agriculture agricultural, food, and natural resources education](#) or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
  - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
  - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
  - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
  - 6. [An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.](#)

*[Note: Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]*

- K. Students shall have met all requirements for graduation to be eligible to participate in commencement activities. Exception shall be granted for seniors who are lacking ½ credit or less, and who are enrolled in an approved course of study (e.g. correspondence course, on-line learning course) to correct the credit deficiency, or who are enrolled in summer school immediately following commencement to correct for the deficiency. Approval of courses of study shall be responsibility of the high school principal. Enrollment and approval are required prior to participation in commencement activities.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  - 1. School District Standards, Health (K-12);
  - 2. School District Standards, Career and Technical Education (K-12); and
  - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

\*Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;
  - 2. Minnesota Academic Standards, Mathematics K-12;
  - 3. Minnesota Academic Standards, Science K-12;
  - 4. Minnesota Academic Standards, Social Studies K-12; and
  - 5. Minnesota Academic Standards, Physical Education K-12.

- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

#### **VIII. GRADUATION REQUIREMENTS OF HOME-SCHOOLED STUDENTS IN RECEIVING AN INTERNATIONAL FALLS SCHOOL DISTRICT DIPLOMA.**

- A. All resident home-educated students must be registered and attend with full seat time in the International Falls Public Schools in grades 11 and 12.
- B. Resident home-educated students or non-public students will show successful performance by achieving at least a “C” grade in all coursework by the 12<sup>th</sup> week of school. If successful, previous credits earned by a student in a non-accredited school will be recognized.
- C. The International Falls Public Schools recognizes the home-school transcript as coming from a ‘non-accredited school or secondary school’.
- D. The local school district shall be responsible for the appropriate assignment of a student transferring from a non-accredited school to the class or grade best suited for the student.
- E. Resident home-educated students with full public school seat time in grades 11 & 12 are eligible to participate in the receiving of awards and scholarships offered through the public school.

#### **VIV. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, Section 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal’s decision shall be in writing and may be subject to review by the superintendent and school board.

***Legal References:*** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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

**BOARD POLICY 616  
School District System Accountability**

Adopted \_\_\_ By Reference \_\_\_

Revised **July 2023** \_\_\_\_\_

*[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. **MSBA/MASA** Model Policies 601, 603, and 616 address these statutory requirements. In addition, **MSBA/MASA** Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

~~B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts~~

~~must offer and certify that students complete to be eligible for a high school diploma.~~

- B. “World’s best workforce” means striving to: meet school readiness goals; ~~have all third grade students achieve grade level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

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

A. School District Goals.

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district’s Advisory Committee.
2. The **District** Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the **District** Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40, or 122A.41.

*[Insert Local Cycle in this space]*

- C. Implementation of Graduation Requirements.

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

D. Comprehensive Continuous Improvement of Student Achievement.

1. By October 1<sup>st</sup> of each year, the **District** Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The **District** Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

- c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
- d. Advising the school board about development of the annual budget.

3. The **District** Advisory Committee shall meet the following criteria:

- a. The **District** Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
- b. The **District** Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
- d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the **District** Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~

- ~~a. The Director of Curriculum (or similar educational leader)~~
- ~~b. Principal~~
- ~~c. School Board Member~~
- ~~d. Student Representative~~
- ~~e. One teacher from each building or instructional level~~
- ~~f. Two parents from each building or instructional level~~

~~g. Two residents without school-aged children, non-representative of local business or industry~~

~~h. Two residents representative of local business or industry~~

~~i. District Assessment Coordinator (if different from "a." above)~~

~~*[Note: This Advisory Committee composition is a model only.]*~~

4. Translation services should be provided to the extent appropriate and practicable.
5. The **District** Advisory Committee shall meet the following timeline each year:
  - August: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
  - Aug/Sept: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
  - Sept.: Review evaluation results and prepare recommendations.
  - October: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress, **toward Literacy by Grade 3**, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting.

1. Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the

form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

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

**BOARD POLICY 617  
School District Ensurance of Preparatory and High School Standards**

Adopted \_\_\_ April 2023 \_\_\_

Revised \_\_\_ July 2023 \_\_\_

*[Note: With ~~the~~ repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts ~~which~~ ~~that~~ retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]*

**I. PURPOSE**

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
  
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements ~~through the Profile of Learning content standards~~ will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards ~~of the Profile of Learning~~. This policy also defines how technology will be integrated across student learning areas. *[Note: With ~~the~~ repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]* In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

#### A. Preparatory Content Standards

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. *[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

*[Note: School districts should examine existing graduation requirements and align them to the new requirements.]*

#### C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

#### D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

#### E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

#### F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

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

**BOARD POLICY 618  
Assessment of Student Achievement**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_\_\_

**I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

**II. GENERAL STATEMENT OF POLICY**

The school district has established a procedure by which students shall complete the Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance, student achievement of the Graduation Requirements.

**III. DEFINITIONS**

~~A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s~~

~~grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

- B. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~F. “Computer adaptive assessments” means fully adaptive assessments.~~

- D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

~~J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. [Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]~~

~~K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~

- G. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts or a locally adopted expectation for student learning in health or the arts.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The superintendent shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

**V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS**

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

*[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]*

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The **Minnesota** Commissioner of Education must create and publish a form for parents and guardians that:
  - a. explains the need for state academic standards;
  - b. identifies the state assessments that are aligned with state standards;
  - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
  - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
  - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and

- f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## **VI. RIGOROUS COURSE OF STUDY WAIVER**

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program that meet state standards is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

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

**BOARD POLICY 620  
Credit for Learning**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ July 2023 \_\_\_

*[Note: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V.; ~~online learning courses, as set forth in Section VI.~~; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*

**I. PURPOSE**

~~The purpose of this policy is to~~ This policy recognizes student achievement ~~which that~~ occurs in ~~postsecondary~~ enrollment option and other advanced enrichment programs. ~~The purpose of~~ This policy also ~~is to~~ recognizes student achievement ~~which that~~ occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. ~~The purpose of~~ This policy ~~also is to~~ addresses ~~the~~ transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

~~B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~

~~“Concurrent enrollment” means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~

~~C. “Commissioner” means the Commissioner of MDE.~~

~~“Course” means a course or program.~~

~~D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.~~

~~“Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.~~

~~E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.~~

- E. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- ~~G. “Online learning” is a form of digital learning delivered by an approved online learning provider.~~
- ~~H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.~~
- F. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
  - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
  - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
  - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
    - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
    - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **6** credits from the school district.

- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
  - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
  - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

## V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the ~~Minnesota Academic Standards content standards~~ **academic standards** corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program ~~that meets or exceeds a graduation standard or requirement shall must~~ be counted toward the graduation ~~and credit~~ requirements ~~of a student completing the Minnesota Academic Standards~~ and subject area requirements of the district.
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
  - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

## ~~VI. CREDIT FROM ONLINE LEARNING COURSES~~

- ~~A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.~~
- ~~B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.~~
- ~~C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.~~

## **VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS**

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

## VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## VIII. WEIGHTED GRADES

*[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies]*

Weighted grades will be earned for the following courses:

- A. AP Courses: Any Advanced Placement course taught on-site at Falls High School by an ISD #361 instructor shall receive a weighted grade.
- B. Concurrent Enrollment Courses: Any concurrent enrollment course taught on-site at Falls High School by an ISD #361 instructor shall receive a weighted grade.
- C. Other Courses: Chemistry, Physics, Engineering, Math Topics and any other "junior/senior" course labeled "honors".

The weighted grading committee consisting of an administrator, teacher, student and School Board member may recommend to the School Board an adjustment in the classes

qualifying for weighted grades. Adjustments will relate to the number of students in classes and available faculty.

The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

## IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, ~~online learning course~~, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
~~Minn. Stat. § 124D.095 (Online Learning Option)~~  
~~Minn. Stat. § 124D.094 (Online Instruction Act)~~  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 624 (Online ~~Instruction Learning Options~~)

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

**BOARD POLICY 621  
Literacy and the READ Act**

**\*\*\*NEW POLICY\*\*\***

**Adopted** \_\_\_ **July 2023** \_\_\_

**Revised** \_\_\_\_\_

**[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]**

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the

development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

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

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

- D. The school district may not use this section to deny a student's right to a special education evaluation.

## **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
  - 1. a summary of the school district's efforts to screen for dyslexia;
  - 2. the number of students universally screened for that reporting year;
  - 3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

## **VI. INTERVENTION**

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal

learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

## **VII. LOCAL LITERACY PLAN**

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  2. a process to notify and involve parents;
  3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
  5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and
    - c. students in grades 4 to 12 who are identified as not reading at grade level; and
  9. the number of teachers and other staff that have completed training approved by the department.

- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

## **VIII. STAFF TRAINING**

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
  - 1. intervention teachers working with students in kindergarten through grade 12;
  - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  - 3. special education teachers;
  - 4. curriculum directors;
  - 5. instructional support staff who provide reading instruction; and
  - 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

## **IX. STAFF DEVELOPMENT**

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
  5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

## **X. LITERACY INCENTIVE AID USES**

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;

3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

***Legal References:*** Minn. Stat. § 120B.1118 (Read Act Definitions)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.123 (Read Act Implementation)  
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

***Cross References:*** None

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

**BOARD POLICY 624  
Online Instruction**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[Note: ~~The provisions of this policy substantially reflect the statutory requirements of Minnesota Statutes section 124D.095, the Online Learning Option Act. In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624 ]~~*

**I. PURPOSE**

The purpose of this policy is to recognize and govern online **learning instruction** options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online **learning provider instruction site** for supplemental or full-time online learning.

**II. GENERAL STATEMENT OF POLICY**

A. The school district shall not prohibit an enrolled student from applying to enroll in online **learning instruction**.

B. The school district shall grant academic credit for completing the requirements of an online **learning instruction** course or program.

~~C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.~~

~~D. The school district shall continue to provide non-academic services to online learning students.~~

~~E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.~~

~~*[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minnesota Statutes section 124D.095, subdivision 4(d) and (e).]*~~

~~*To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incident cost as a result of providing access electronically. See Minnesota Statutes section 123B.42.]*~~

### III. DEFINITIONS

- A. “Blended ~~learning~~ instruction” is means a form of digital ~~learning~~ instruction that occurs when a student learns part time in a supervised physical setting and part time through ~~digital delivery of~~ online instruction under paragraph (E). ~~instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.~~
- B. “Digital ~~learning~~ instruction” is ~~learning~~ means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online ~~learning~~ instruction.
- C. “Enrolling district” means the school district ~~or charter school~~ in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4. ~~for purposes of compulsory education.~~
- ~~D. “Full-time online learning provider” means an enrolling school authorized by the MDE to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.~~
- D. “Online ~~learning~~ course syllabus” is means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student. ~~an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student to teacher communications, and the academic support available to the online learning student.~~

- E. ~~“Online learning instruction” is means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting. learning delivered by an approved online learning provider under Paragraph III.H.~~
- G. ~~“Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.~~
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).
- H. ~~“Student” means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21. is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minnesota Statutes sections 120A.22 and 120A.24.~~
- I. ~~“Supplemental online learning course” means an online learning course taken in place of a course provided by the student’s enrolling district under paragraph (C). period at a local district school.~~
- H. ~~“Supplemental online learning course provider” is means a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) online learning to students and is approved by MDE to provide supplemental online learning courses under paragraph (I).~~

#### **IV. DIGITAL INSTRUCTION**

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.

- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

## **V. SUPPLEMENTAL ONLINE COURSES**

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
  - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
  - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
  - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
  - 1. use an application form specified by MDE;
  - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
  - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
  - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
  - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

## **VI. ENROLLING DISTRICT**

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.

- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
  2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
1. provides information to students and families about supplemental online courses;
  2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
  3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.

- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

## VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

## ~~IV. PROCEDURES~~

### ~~A. Dissemination and Receipt of Information~~

- ~~1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.~~
- ~~2. The school district will receive and maintain information provided to it by online learning providers.~~
- ~~3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.~~
- ~~4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.~~

### ~~B. Student Enrollment~~

- ~~1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.~~
- ~~2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement~~

~~indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.~~

- ~~3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.~~
- ~~4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~
- ~~5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.~~
- ~~6. An online learning student may complete course work at a grade level that is different from the student's current grade level.~~

- ~~7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.~~

~~C. Classroom Membership and Teacher Contact Time~~

- ~~1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.~~
- ~~2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.~~
- ~~3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.~~
- ~~4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minnesota Statutes section 124D.095, subdivision 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.~~

~~D. Academic Credit; Graduation Standards or Requirements~~

- ~~1. The school district shall apply the same graduation requirements to all students, including online learning students.~~
- ~~2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.~~
- ~~3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.~~
- ~~4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.~~

- ~~5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.~~
- ~~6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.~~

***Legal References:*** ~~Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)~~  
~~Minn. Stat. § 120A.22 (Compulsory Instruction)~~  
~~Minn. Stat. § 120A.24 (Reporting)~~  
~~Minn. Stat. § 123B.42, Subd. 1a (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)~~  
~~Minn. Stat. § 124D.03 (Enrollment Options Program)~~  
~~Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)~~  
~~Minn. Stat. § 124D.094 (Online Instruction Act)~~  
~~Minn. Stat. Ch. 124E (Charter Schools)~~  
~~Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)~~  
~~Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)~~  
~~Minn. Stat. § 124D.095 (Online Learning Option Act)~~

***Cross References:*** ~~MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)~~  
~~MSBA/MASA Model Policy 605 (Alternative Programs)~~  
~~MSBA/MASA Model Policy 608 (Instructional Services—Special Education)~~  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 620 (Credit for Learning)

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

**BOARD POLICY 708  
Transportation of Nonpublic School Students**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[Note: The obligations stated in this policy are largely governed by statute. **Statutory references are included throughout the policy.** A school district may choose to add obligations to the model policy.]*

**I. PURPOSE**

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

**III. ELIGIBILITY**

- A. The school district shall provide equal transportation within the **school** district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in **Minn. Stat. § Minnesota Statutes sections** 123B.88 and § 123B.92 when applicable. (~~Minn. Stat. § 123B.86, Subd. 1~~)
- B. Upon the request of a parent or guardian, the school district **shall must** provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation **shall must** be provided whether **there is** or **is not there is** another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.

~~(Minn. Stat. § 123B.86, Subd. 2(a))~~

- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries. ~~(Minn. Stat. § 123B.86, Subd. 2(b))~~
- D. The school district ~~shall~~ **must** provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. ~~(Minn. Stat. § 123B.44, Subd. 1)~~
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. ~~A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)~~
- F. ~~Additional transportation to and from a nonpublic school may be provided at the expense of the school district where when such services are provided in the discretion of the school district.~~

The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.

- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to

that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.

- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

#### IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district ~~shall~~ **must** provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district **boundary**. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. ~~(Minn. Stat. § 125A.18)~~
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, **the student** shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. ~~(Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1)~~
- C. ~~Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)~~

~~Each driver and aide assigned to a vehicle transporting students with a disability~~

must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

DE. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize ~~the alternative dispute resolution and~~ due process procedures provided for in ~~Minn. Stat. Ch.~~ Minnesota Statutes chapter 125A. (~~Minn. Rules Part 7470.1600, Subd. 2~~)

## V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

**Legal References:** Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.84 (Policy)  
Minn. Stat. § 123B.86 (Equal Treatment)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.91, Subd. 1a (~~School District Bus Safety Requirements~~) (~~Compliance by Nonpublic and Charter School Students~~)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. Ch. 125A (~~Special Education and Special Programs Children With a Disability~~)  
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)  
*Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)  
*Eldridge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)  
*Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)

Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)  
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)  
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)  
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)  
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

***Cross References:*** MSBA/MASA Model Policy 707 (Transportation of Public School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
~~MSBA Service Manual, Chapter 2, Transportation~~

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

**BOARD POLICY 709  
Student Transportation Safety Policy**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

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

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

A. School Bus Safety Week

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

B. Student **School Bus Safety** Training

1. The school district shall provide students enrolled in grades pre-kindergarten through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;

- f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades pre-K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instructional materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades pre-K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
  3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades pre-K through 3 school bus safety training twice during the school year.
  4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by ~~Minn. Stat. §~~ Minnesota Statutes chapter 169.446, ~~Subd.~~ subdivision 2.
  5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
  6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
  7. The school district may provide pre-kindergarten and kindergarten students with school bus safety training before the first day of school.
  - ~~8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.~~
  8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
  9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety

education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
  - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
  - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

2. Deadlines.

- a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.
- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
- c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

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

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses; including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

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

2. Rules at the Bus Stop

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

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

4. Consequences

In the interest of the safety and comfort of bus students, ISD #361 has a student management and bus suspension policy that is fair to all students. When a student breaks a ridership rule the driver will enter the infraction on the student management system. It will then be determined if the infraction deserves a warning or if points need to be given to the student. The bus driver may consult the building principal on the severity of the infraction, but the building principal will have final say on the allocation of points and/or other disciplinary actions. The point system is as follows:

Warning.....	0 points
Excessive noise.....	1 – 5 points
Abusive language.....	1 – 15 points
Damaging bus property.....	5 – 15 points
Unsafe behavior.....	5 – 15 points
Disobeying the driver.....	5 – 10 points
Injury to others.....	5 – 15 points
Other.....	1 – 15 points

15 points = 3 day suspension

30 points = 5 day suspension

45 points = 10 day suspension

60 points = loss of bus riding privileges for the remainder of the school year

*(This schedule and discipline policy may be adjusted to accommodate students with disabilities).*

**For flagrant violations or incidents that endanger other students, an immediate suspension will occur. The suspension is from all school buses. The suspension is for bus riding only. Attendance at school is still required.**

The 1994 legislature established that riding a school bus is a privilege, not a right. Bus riding privileges may be revoked for failing to demonstrate knowledge of school bus safety principles.

Student safety at the bus stops and on the bus is our number one concern. Students that make the bus ride unsafe will be dealt with immediately and disciplined accordingly.

5. Other Discipline

Based on the severity of a student’s conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

6. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a

school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

7. Vandalism/Bus Damage

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

8. Notice

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

9. Criminal Conduct

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

**IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

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

6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.
8. Be visible to driver when dropping off students ages pre-K through 1<sup>st</sup> grade.

## V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
  1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
  2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-1 school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-1 school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction, and who loses the right to operate a commercial vehicle for any period, or who is disqualified from operating a commercial motor vehicle for any period, shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (*i.e.*, driving while impaired offenses), VII.C.1.h. (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

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

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting

students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

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

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

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

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]***

## VII. OPERATING RULES AND PROCEDURES

### A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

***[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]***

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in ~~Minn. Stat.~~ **§ Minnesota Statutes section 169.011, ~~Subd.~~ subdivision 71.** In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

### B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans,

and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. ~~A type III vehicle cannot be older than 12 years old unless accepted by state and federal law.~~

Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's

compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
  - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
  12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
  13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
  - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
    - (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections; and
- (8) safe loading and unloading of students, including, but not limited to:
  - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
  - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
  - (d) placing the type III vehicle in “park” during loading and unloading.
  - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V,F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator

has been conducted that meets the requirements under ~~Minn. Stat. § Minnesota Statutes section 122A.18, Subd. subdivision 8, or Minn. Stat. § Minnesota Statutes section 123B.03 for school district employees; Minn. Stat. § Minnesota Statutes section 144.057 or Minn. Stat. Ch. Minnesota Statutes chapter 245C for day care employees; or Minn. Stat. § Minnesota Statutes section 171.321, Subd. subdivision 3, for all other persons operating a type III vehicle under this section.~~

- d. Operators shall submit to a physical examination as required by ~~Minn. Stat. § Minnesota Statutes section 171.321, Subd. subdivision 2.~~
- e. The operator's employer requires pre-employment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under ~~Minn. Stat. § Minnesota Statutes section 181.951, Subds. Subdivisions 2, 4, and 5.~~ Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by ~~Minn. Stat. § Minnesota Statutes section 171.321, Subd. subdivision 5.~~
- g. A person who sustains a conviction, as defined under ~~Minn. Stat. § Minnesota Statutes section 609.02, of violating Minn. Stat. § Minnesota Statutes sections 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating, or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.~~
- h. A person who has ever been convicted of a disqualifying offense as defined in ~~Minn. Stat. § Minnesota Statutes section 171.3215, Subd. subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.~~
- i. A person who sustains a conviction, as defined under ~~Minn. Stat. § Minnesota Statutes section 609.02, of a moving offense in violation of Minn. Stat. Ch. Minnesota Statutes chapter 169 within~~

3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under ~~Minn. Stat. §~~ Minnesota Statutes section 123B.90, ~~Subd. subdivision~~ 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under ~~Minn. Stat. §~~ Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d (physical examination) and VII.C.1.e (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunctional School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by ~~Minn. Stat. §~~ Minnesota Statutes section 171.321, ~~Subd. subdivision~~ 2.

e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in ~~Minn. Stat. §~~

Minnesota Statutes section 171.02, ~~Subd.~~ subdivisions 2a(h) - 2a(j).

- f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
  - 3. A school bus operated under this section must bear a current certificate of inspection.
  - 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

## VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

*[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]*

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition.

The information shall state:

1. the student's name and address;
2. the nature of the student's disabilities;
3. emergency health care information; and
4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

#### **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

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

#### **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

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

district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

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

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

**Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (~~Safety of School Children; Training and Education Rules Driver Training Programs~~)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (~~Notice of Violation by Commercial Driver Notification of Conviction for Violation by a Commercial Driver~~)  
Minn. Stat. § 171.169 (~~Notice of Commercial License Suspension Notification of Suspension of License of Commercial Driver~~)  
Minn. Stat. § 171.321 (Qualifications of School Bus ~~and Type III Vehicle Drivers Driver~~)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for

Certain Offenses)

Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)

Minn. Stat. Ch. 245C (Human Services Background Studies)

Minn. Stat. § 609.02 (Definitions)

Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)

[49 C.F.R. Part 383 \(Commercial Driver's License Standards; Requirements and Penalties\)](#)

49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)

49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)

49 C.F.R. § 383.5 (Transportation Definitions)

[49 C.F.R. § 383.51 \(Disqualification of Drivers\)](#)

[49 C.F.R. Part 571 \(Federal Motor Vehicle Safety Standards\)](#)

***Cross References:***

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 506 (Student Discipline)

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

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

# INTERNATIONAL FALLS PUBLIC SCHOOLS INDEPENDENT SCHOOL DISTRICT #361

## BOARD POLICY 806 Crisis Management Policy

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ July 2023 \_\_\_

*[Note: The **Minnesota** Commissioner of the **Minnesota Department of Education** is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]*

### I. Purpose

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, “school districts,” shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### II. GENERAL INFORMATION

#### A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and

groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

***[Note: More specific information on planning for children with special needs can be found in the attached Comprehensive School Safety Guide (2011 edition), and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities". A website link is provided in the resource section of this Policy.]***

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building

administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

***[Note: State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes section 121A.035.]***

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

***Note: State law requires a minimum of five school fire drills, consistent with Minnesota Statutes section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]***

- c) Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

***Note: The Comprehensive School Safety Guide (2011 edition), has sample lock-down procedures, evacuation procedures, and sheltering procedures.***

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor

response procedures when creating building-specific crisis management plans.

***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***

3. School Emergency Response Teams.

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

***[Note: The Comprehensive School Safety Guide (2011 edition), has a sample School Emergency Response Team list.]***

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be

aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

***[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]***

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and

during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes section 121A.035.

***[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]***

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]***

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or is or her designee to meet local fire or law enforcement agents upon their arrival.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]***

#### C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

***[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans ~~on a CD-Rom~~ and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]***

***[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37,***

***school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]***

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

***[Note: The attached Comprehensive School Safety Guide (2011 edition), under the Preparedness/Planning Section, has a sample Emergency Phone Numbers list.]***

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

***[Note: The Comprehensive School Safety Guide (2011 edition), under the Response section, provides universal procedures for severe weather shelter.]***

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

***[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]***

## H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

## I. Long-Term Recovery Intervention procedures.

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery
2. Fiscal recovery
3. Academic recovery
4. Social/emotional recovery

*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]*

## **IV. ACTIVE SHOOTER DRILL**

### **A. Definitions**

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active

shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

## B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

## **V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team

- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

## **VI. MISCELLANEOUS PROCEDURES**

### I. Chemical Accidents.

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

***[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]***

### B. Visitors

The school district shall implement procedures mandating visitor sign in for visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

### C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

***[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]***

### D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

*Legal References:* Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
**Minn. Stat. § 121A.038 (Students Safe at School)**

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)

20 U.S.C. § 1681, *et seq.* (Title IX)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

*Cross References:* MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
*Comprehensive School Safety Guide*  
<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>  
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

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

**BOARD POLICY 704  
Development and Maintenance of an Inventory of Fixed Assets and a  
Fixed Asset Accounting System**

Adopted \_\_\_ By Reference \_\_\_

Revised July 2023

**I. PURPOSE**

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

**II. GENERAL STATEMENT OF POLICY**

The policy of this school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

**III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM**

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

**IV. REPORT**

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

**Legal References:** Minn. Stat. § 123B.02 (~~General Powers of Independent School Districts School District Powers~~)  
Minn. Stat. § 123B.09 (~~Boards of Independent School Districts School Board Powers~~)  
Minn. Stat. § 123B.51 (~~Uses for School and Nonschool Purposes; Closings Schoolhouse and Sites; Access for Noncurricular Purposes~~)

***Cross References:*** MSBA/MASA Model Policy 702 (Accounting)  
~~MSBA Service Manual, Chapter 7, Education Funding~~

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

**BOARD POLICY 705  
Investments**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

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

**I. PURPOSE**

The purpose of this policy is to establish guidelines for the investment of school district funds.

**II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

**III. SCOPE**

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

**IV. AUTHORITY; OBJECTIVES**

- A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minn. Stat.~~ **Minnesota Statutes** chapter 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
  - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
  - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

## **V. DELEGATION OF AUTHORITY**

- A. The business manager of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

## **VI. STANDARD OF CONDUCT**

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

## **VII. MONITORING AND ADJUSTING INVESTMENTS**

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets and the relative value of competing investment instruments.

## **VIII. INTERNAL CONTROLS**

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by

officers, employees or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

## **IX. PERMISSIBLE INVESTMENT INSTRUMENTS**

The school district may invest its available funds in those instruments specified in ~~Minn. Stat. §§ Minnesota Statutes sections~~ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of a trust or trust account established pursuant to ~~Minn. Stat. § Minnesota Statutes section~~ 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under ~~Minn. Stat. Ch. Minnesota Statutes chapter~~ 118A or §356A.06, ~~Subd. subdivision~~ 7. Investment of funds in an OPEB trust account under ~~Minn. Stat. § Minnesota Statutes section~~ 356A.06, ~~Subd. subdivision~~ 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

## **X. PORTFOLIO DIVERSIFICATION; MATURITIES**

- A. Limitations on instruments, diversification and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
  - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
  - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
  - 3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled

expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

## **XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS**

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## **XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS**

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

## **XIII. SAFEKEEPING AND COLLATERALIZATION**

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve

Bank of New York, or a securities broker-dealer defined in ~~Minn. Stat. §~~ **Minnesota Statutes section** 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

- B. Deposit-type securities shall be collateralized as required by ~~Minn. Stat. §~~ **Minnesota Statutes section** 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

#### **XIV. REPORTING REQUIREMENTS**

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter, and describe the investment portfolio in terms of investment securities, maturities, risk characteristics and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.
- C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.
- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

## XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of ~~Minn. Stat. §~~ **Minnesota Statutes section** 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition and withdrawal of collateral.

## XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with ~~Minn. Stat. §~~ **Minnesota Statutes section** 471.38.

**Legal References:** Minn. Stat. § 118A.01 (~~Definitions Public Funds; Depositories and Investments~~)  
Minn. Stat. § 118A.02 (~~Depositories; Investing; Sales, Proceeds, Immunity Authorization for Deposit and Investment~~)  
Minn. Stat. § 118A.03 (~~When and What Collateral Required Depositories and Collateral~~)  
Minn. Stat. § 118A.04 (Investments)  
Minn. Stat. § 118A.05 (Contracts and Agreements)  
Minn. Stat. § 118A.06 (~~Delivery and Safekeeping; Acknowledgements~~)  
Minn. Stat. § 356A.06, Subd. 7 (~~Investments; Additional Duties Authorized Investment Securities~~)  
Minn. Stat. § 471.38 (Claims)  
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

**Cross References:** MSBA/MASA Model Policy 703 (Annual Audit)  
~~MSBA Service Manual, Chapter 7, Education Funding~~  
Minnesota Legal Compliance Audit Guide **for School Districts** Prepared by the Office of the State Auditor

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

**BOARD POLICY 706  
Acceptance of Gifts**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_\_\_

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

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

It is the policy of this school district to accept gifts only in compliance with state law.

**III. ACCEPTANCE OF GIFTS GENERALLY**

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

**IV. GIFTS OF REAL OR PERSONAL PROPERTY**

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

*[Note: This voting requirement and gift use provision is specified by Minnesota Statutes section 465.03.]*

**V. ADMINISTRATION IN ACCORDANCE WITH TERMS**

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms

**Legal References:** Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)  
Minn. Stat. § 465.03 (Gifts)

**Cross References:** None

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

**BOARD POLICY 707  
Transportation of Public School Students**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]*

**I. PURPOSE**

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

**II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

**III. DEFINITIONS**

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education (“Commissioner”). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special

instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.

- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, ~~or~~ residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.
- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the divorced parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. “School of Origin,” for purposes of determining the residence of a homeless

student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.

- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

#### IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

~~*[Note: The school district will provide transportation within a 2-mile radius of the elementary school to all elementary school age students and within a 2-mile radius of the secondary school to all secondary school age students. Sidewalks within a 2-mile radius of either school are not available throughout these walking areas and are not maintained during the winter months. Additionally, a major highway is located 200’ from the secondary school. These factors are considered by the school district to be hazardous to student’s ability to safely walk to school at designated bus stop locations determined by the transportation department.]*~~

*[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]*

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payer. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation.
- D. For purposes of stabilizing enrollment and reducing mobility, the school district

may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

## **V. TRANSPORTATION OF NONRESIDENT STUDENTS**

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

## **VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS**

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for

the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

## **VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES**

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability students on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident students with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in

another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours **of the school district.**

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

### ***VIII. HOMELESS STUDENTS***

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location **on the same basis as transportation services are provided to other students in the school district.**
  - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of

the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

## **IX. AVAILABILITY OF SERVICES**

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

## **X. MANNER OF TRANSPORTATION**

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of schoolchildren, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

## **XI. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

## **XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)  
Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)  
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)  
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 125A.02 (Children with a Disability; Defined)  
Minn. Stat. § 125A.12 (Attendance in Another District)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)  
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)  
Minn. Stat. 125A.515 (Placement of Students; approval of Education Program)  
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)  
Minn. Stat. § 126C.01 (Definitions)

Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)  
Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)  
20 U.S.C. § 1415 (Individuals With Disabilities Education Act)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431, et.seq. (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132, et. seq. (Americans With Disabilities Act)

***Cross References:*** MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

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

**BOARD POLICY 710  
Extracurricular Transportation**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

**I. PURPOSE**

The purpose of this policy is to make clear to students, parents and staff the school district's policy regarding extracurricular transportation.

**II. GENERAL STATEMENT OF POLICY**

The determination as to whether to provide transportation for students, spectators or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

**III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION**

School district employees shall undertake independent arrangement, scheduling or coordination of transportation for extracurricular activities only when specifically directed or approved by the school district administration. School district employees will notify a building administrator of all transportation arrangements made. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

**IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES**

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

***[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.***

***For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, is using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of the exception.***

***Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.***

## **V. FEES**

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

***Legal References:*** Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 169.011, Subd. 71(a) (Definitions ~~of a School Bus~~)  
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards ~~—Exemption~~)

***Cross References:*** MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
~~MSBA Service Manual, Chapter 2, Transportation~~

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

**BOARD POLICY 711  
Video Recording on School Buses**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

**I. PURPOSE**

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

**II. GENERAL STATEMENT OF POLICY**

A. Placement.

1. Each and every school bus owned, leased, contracted and/or operated by the school district shall be equipped with a fully-enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded on tape.
2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.
3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings.

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action

brought against any student or employee arising out of the student's or employee's conduct on the bus.

2. A video recording will be released to the public only in conformance with the Minnesota Government Data Practices Act, ~~Minn. Stat. Ch. Minnesota Statutes~~ chapter 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations promulgated thereunder.
3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.
4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video tape is used for evidence.

***[Note: School districts should review their record retention policies/schedules as to the stated retention period for school bus video recordings. The retention time period in the retention schedule should be consistent with the retention time period set forth in this policy. The January 2000 School District General Records Retention Schedule, adopted by many school districts, provides that building security/transportation video recordings are to be retained until relooped.]***

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.585 (Notice of Recording Device)  
Minn. Stat. § 138.17 (Government Records, Administration)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)  
~~MSBA Service Manual, Chapter 2, Transportation~~

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

**BOARD POLICY 712  
Video Surveillance Other Than on Buses**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ **July 2023** \_\_\_

*[See **MSBA/MASA Model Policy 711 for Video Recording on School Buses**]*

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

A. Placement.

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any school district building or on any school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings.

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

C. Security and Maintenance

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 121A.585 (Notice of Recording Device)  
 Minn. Stat. § 138.17 (Government Records; Administration)  
 Minn. Stat. § 609.746 (Interference with Privacy)  
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
 34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
 MSBA/MASA Model Policy 711 (Videotaping on School Buses)  
~~MSBA Service Manual, Chapter 2, Transportation~~

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

**BOARD POLICY 713  
Student Activity Accounting**

Adopted \_\_\_ By Reference \_\_\_

Revised **July 2023** \_\_\_\_\_

**I. PURPOSE**

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

**II. GENERAL STATEMENT OF POLICY**

A. Curricular and Co-curricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and co-curricular activities.

*[Note: The school board is required by ~~Minn. Stat. §~~ Minnesota Statutes section 123B.49, ~~Subd. subdivision~~ 2, to take charge of and control over all co-curricular activities, including all money received for such activities.]*

B. Extracurricular Activities

The school board shall take charge of and control over all student activity accounting that relates to extracurricular activities.

*[Note: The school board is required by ~~Minn. Stat. §~~ Minnesota Statutes section 123B.49, ~~Subd. subdivision~~ 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]*

1.  
C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

### III. DEFINITIONS

A. Co-curricular Activity

A “co-curricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Co-curricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Non-curricular/Supplementary) Activity

An “extracurricular (non-curricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;

2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

**IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS**

A. Curricular and Co-curricular Activities

1. All money received on account of co-curricular activities shall be turned over to the [Business Office Accounts Receivable Clerk](#), who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The [Business Manager](#) shall account for all revenues and expenditures related to curricular and co-curricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS□) and school district policies and procedures.

B. Extracurricular Activities

1. Any and all costs of extracurricular activities under board control may be provided from school revenues.
2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the [Business Office Accounts Receivable Clerk](#) who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
3. The Business Manager shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.
4. All student activity funds will be collected and expended:
  - a. in compliance with school district policies and procedures;

- b. under the general direction of the [Secondary School Principal](#) and with the participation of students and an [advisor](#) who are responsible for generating the revenue;
  - c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
  - d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
  - e. in a manner which meets a public purpose.
5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. [The secondary school principal and student representative\(s\) of the graduating class will choose which student activity account to transfer residual account funds into.](#) Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

## V. DEMONSTRATION OF ACCOUNTABILITY

### A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

### B. Fundraiser Report

In July (annually), the [Business Manager](#) will prepare a report of balances for student activity accounts. ~~fundraising report annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.~~

*[Note: The school board should conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board.]*

**Legal References:** Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)  
Minn. Stat. § 123B.35 (General Policy)  
Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 123B.37 (Prohibited Fees)  
Minn. Stat. § 123B.38 (Hearing)  
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)  
Minn. Stat. § 123B.52 (Contracts)  
Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)  
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)  
*Visina v. Freeman*, 252 Minn. 177, 89 N.W.2d 635 (1958)  
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

**Cross References:** Uniform Financial Accounting and Reporting Standards (UFARS)  
MSBA/MASA Model Policy 510 (School Activities)  
MSBA/MASA Model Policy 511 (Student Fundraising)  
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
MSBA/MASA Model Policy 702 (Accounting)  
MSBA/MASA Model Policy 703 (Annual Audit)  
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)  
MSBA/MASA Model Policy 706 (Acceptance of Gifts)

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

**BOARD POLICY 714  
Fund Balances**

Adopted \_\_\_ By Reference \_\_\_

Revised **July 2023** \_\_\_\_\_

***[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]***

**I. PURPOSE**

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

**II. GENERAL STATEMENT OF POLICY**

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

**III. DEFINITIONS**

A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### **IV. CLASSIFICATION OF FUND BALANCES**

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

#### **V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of [       percent of the annual budget.] [ 2.5  months of operating expenses.]~~2.5 months of unassigned general fund operating expenses.~~

*[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]*

## **VI. ORDER OF RESOURCE USE**

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

*[Note: The school board determines this order.]*

## **VII. COMMITTING FUND BALANCE**

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

## **VIII. ASSIGNING FUND BALANCE**

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

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

## **IX. STABILIZATION ARRANGEMENTS**

*[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]*

## **X. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level. ~~The annual review will occur after receiving the formal audited financial statements for the prior year ending 06/30/20XX.~~

*[Note: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]*

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

***Cross References:*** ~~MSBA Service Manual, Chapter 7, Education Funding~~

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

**BOARD POLICY 517  
Student Recruiting**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ May 2023 \_\_\_\_\_

**I. PURPOSE**

The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

**II. GENERAL STATEMENT OF POLICY**

- A. It is the policy of the school district to encourage employees to make available to all interested people information regarding the school district, its schools, programs, policies, and procedures. The purpose of such activity is to assist in the process of fully informed decision making regarding school enrollment and to enhance the visibility and image of the school district.
- B. At the same time, the school district recognizes that the scope of such activity is limited by statutory authority and bylaws of the Minnesota State High School League. Accordingly, it shall be a violation of this policy for employees to exert undue influence for purposes of securing or retaining the attendance of a student in a school or to compete with another school district for the enrollment of students.
- C. Employees are further prohibited from encouraging others to engage in such conduct on behalf of the school district.

**III. DEFINITION**

- A. The terms “undue influence” or “competing for enrollment” shall include initiating any oral or written contact with a student from another school district who participates in a school-sponsored sport or activity which solicits the student’s transfer to participate in a sport or activity.

- B. The terms shall also include the awarding of tuition, allowance for board and/or room, allowance for transportation, priority in assignments of jobs, cash or gifts in any form, or any other privilege or consideration if not similarly available to all students.

#### **IV. PROCEDURES**

- A. The school board shall adopt, by resolution, specific standards for acceptance and rejection of applications for open enrollment. Standards may include the capacity of a program, class, school building, or the statutory limits to nonresident enrollment in a particular grade level, or whether the student is currently expelled for (1) possessing a dangerous weapon, as defined under federal law, at a school or school function; (2) possession or using an illegal drug at school or at a school function; (3) selling or soliciting the sale of a controlled substance while at school or a school function; or committing a first, second or third degree assault as described in state law. Standards for acceptance and rejection of open-enrollment applications are subject to the Graduation Incentives Program and may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence.
- B. Employees who violate the provisions of the 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, school district policies, and the bylaws of the Minnesota High School League, as applicable.

***Legal References:*** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
Minn. State High School League Bylaws

***Cross References:*** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

**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:

<b>The Dan Baker Foundation</b>	At Risk Youth Program	<b>\$4,000</b>
<b>Marshall Knudson Fund</b>	At Risk Youth Program	<b>\$5,000</b>
<b>Falls Education Foundation</b>	Donation to ISD 361 for Projects	<b>\$20,607.89</b>
<b>Bronco Track Boosters</b>	Track Coach	<b>\$2,500</b>

Voting against:

**Whereupon**, the resolution was declared adopted.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION**

**BE IT RESOLVED** by the School Board of Independent School District No. 361, State of Minnesota, as follows:

1. It is necessary for the school district to hold its general election for the purpose of electing one (1) members to complete an open term ending December 31, 2024.

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 7th day of November 2023.

3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

4. The clerk is hereby authorized and directed to cause written notice of said election to be provided to the County Auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as

the official ballot. The sample ballot for a polling place must reflect the offices, candidates, and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

# SCHOOL DISTRICT BALLOT

## INDEPENDENT SCHOOL DISTRICT NO. 361 INTERNATIONAL FALLS GENERAL ELECTION NOVEMBER 7, 2023

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### INSTRUCTIONS TO VOTERS

To vote, completely fill in the oval(s) next to your choice(s) like this:

SCHOOL BOARD MEMBER  
VOTE FOR ONE

---

- Candidate S
- \_\_\_\_\_  
write-in, if any

---

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check

acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

10. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available

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

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

**DO NOT  
MODIFY: LTFM  
MDE Approved  
Budget /  
Original Levy**

**2023-2024 LTFM PROJECTS: Fund 01**

Date:

6/17/2022

1.27.23

3/8/2023

Building	Project Description	Funding Source	FIN Code	Revised Budget 6/17/22	Revised Budget 01/27/23	Revised Budget 03/8/23
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000	1,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat	349	1,500	1,500	1,500
Districtwide	PPE	Physical Hazard	347	2,000	2,000	2,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000	3,000
DW	AHERA Inspections	Environ. H&S Mgmt	352	6,000	6,000	6,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000	1,000
FES	Playground Attenuation	Physical Hazard	347	1,051	1,051	1,051
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500	1,500
FHS	Classroom Lighting Replacement	Electrical	370			
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000	2,000
FHS	Roof Replacement, where needed/Gym roof	Roofing Systems	383	140,000	275,000	115,486
FHS	Corridor Flooring Replacement	Interior Surfaces	379			
FHS	Exterior Window Panel Replacement	Building Envelope	368	74,265		
FHS	Repair/Paint flooring pool locker rooms	Interior Surfaces	379			10,000
FES	Classroom Lighting Replacement	Electrical	370			
FES	Exterior Door & Jambs Replacement Cafi	Building Envelope	368	88,000	27,265	27,265
Arena	Door casings exterior	Building Envelope	368	60,000	60,000	36,000
			#N/A			
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>399,816</b>	<b>399,816</b>	<b>226,302</b>
<b>Revenue:</b>				<b>399,816</b>	<b>399,816</b>	<b>399,816</b>
<b>Net Revenue Over (Under) Experi</b>				<b>-</b>	<b>-</b>	<b>173,514</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

H&S FIN CODE

2024-2025 LTFM PROJECTS: Fund 01

				Date:	
				6/17/2022	6/9/2023
Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/9/23
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	1,000	1,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
Bus garage	Roofs	Roofing Systems	383	300,000	140,000
Bus garage	Tuck point, paint main barn		368		50,000
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000
FHS	Playground Attenuation	Physical Hazard	347	4,203	4,203
Stadium	Hand Rails	Mechanical Systems	380	-	-
FES	ADA Bathrooms 2nd Floor	Interior Surfaces	379	-	-
FES	Classroom Lighting Replacement	Electrical	370	-	-
FES	Corridor Flooring Replacement	Interior Surfaces	379	-	-
FHS	Sidewalk Replacement	Site Projects	384	66,113	66,113
FHS	Welding fume collection & Exhaust	Other Hazardous Mat	349		210,000
Arena	Spectator Bleacher Heat, West Side	Mechanical Systems	380	-	-
			#N/A		
			#N/A		
			#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>399,816</b>	<b>499,816</b>
<b>Revenue:</b>				399,816	399,816
<b>Net Revenue Over (Under) Expense:</b>				-	<b>(100,000)</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2025-2026 LTFM PROJECTS: Fund 01				H&S FIN CODE		
				Date:	6/12/2020	6/17/2022
Building	Project Description	Funding Source	FIN Code	Revised Budget 04/27/20	Revised Budget 06/17/22	
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000	
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500	
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000	
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,800	1,800	
Districtwide	PPE	Physical Hazard	347	1,155	1,155	
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000	
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000	
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000	
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000	
FES	Roofs	Roofing Systems	383	75,000	75,000	
FES	Corridor Flooring Replacement	Interior Surfaces	379	53,726	53,726	
FES	seal coat playground, parking lot, bus lane, paint lines	Site Projects	384	26,100	26,100	
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500	
FHS	Fire Alarm Equipment	Fire Safety	363	3,000	3,000	
FHS	Fuel Tank Monitoring System	Mechanical Systems	380	30,000	30,000	
FHS	Classroom Whiteboard Conversion	Interior Surfaces	379	40,000	40,000	
FHS	Exterior door & hardware replacement	Roofing Systems	383	20,000	20,000	
Garage	Fuel Tank Monitoring System	Mechanical Systems	380	30,000	63,035	
FES	Fuel Tank Monitoring System	Mechanical Systems	380	-	-	
FES	Gymnasium Floor Replacement	Interior Surfaces	379	-	-	
FES	Classroom Whiteboard Conversion	Interior Surfaces	379	-	-	
FHS	Gymnasium Floor Replacement	Interior Surfaces	379	-	-	
				#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>306,781</b>	<b>339,816</b>	
<b>Revenue:</b>				333,581	339,816	
<b>Net Revenue Over (Under) Expense:</b>				<b>26,800</b>	-	

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2026-2027 LTFM PROJECTS: Fund 01				H&S FIN CODE	
				Date:	6/17/2022
Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 01/27/23
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	1,100	1,100
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000
Districtwide	Bleacher Certification Inspection 5years	Physical Hazard	347	3,400	3,400
DW	AHERA Inspections	Environ. H&S Mgmt	352	6,000	6,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000
FES	Replace 3 Sets double jamb doors	Building Envelope	368	45,000	45,000
FES	Replace exterior doors & jamb set	Building Envelope	368	30,852	30,852
FES	HVAC sytem Retro-commission & opimization	Mechanical Systems	366		
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000
FHS	Roofing	Roofing Systems	383	283,564	283,564
FHS	Bleacher Certification	Physical Hazard	347	400	400
FES	Gym Floor Resurface	Interior Surfaces	379		
FHS	Media Center Heating/Ventilation	Indoor Air Quality	366		
FHS	Exterior Window Panel Replacement	Building Envelope	368		90,000
			#N/A		
			#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>399,816</b>	<b>489,816</b>
<b>Revenue:</b>				<b>399,816</b>	<b>399,816</b>
<b>Net Revenue Over (Under) Expense:</b>				<b>-</b>	<b>(90,000)</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2027-2028 LTFM PROJECTS: Fund 01				H&S FIN CODE		
				Date:	6/17/2022	6/15/2023
Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/2022	Revised Budget 06/15/2023	
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000	
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500	
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000	
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500	
Districtwide	PPE	Physical Hazard	347	1,500	1,500	
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000	
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000	
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000	
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000	
FES	Electrical Switch Gear	Electrical	370	150,000	150,000	
FES	Replace exterior doors & jamb set	Building Envelope	368		134,416	
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500	
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000	
FHS	Lead in Water Testing	Other Hazardous Mat'l	349	3,500	3,500	
FHS	Radon Testing	Other Hazardous Mat'l	349	3,500	3,500	
FHS	Roofing	Roofing Systems	383	-		
Stadium	Football Field Lighting Replacement	Electrical	370	151,816	151,816	
Stadium	Replace potable water piping	Plumbing	381	-	-	
			#N/A			
			#N/A			
			#N/A			
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>339,816</b>	<b>474,232</b>	
<b>Revenue:</b>				<b>339,816</b>	<b>339,816</b>	
<b>Net Revenue Over (Under) Expense:</b>				<b>-</b>	<b>(134,416)</b>	

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

				H&S FIN CODE		
2028-2029 LTFM PROJECTS: Fund 01				Date:	7.29.22	6/15/2023
Building	Project Description	Funding Source	FIN Code	Revised Budget 7.29.22	Revised Budget 6/15/2023	
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000	
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500	
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000	
Districtwide	Hazardous Waste Disposal	Other Hazardous M	349	1,500	1,500	
Districtwide	PPE	Physical Hazard	347	1,100	1,100	
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000	
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000	
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000	
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000	
FES	Lockers	Site Projects	384	-	-	
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500	
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000	
FHS	Fire Alarm System Replacement	Fire Safety	363	-	-	
FHS	Roofing	Roofing Systems	383	250,000	250,000	
FHS	Bleacher Certification	Physical Hazard	347			
FHS	Faculty Parking Lot Resurface	Site Projects	384			
FES	Office / Classroom LED Lighting	Electrical	370			
FES	Boiler Bond Pmt	Mechanical System	380			
FHS	Flooring	Interior Surfaces	379	81,179	81,179	
			#N/A			
			#N/A			
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>361,779</b>	<b>361,779</b>	
<b>Revenue:</b>				361,779	361,779	
<b>Net Revenue Over (Under) Expense</b>				-	-	

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2029-2030 LTFM PROJECTS: Fund 01

Date:

6/15/2023

Building	Project Description	Funding Source	FIN Code	Revised Budget 7.29.22	Revised Budget 6/15/2023
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous M	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	1,100	1,100
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000
DW	AHERA Inspections	Environ. H&S	352	6,000	6,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000
FES	Air Exchanger Upgrade	Indoor Air Quality	366	50,000	50,000
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS	Fire Alarm Equipment	Fire Safety	363	2,000	2,000
FHS	Pool Ext wall vapor barrier / brick efflorescence	Building Envelope	368	100,000	100,000
FHS	Roofing Phase A,B,C,D	Roofing Systems	383	174,779	174,779
FHS	Bleacher Certification	Physical Hazard	347	400	400
			#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>361,779</b>	<b>361,779</b>
<b>Revenue:</b>				<b>361,779</b>	<b>361,779</b>
<b>Net Revenue Over (Under) Expense</b>				<b>-</b>	<b>-</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2030-2031 LTFM PROJECTS				Date:	
Building	Project Description	Funding Source	FIN Code	Revised Budget 7.29.22	Revised Budget 6/15/23
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	1,500	1,500
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	3,000	3,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
FES	Faculty Parking Lot Sealed & Painted	Site Projects	384	26,100	26,100
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS	Faculty Parking Lot Resurface	Site Projects	384	20,000	20,000
FHS	Epoxy flooring	Interior Surfaces	379	195,203	195,203
Districtwide	Playground Attenuation	Physical Hazard	347	92,476	92,476
			#N/A		
			#N/A		
			#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>361,779</b>	<b>361,779</b>
<b>Revenue:</b>				<b>361,779</b>	<b>361,779</b>
<b>Net Revenue Over (Under) Expense:</b>				<b>-</b>	<b>-</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2031-2032 LTFM PROJECTS:

Date:

7.29.22

6/15/2023

Building	Project Description	Funding Source	FIN Code	Revised Budget 7/29/22	Revised Budget 6/15/23
Districtwide	Elevator & Lift Inspection (Arena / F	Physical Hazard	347	1,000	1,000
Arena		Building Envelope	368	-	-
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	2,000	2,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	4,000	4,000
Districtwide	<i>Running Track resurface</i>	Site Projects	384	122,116	122,116
Districtwide	Bleacher Certification Inspection Syears	Physical Hazard	347	3,400	3,400
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000
FES	<i>Enter new project here</i>		#N/A		
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FES	<i>Faculty parking lot and roadway rep</i>	Site Projects	384	205,763	205,763
FHS	<i>Enter new project here</i>		#N/A		
Garage	<i>Enter new project here</i>		#N/A		
Garage	<i>Enter new project here</i>		#N/A		
Stadium	<i>Enter new project here</i>		#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>361,779</b>	<b>361,779</b>
<b>Revenue:</b>				<b>361,779</b>	<b>361,779</b>
<b>Net Revenue Over (Under) Expense:</b>				<b>-</b>	<b>-</b>

H&S Fin Code

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2032-2033 LTFM PROJECTS: FUND 01

Date:

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	Roofing	Bldg Hardware & Equip	369	200,000	200,000
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	2,000	2,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	4,000	4,000
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000	1,000
FHS	Lead in Water Testing	Other Hazardous Mat'l	349	3,500	3,500
FHS	Radon Testing	Other Hazardous Mat'l	349	3,500	3,500
Districtwide	<i>Enter new project here</i>		#N/A		
DW	AHERA Inspections	Environ. H&S Mgmt	352	6,000	6,000
FES	Kitchen Inspection	Physical Hazard	347	1,000	1,000
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000
FES	Roofing	Roofing Systems	383	150,000	156,316
FES	<i>Enter new project here</i>		#N/A		
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS			#N/A		
FHS	<i>Enter new project here</i>		#N/A		
	<i>Enter new project here</i>		#N/A		
	<i>Enter new project here</i>		#N/A		
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>393,500</b>	<b>399,816</b>
Revenue:				399,816	399,816
Net Revenue Over (Under) Expense:				<b>6,316</b>	-

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2033 - 2034 LTFM PROJECTS: FUND 01

Date:

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	<i>roof</i>	Roofing Systems	383	200,000	-
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500	1,500
Districtwide	PPE	Physical Hazard	347	2,000	2,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	4,000	4,000
Districtwide	Elevator & Lift Inspection (Arena / F)	Physical Hazard	347	1,000	1,000
Districtwide	<i>Enter new project here</i>		#N/A		
FES	Kitchen Inspection	Physical Hazard	347	100	100
FES	Playground Attenuation	Physical Hazard	347	1,000	1,000
FES	<i>Enter new project here</i>		#N/A		
FES	<i>Enter new project here</i>		#N/A		
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500	1,500
FHS	<i>Enter new project here</i>		#N/A		
FHS	Fuel Tank Monitoring System	Mechanical Systems	380		30,000
FHS	<i>Replace pool AHU &amp; add Dehumidifi</i>	Indoor Air Quality	366		340,216
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>229,600</b>	<b>399,816</b>
<b>Revenue:</b>				<b>399,816</b>	<b>399,816</b>
<b>Net Revenue Over (Under) Expense:</b>				<b>170,216</b>	<b>-</b>

H&S Fin Code

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

2034 - 2035 LTFM PROJECTS: FUND 01

Date:

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/15/23
Arena		Roofing Systems	383	-
Districtwide	H&S Management Assistance	Environ. H&S Mgmt	352	2,500
Districtwide	H&S Consulting Service	Environ. H&S Mgmt	352	10,000
Districtwide	Hazardous Waste Disposal	Other Hazardous Mat'l	349	1,500
Districtwide	PPE	Physical Hazard	347	2,000
Districtwide	Fire Safety Monitoring Svc	Fire Safety	363	6,000
Districtwide	Fire Extinguisher Inspect/Mtce	Fire Safety	363	4,000
Districtwide	Elevator & Lift Inspection (Arena / FHS)	Physical Hazard	347	1,000
Districtwide	<i>Enter new project here</i>		#N/A	
FES	Kitchen Inspection	Physical Hazard	347	100
FES	Playground Attenuation	Physical Hazard	347	1,000
FES	<i>Enter new project here</i>		#N/A	
FES	<i>Enter new project here</i>		#N/A	
FHS	Kitchen & Pool Inspection	Physical Hazard	347	1,500
FHS	<i>Enter new project here</i>		#N/A	
FHS	<i>Enter new project here</i>		#N/A	30,000
	<i>Enter new project here</i>		#N/A	
	<i>Replace pool AHU &amp; add Dehumidification</i>	Indoor Air Quality	366	340,216
<b>TOTAL ALL LTFM PROJECTS:</b>				<b>399,816</b>
<b>Revenue:</b>				<b>399,816</b>
<b>Net Revenue Over (Under) Expense:</b>				<b>-</b>

H&S Fin Code

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2023 - 2024

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 01/27/23
Arena	Mechanical Contingency	Capital	302		5,000
			Arena Total:	5,000	5,000
FES	Mechanical Contingency Furniture	Capital	302		12,000
			FES Total:	55,000	12,000
FHS	Mechanical Contingency Classroom Casing Replacement Classroom Casing Replacement Furniture	Capital	302		15,000
			FHS Total:	373,000	58,000
Garage	Mechanical Contingency Lighting replacement Fuel Tank Ballast/Concrete slab & sidewalk	Capital	302		5,000
			Garage Total:	45,000	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				<b>478,000</b>	<b>80,000</b>
Revenue				256,000	234,657
Adjustments					
Revenue Over (Under) Expenses:				<b>(222,000)</b>	<b>154,657</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2024 - 2025

**CAPITAL PROJECTS**

<b>Building</b>	<b>Project Description</b>	<b>Funding Source</b>	<b>FIN Code</b>	<b>Revised Budget 06/17/22</b>	<b>Revised Budget 06/9/23</b>
<b>Arena</b>	Mechanical Contingency	Capital	302	5,000	5,000
	Sidewalk Replacement west Side entrances				
	Sidewalk Replacement East Side entrances ADA compliant				
			FES Total:	10,000	10,000
				<b>15,000</b>	<b>15,000</b>
<b>FES</b>	Mechanical Contingency	Capital	302	15,000	15,000
	Furniture			60,000	60,000
			FES Total:	<b>72,000</b>	<b>75,000</b>
<b>FHS</b>	Mechanical Contingency	Capital	302	15,000	15,000
	Furniture			100,000	100,000
	Saw Dust Collection System			45,444	45,444
	Mower - Toro 100" zero turn			35,000	35,000
	Fob access system replacement				70,000
				FHS Total:	<b>195,444</b>
<b>Garage</b>	Mechanical Contingency	Capital	302	5,000	5,000
				Garage Total:	<b>5,000</b>
<b>TOTAL ALL CAPITAL PROJECTS:</b>				<b>287,444</b>	<b>360,444</b>
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				<b>(31,444)</b>	<b>(104,444)</b>

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2025 - 2026

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	Mechanical Contingency De-Humidifying System	Capital	302	5,444	5,444
			Arena Total:	5,444	5,444
FES	Mechanical Contingency Sound proof pre-school rooms	Capital	302	12,000	12,000
			FES Total:	12,000	22,000
FHS	Mechanical Contingency Furniture Locker Room Shower Replacement Gym floor resurface (repair paint)	Capital	302	15,000	15,000
				90,000	90,000
				100,000	-
			FHS Total:	205,000	145,000
Garage	Mechanical Contingency	Capital	302	5,000	5,000
			Garage Total:	5,000	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				227,444	177,444
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				28,556	78,556

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2026 - 2027

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	Mechanical Contingency	Capital	302	5,000	5,000
			Arena Total:	5,000	5,000
FES	Mechanical Contingency Classroom Blackboard conversion to Whbd	Capital	302	12,000	12,000
				1,000	1,000
			FES Total:	13,000	13,000
FHS	Mechanical Contingency Curbing, Sidewalk resurface to roadway Classroom Blackboard conversion to Whbd	Capital	302	15,000	15,000
				188,000	188,000
				1,000	1,000
			FHS Total:	204,000	204,000
Garage	Mechanical Contingency Above Ground Fuel Storage Tanks	Capital	302	5,000	5,000
				50,444	50,444
			Garage Total:	55,444	55,444
<b>TOTAL ALL CAPITAL PROJECTS:</b>				<b>277,444</b>	<b>277,444</b>
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				(21,444)	(21,444)

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2027 - 2028

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	Mechanical Contingency	Capital	302	5,000	5,000
			Arena Total:	5,000	5,000
FES	Mechanical Contingency Classroom Blackboard conversion to Whbd	Capital	302	12,000	12,000
			FES Total:	13,000	12,000
FHS	Mechanical Contingency Classroom Blackboard conversion to Whbd Bath/Changing Facility, Spring Sports	Capital	302	15,000	15,000
			FHS Total:	104,000	103,000
Garage	Mechanical Contingency Above Ground Fuel Storage Tanks	Capital	302	5,000	5,000
			Garage Total:	155,444	155,444
<b>TOTAL ALL CAPITAL PROJECTS:</b>				277,444	275,444
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				(21,444)	(19,444)

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2028 - 2029

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/23
Arena	Mechanical Contingency	Capital	302	5,000	5,000
			Arena Total:	5,000	5,000
FES	Mechanical Contingency Classroom Blackboard conversion to Whbd Furniture Office	Capital	302	12,000	12,000
				1,000	-
				40,000	40,000
			FES Total:	53,000	52,000
FHS	Mechanical Contingency Bath/Changing Facility, Spring Sports Classroom Blackboard conversion to Whbd Furniture Office Softball Scoreboard Water Supply to Rec Football Field	Capital	302	15,000	15,000
				93,000	-
				1,000	-
				55,444	55,444
				40,000	-
				10,000	10,000
			FHS Total:	214,444	80,444
Garage	Mechanical Contingency	Capital	302	5,000	5,000
			Garage Total:	5,000	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				<b>277,444</b>	<b>142,444</b>
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				(21,444)	(21,444)

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2029 - 2030

CAPITAL PROJECTS

Building	Project Description	Funding Source	FIN Code	Revised Budget 06/17/22	Revised Budget 06/15/223
Arena	Mechanical Contingency	Capital	302	5,000	5,000
			Arena Total:	5,000	5,000
FES	Mechanical Contingency Classroom Blackboard conversion to Whbd	Capital	302	12,000	12,000
				1,000	1,000
			FES Total:	13,000	13,000
FHS	Mechanical Contingency Classroom Blackboard conversion to Whbd Pool Shower Stalls & Lockerroom Floor Convert Classroom Locks to FOBS Pole Barn FHS/FES Storage 40x60	Capital	302	15,000	15,000
				1,000	1,000
				10,000	10,000
				84,444	84,444
				60,000	60,000
			FHS Total:	170,444	183,444
Garage	Mechanical Contingency Replace East Bus Barn Doors	Capital	302	5,000	5,000
				9,000	9,000
			Garage Total:	14,000	14,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				202,444	215,444
Revenue				256,000	256,000
Adjustments					
Revenue Over (Under) Expenses:				53,556	40,556

**PLAN YEAR: 2030 - 2031**

**CAPITAL PROJECTS**

Date:

6/15/2023

Building	Project Description	Funding Source	FIN Code	Revised Budget 6/15/2023
Arena	Mechanical Contingency	Capital	302	5,000
			Arena Total:	5,000
FES	Mechanical Contingency	Capital	302	12,000
			FES Total:	12,000
FHS	Mechanical Contingency Baseball/Softball Fields: New poles, lighting and speakers	Capital	302	15,000
			FHS Total:	185,444
				200,444
Garage	Mechanical Contingency	Capital	302	5,000
			Garage Total:	
<b>TOTAL ALL CAPITAL PROJECTS:</b>				217,444
Revenue				256,000
Adjustments				
Revenue Over (Under) Expenses:				38,556

PLAN YEAR: 2031-2032

CAPITAL PROJECTS				<i>Date:</i>
Building	Project Description	Funding Source	FIN Code	Revised Budget 06/15/23
Arena	Mechanical Contingency	Capital	302	5000
			Arena Total:	5,000
FES	Mechanical Contingency	Capital	302	12,000
			FES Total:	12,000
FHS	Mechanical Contingency	Capital	302	15,000
			FHS Total:	15,000
Garage	Mechanical Contingency	Capital	302	5,000
			Garage Total:	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				37,000
Revenue				256,000
Adjustments				
Revenue Over (Under) Expenses:				219,000

PLAN YEAR: 2032-2033

CAPITAL PROJECTS: FUND 01

Date:

Building	Project Description	Funding Source	FIN Code	Revised Budget 6/15/23
Arena	Mechanical Contingency	Capital	302	5,000
			Arena Total:	5,000
FES	Mechanical Contingency	Capital	302	12,000
			FES Total:	12,000
FHS	Mechanical Contingency	Capital	302	15,000
			FHS Total:	15,000
Garage	Mechanical Contingency	Capital	302	5,000
			Garage Total:	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				37,000
Revenue				256,000
Adjustments				
Revenue Over (Under) Expenses:				219,000

PLAN YEAR: 2033 - 2034

**CAPITAL PROJECTS: FUND 01**

*Date:*

<b>Building</b>	<b>Project Description</b>	<b>Funding Source</b>	<b>FIN Code</b>	<b>Revised Budget 6/15/23</b>
<b>Arena</b>	Mechanical Contingency	Capital	302	5,000
			Arena Total:	5,000
<b>FES</b>	Mechanical Contingency	Capital	302	12,000
			FES Total:	12,000
<b>FHS</b>	Mechanical Contingency	Capital	302	15,000
			FHS Total:	15,000
<b>Garage</b>	Mechanical Contingency	Capital	302	5,000
			Garage Total:	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				37,000
Revenue				256,000
Adjustments				
Revenue Over (Under) Expenses:				219,000

INTERNATIONAL FALLS PUBLIC SCHOOLS, ISD 361 CAPITAL AND LTFM 10 YEAR PLANNING DOCUMENT

PLAN YEAR: 2034-2035

CAPITAL PROJECTS: FUND 01

Date:

Building	Project Description	Funding Source	FIN Code	Revised Budget 6/15/2023
Arena	Mechanical Contingency	Capital	302	5,000
			Arena Total:	5,000
FES	Mechanical Contingency	Capital	302	12,000
			FES Total:	12,000
FHS	Mechanical Contingency	Capital	302	15,000
			FHS Total:	15,000
Garage	Mechanical Contingency	Capital	302	5,000
			Garage Total:	5,000
<b>TOTAL ALL CAPITAL PROJECTS:</b>				37,000
Revenue				256,000
Adjustments				
Revenue Over (Under) Expenses:				219,000

**International Falls Public Schools**

**School Board Resolution**

**Adopting the School Districts FY2024-2025 Long-Term Facilities Maintenance Ten Year Plan**

**Whereas**, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes, subdivision 4 states a school district or intermediate district must annually adopt and approve a ten-year facilities plan by July 31 for commissioner approval.

**Whereas**, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

School Board Member \_\_\_\_\_ moved for the resolution adoption and the motion was seconded by School Board Member \_\_\_\_\_ and, upon vote being taken, the following voted in favor of the motion:

And the following voted against:

Whereupon the resolution was declared duly passed and adopted the 17th day of July 2022.

\_\_\_\_\_  
School Board Clerk Signature