

Regular School Board Meeting of ISD 857

Monday, April 13, 2026 6:00 PM

REMOTE MEETING via ZOOM, 100 County Road 25 , Lewiston, MN 55952

I. Call Meeting to Order

II. Pledge of Allegiance

III. Quorum Call

David Baer
Sara Daley
Daniel Kreidermacher
Bree Maki
Luke Miller
Amber Pasche
Dave Pringle

IV. Approve the April 13, 2026 Meeting Agenda

V. L-A High School Student Report

VI. Facility Project Updates

VII. Deb Marcotte, Hiwatha Valley Special Education District Updates

VIII. Open Forum

Guideline: Three minutes per speaker; 15 minutes maximum. Complaints about personnel or individuals are prohibited. No Board action is taken during the Open Forum. This is the only time during the Board meeting that audience participation is allowed unless scheduled prior.

IX. Consent Agenda

A. Board Meeting Minutes: March 9, 2026; March 19, 2026; March 30, 2026

B. Financial Reports a. March 2026 Payment Register by Bank and Check
b. March 2026 Multi-Year Guideline

Accept the resignation of Kayleen Scheck, 6th grade teacher, at the end of the 2025-2026 school year.

Accept the resignation of Dana Knudsen, paraprofessional, at the end of the 2025-2026 school year. Ms. Knudsen was hired in 2001 and we thank her for her 25 years of service to our students!

Approve 2026-2029 Dashir Management Services Agreement for facility management services.

Approve hire of McKena Joy Peterson, High School Science teacher at BA/Step 1 for the 2026-2027 school year in accordance with the 2025-2027 EdMN/L-A Master Agreement.

Approve hire of Samuel Persche, High School Social Studies teacher at BA/Step 2 for the 2026-2027 school year in accordance with the 2025-2027 EdMN/L-A Master Agreement.

Approve FFA Overnight Field Trip Request to attend the FFA State Conference 4/19-4/26.

Accept Booster Club donations of \$7000.00 for the track timing system, and \$5000 for the rental of the St. John's gym for summer sports activities.

X. Retain red and white as primary school colors, and add black and grey as secondary school colors in order to enable teams to have black or gray coloring on team uniforms in adherence with MSHSL requirements.

XI. 2026-2027 Memorandum of Agreement with EdMN/L-A, Kinsey Hornberg and ISD #857 School Board for Dean of Special Education Teacher on Special Assignment (TOSA) position.

XII. Review of District Administrative Processes Related to Cyber and Fiscal Safeguards

XIII. Cardiac Emergency Response Plan

XIV. Policies and Forms on 1st Reading
A. 209 School Board Code of Ethics B. 212 School Board Member Development
C. 213 School Board Committees
D. 214 Out of State Travel by School Board Members
E. 301 School District Administration
F. 302 Superintendent
G. 303 Superintendent Selection
H. 304 Superintendent Contract, Duties and Evaluation
I. 511 & 511F Student Fundraising Request Form (revised)

XV. Policies and Forms on 2nd Reading
A. Policies 420 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions;
B. 421 Gifts to Employees and School Board Members,

**C. 422 Policies Incorporated by Reference
D. 423 Employee-Student Relationships**

XVI. 2026-2027 Budget

XVII. PK-6 Principal's Report

XVIII. L-A High School Principal's Report

XIX. Superintendent's Report and Report from Dashir

XX. Board Committee Reports

XXI. Upcoming Meetings

Staff Development Committee - April 14th,
7:00am

Policy Review Committee -April 23, 7:00am on
Teams

Board Finance Committee - April 28th, 9:00am

Regular Board Meeting - May 4th, HS Library,
6:00pm

Regular Board Meetings, June 8, July 13, August
10 (Lewiston City Hall, 6:00pm)

Systems Accountability Committee May 5th,
5:30pm HS Library

Community Education/EC Advisory - May 11th,
3:30pm

5th Grade Graduation - May 20th, 1:30pm

HS Graduation- May 22nd, 7:00pm

End of Year Staff Breakfast - 7:30am, May 23rd

XXII. Adjourn



LEWISTON-ALTURA PUBLIC SCHOOLS ISD 857
SCHOOL BOARD REPORT
04.13.2026

Purpose: To provide monthly updates to the School Board regarding progress on facility construction and improvement projects.

Key updates from this month include:

HIGH SCHOOL & ELEMENTARY DESIGN

Design work for the major facility improvements planned for Summer 2026 remains complete, with pre-construction activities actively underway.

- **Submittals and RFIs** – The team continues to review and process a high volume of equipment and material submittals with Requests for Information (RFIs) to maintain project coordination and schedule.
- **Finish Selections** – Physical color and finish samples are being reviewed with District Administration to confirm final selections and ensure alignment with previously established design direction. Most finishes were previously selected with the Architect; however, physical samples are being reviewed for comparison with adjacent materials and final confirmation.
- **State Review** – The project team is actively working through plan review comments from the State of Minnesota Department of Labor. Responses and required revisions are in progress, with resubmission anticipated by mid-April. Any associated cost impacts are to be determined pending final direction and contractor pricing.
- **Furniture, Fixtures & Equipment (FFE)** – A meeting was held on March 30 with District Administration and Demco to review final FFE layouts and associated pricing. The team is advancing toward final procurement decisions.
- **Playground Design** – The preliminary layout for the Elementary School playground has been completed. The final 3D layout was received on April 2 and is currently under review by District Administration.
- **Construction Start** – Contractor mobilization remains on schedule for May 26. Initial construction activities will include demolition and asbestos abatement.
- **Budget Status** – The project remains on budget. Continued review of submittals and procurement tracking will help maintain cost control as we move closer to construction.

NEXT STEPS

- Continue review and approval of equipment and material submittals, with emphasis on major systems and long lead-time items.
- Process and respond to RFIs to maintain schedule and coordination.
- Complete State of Minnesota plan review response and resubmit by mid-April.
- Advance FFE procurement based on finalized layouts and pricing.
- Finalize playground design and obtain District approval.
- Continue coordination with contractors in preparation for mobilization and start of construction in late May.

**MINUTES OF THE ISD #857 LEWISTON-ALTURA REGULAR SCHOOL BOARD MEETING
March 9, 2026**

A regular meeting of the School Board of Independent School District #857 was held on March 9, 2026 at 6:00pm in the High School Library. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Sara Daley, Luke Miller, Dave Pringle, Amber Pasche.

Chair Maki called the meeting to order at 6:00pm.

Baer moved, and Pringle seconded to approve the meeting agenda. MCU.

Luke Photenhauer, InGensa Vice President, provided updates on the facility renovation projects.

Motion by Pringle and second by Miller to approve the Consent Agenda. MCU.

Superintendent Porter, Elementary Principal Riebel and HS Principal Hanson gave an informational presentation regarding teacher licensing.

Motion by Baer and second by Daley to approve Policies 420 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions; 421 Gifts to Employees and School Board Members, 422 Policies Incorporated by Reference, 423 Employee-Student Relationships, on a first reading. MCU.

The Board discussed the 2026-2027 budget.

The board supported by consensus the initiation of a community driven fund-raiser to repair the pickle ball courts. The initiative will not begin until 1-2 community members commit to leading the effort. If the work is done in the summer of 2026, the target goal is \$45,000.

Motion by Pringle and seconded by Miller to approve a Memorandum of Agreement with EdMN/L-A for a Teacher on Special Assignment 2026-2027 position to be a Dean of Special Education. MCU.

Motion by Pringle and seconded by Daley to approve the Multilingual Learner Program Handbook. MCU.

Chair Maki provide an update on the superintendent interview process. The district received three applications and all three will be interviewed on March 16th starting at 5:30pm in the high school library. The three applicants are Mr. Mark Gruen, Dr. Laurel Maurel, and Mr. Brent Olson.

Board Members Daley, Pringle and Pasche left the meeting at 7:00pm to attend a HS Music Concert.

Principal Riebel, Principal Hanson, Superintendent Porter and Board members presented reports.

Motion by Baer and seconded by Miller to adjourn the meeting at 7:21pm. MCU.

Dave Pringle, Clerk

**MINUTES OF THE ISD #857 LEWISTON-ALTURA SPECIAL SCHOOL BOARD MEETING
March 19, 2026**

A Special Meeting of the School Board of Independent School District #857 was held on March 19, 2026 at 6:15pm in the High School Library. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Sara Daley, Luke Miller, Dave Pringle, Amber Pasche.

Chair Maki called the meeting to order at 6:15pm.

The Board reviewed the process for the superintendent interviews.

At 6:30pm, Mr. Mark Gruen interviewed.

At 7:30pm, Mr. Brent Olson interviewed.

The Board discussed the candidates' interviews.

Miller moved, and Pringle seconded to enter negotiations with Mark Gruen for a 2026-2027 0.5 FTE superintendent position, pending success completion of a background check and MN superintendent's licensure. MCU.

Next steps in the negotiations process were discussed.

Baer moved and Pasche seconded to adjourn. MCU.

Dave Pringle, Clerk

**MINUTES OF THE ISD #857 LEWISTON-ALTURA SPECIAL SCHOOL BOARD MEETING
March 30, 2026**

A Special Meeting of the School Board of Independent School District #857 was held on March 30, 2026 at 7:30am in the High School Conference Room. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Luke Miller, Dave Pringle, Amber Pasche. Sara Daley was absent.

Chair Maki called the meeting to order at 7:30am.

Pringle moved and Miller seconded to approve the 2026-2027 Superintendent Contract for Mark Gruen, pending MN Superintendent licensure and a successful background check. Motion carried 6-0, Daley absent.

Baer moved and Pringle seconded to adjourn at 7:40am. MCU.

Dave Pringle, Clerk

Lewiston-Altura Public Schools Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P226P	70475		Wire	1	1053	MINNESOTA ELECTRONIC FUNDS		No	No	No	03/14/2026	7,416.03
001	P226P	70476		Wire	1	1054	FEDERAL TAXES		No	No	No	03/14/2026	44,604.76
001	P226P	70477		Wire	1	18600	MINNESOTA TEACHERS RETIREMENT.		No	No	No	03/14/2026	28,866.23
001	P226P	70478		Wire	1	18610	Public Employers Retirement Association		No	No	No	03/14/2026	6,363.59
001	P226P	70479		Wire	1	4373	ING		No	No	No	03/14/2026	1,882.02
001	P226P	70480		Wire	1	6283	MinnWest Bank Group		No	No	No	03/14/2026	196.00
001	P226P	70481		Wire	1	6496	EDUCATORS BENEFIT CONSULTANTS		No	No	No	03/14/2026	7,508.26
001	P226P	70482		Wire	1	6921	MEDICA		No	No	No	03/14/2026	902.91
001	P226P	70483		Wire	1	7389	MIN DEED PL		No	No	No	03/14/2026	1,893.84
001	P0926P	70522		Wire	1	3571	MINNESOTA ENERGY RESOURCES		No	No	No	03/24/2026	10,582.34
001	P0926P	70552		Wire	1	5956	MiEnergy Cooperative		No	No	No	03/26/2026	8,843.10
001	P1226P	70580		Wire	1	1053	MINNESOTA ELECTRONIC FUNDS		No	No	No	03/31/2026	8,248.26
001	P1226P	70581		Wire	1	1054	FEDERAL TAXES		No	No	No	03/31/2026	49,775.96
001	P1226P	70582		Wire	1	18600	MINNESOTA TEACHERS RETIREMENT.		No	No	No	03/31/2026	29,045.98
001	P1226P	70583		Wire	1	18610	Public Employers Retirement Association		No	No	No	03/31/2026	6,971.81
001	P1226P	70584		Wire	1	4373	ING		No	No	No	03/31/2026	1,882.02
001	P1226P	70585		Wire	1	6283	MinnWest Bank Group		No	No	No	03/31/2026	196.00
001	P1226P	70586		Wire	1	6496	EDUCATORS BENEFIT CONSULTANTS		No	No	No	03/31/2026	7,508.26
001	P1226P	70587		Wire	1	6921	MEDICA		No	No	No	03/31/2026	902.91
001	P1226P	70588		Wire	1	7389	MIN DEED PL		No	No	No	03/31/2026	2,087.79
001	P1026P	70390	78534	Check	1	7406	HUDDLESTON, KARI		Yes	Yes	Yes	03/02/2026	(818.50)
001	P0826P	70418	78539	Check	1	6392	CXTEC		Yes	No	Yes	03/02/2026	(11,580.86)
001	P0826P	70452	78585	Check	1	2411	Performance Food Service		Yes	No	No	03/02/2026	11,969.31
001	P0826P	70453	78586	Check	1	6392	CXTEC		Yes	No	No	03/02/2026	7,830.86
001	P226P	70493	78587	Check	1	7128	Affinity Plus Credit Union		Yes	No	No	03/14/2026	100.00
001	P226P	70490	78588	Check	1	6265	ALERUS RETIREMENT BENEFITS ATTN		Yes	No	No	03/14/2026	150.00
001	P226P	70489	78589	Check	1	5594	ALTRA FEDERAL CREDIT UNION		Yes	No	No	03/14/2026	15.00
001	P226P	70491	78590	Check	1	6406	Ameritas Life Insurance Corp		Yes	No	No	03/14/2026	24.20
001	P226P	70488	78591	Check	1	5100	DELTA DENTAL OF MINNESOTA		Yes	No	No	03/14/2026	880.30
001	P226P	70484	78592	Check	1	11202	Education Minnesota - Lewiston-Altura		Yes	No	No	03/14/2026	1,974.24
001	P226P	70492	78593	Check	1	6461	ISD 857 - Flex Plan Checking		Yes	No	No	03/14/2026	801.12
001	P226P	70485	78594	Check	1	17090	MADISON NATIONAL LIFE		Yes	No	No	03/14/2026	426.07
001	P226P	70486	78595	Check	1	4786	Merchants Bank		Yes	No	No	03/14/2026	470.00
001	P226P	70487	78596	Check	1	4877	MINNESOTA Public Employees Insurance		Yes	No	No	03/14/2026	10,211.78
001	P226P	70495	78597	Check	1	7354	UMB HEALTHCARE SERVICES		Yes	No	No	03/14/2026	395.00
001	P226P	70494	78598	Check	1	7203	WCF - CARDINAL FOUNDATION		Yes	No	No	03/14/2026	105.00
001	P0926P	70499	78599	Check	1	7414	HANSON, CORY		Yes	No	No	03/17/2026	19,480.01
001	P0926P	70498	78600	Check	1	3098	Pan-O-Gold Baking Company		Yes	No	No	03/17/2026	338.20

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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P0926P	70496	78601	Check	1	2411	Performance Food Service		Yes	No	No	03/17/2026	19,382.20
001	P0926P	70497	78602	Check	1	25014	ZIEBELL'S HIAWATHA FOODS, INC.		Yes	No	No	03/17/2026	6,529.62
001	P0926P	70501	78603	Check	1	6572	Hennessy, Joel & Jodi		Yes	No	No	03/19/2026	4,621.50
001	P0926P	70519	78604	Check	1	7309	Florida Fruit Sales Association Inc.		Yes	No	No	03/23/2026	4,342.50
001	P0926P	70521	78605	Check	1	7410	KO Sports Gear		Yes	No	No	03/23/2026	3,037.50
001	P0926P	70518	78606	Check	1	7297	Koetter, Kaige		Yes	No	No	03/23/2026	275.00
001	P0926P	70520	78607	Check	1	7397	KREIDERMACHER, AUSTIN		Yes	No	No	03/23/2026	165.00
001	P0926P	70512	78608	Check	1	10141	KWIK TRIP		Yes	No	No	03/23/2026	1,057.50
001	P0926P	70513	78609	Check	1	2451	Lewiston Lions Club		Yes	No	No	03/23/2026	1,022.00
001	P0926P	70516	78610	Check	1	7199	Region 1A		Yes	No	Yes	03/23/2026	2,778.00
001	P0926P	70517	78611	Check	1	7244	RP MAT CLUB		Yes	No	No	03/23/2026	212.50
001	P0926P	70514	78612	Check	1	2582	Scholastic Book Fair		Yes	No	No	03/23/2026	3,418.07
001	P0926P	70515	78613	Check	1	5916	Verthein, Greta Kay		Yes	No	No	03/23/2026	277.89
001	P0926P	70537	78614	Check	1	3878	ADVANCED BUSINESS SYSTEMS, INC		Yes	No	No	03/24/2026	237.50
001	P0926P	70548	78615	Check	1	7265	Agape Therapies and Educational Services		Yes	No	No	03/24/2026	21,975.00
001	P0926P	70530	78616	Check	1	1494	Ancom Communications		Yes	No	No	03/24/2026	34.97
001	P0926P	70541	78617	Check	1	6115	Associated Bank Green Bay, N.A.		Yes	No	No	03/24/2026	475.00
001	P0926P	70523	78618	Check	1	02100	C & D OIL		Yes	No	No	03/24/2026	70.00
001	P0926P	70526	78619	Check	1	1114	Century Link		Yes	No	No	03/24/2026	250.79
001	P0926P	70549	78620	Check	1	7417	CHOSEN VALLEY TESTING INC.		Yes	No	No	03/24/2026	4,440.00
001	P0926P	70533	78621	Check	1	2707	City of Lewiston		Yes	No	No	03/24/2026	2,675.96
001	P0926P	70550	78622	Check	1	7418	COMMERCIAL LIGHTING		Yes	No	No	03/24/2026	580.49
001	P0926P	70531	78623	Check	1	2440	Culligan Water Services		Yes	No	No	03/24/2026	35.70
001	P0926P	70529	78624	Check	1	1366	CUSTOM ALARM		Yes	No	No	03/24/2026	223.50
001	P0926P	70547	78625	Check	1	7089	Dashir Management Services, Inc		Yes	No	No	03/24/2026	27,660.32
001	P0926P	70551	78626	Check	1	7419	DAVIS MECHANICAL SYSTEMS		Yes	No	No	03/24/2026	92,815.00
001	P0926P	70542	78627	Check	1	6376	Ed Midwest LLC		Yes	No	No	03/24/2026	5,400.00
001	P0926P	70544	78628	Check	1	6496	EDUCATORS BENEFIT CONSULTANTS		Yes	No	No	03/24/2026	143.53
001	P0926P	70540	78629	Check	1	5691	EMC Insurance Companies		Yes	No	No	03/24/2026	14,485.96
001	P0926P	70528	78630	Check	1	12630	FACTORY MOTOR PARTS		Yes	No	No	03/24/2026	387.50
001	P0926P	70532	78631	Check	1	2524	GRAINGER		Yes	No	No	03/24/2026	25.05
001	P0926P	70535	78632	Check	1	3210	HBC		Yes	No	No	03/24/2026	3,214.58
001	P0926P	70543	78633	Check	1	6429	Heartland Country Club		Yes	No	No	03/24/2026	1,000.00
001	P0926P	70536	78634	Check	1	3737	Hiawatha Valley Ed District		Yes	No	No	03/24/2026	36,126.04
001	P0926P	70524	78635	Check	1	07141	HIGH PLAINS COOPERATIVE		Yes	No	No	03/24/2026	3,456.09
001	P0926P	70534	78636	Check	1	3172	Hy-Vee Accounts Receivable		Yes	No	No	03/24/2026	53.12
001	P0926P	70546	78637	Check	1	7063	InGensa, Inc		Yes	No	No	03/24/2026	81,311.78
001	P0926P	70525	78638	Check	1	08221	JMC COMPUTER SERVICE, INC.		Yes	No	No	03/24/2026	10,393.75

Lewiston-Altura Public Schools
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P0926P	70539	78639	78639	Check	1		Jones & Bartlett Learning, LLC		Yes	No	No	03/24/2026	782.66
001	P0926P	70527	78640	78640	Check	1		MESPA		Yes	No	No	03/24/2026	703.00
001	P0926P	70538	78641	78641	Check	1		MINNTEX CITRUS INC		Yes	No	No	03/24/2026	69.24
001	P0926P	70545	78642	78642	Check	1		SDSU Little Linternational		Yes	No	No	03/24/2026	290.00
001	P0926P	70577	78643	78643	Check	1		CLICK BEETLE BOOKS LLC		Yes	No	No	03/26/2026	75.00
001	P0926P	70571	78644	78644	Check	1		Ed Midwest LLC		Yes	No	No	03/26/2026	10,800.00
001	P0926P	70567	78645	78645	Check	1		Goodhue County Ed Dist. 6051		Yes	No	No	03/26/2026	5,331.48
001	P0926P	70563	78646	78646	Check	1	R1	Imperial Supplies, LLC		Yes	No	No	03/26/2026	249.98
001	P0926P	70569	78647	78647	Check	1		International Owl Center		Yes	No	No	03/26/2026	175.00
001	P0926P	70557	78648	78648	Check	1	R1	J.W. Pepper & Son, Inc.		Yes	No	No	03/26/2026	485.23
001	P0926P	70576	78649	78649	Check	1		KELLY SERVICES INC,		Yes	No	No	03/26/2026	14,215.91
001	P0926P	70562	78650	78650	Check	1		Kennedy & Graven Chartered		Yes	No	No	03/26/2026	424.00
001	P0926P	70553	78651	78651	Check	1		KWIK TRIP		Yes	No	No	03/26/2026	12.35
001	P0926P	70558	78652	78652	Check	1		Lewiston Hardware, LLC		Yes	No	No	03/26/2026	667.87
001	P0926P	70570	78653	78653	Check	1	R1	Loffler Companies -- 131511		Yes	No	No	03/26/2026	169.46
001	P0926P	70575	78654	78654	Check	1		LRS of Minnesota		Yes	No	No	03/26/2026	900.37
001	P0926P	70559	78655	78655	Check	1		MENARDS		Yes	No	No	03/26/2026	34.66
001	P0926P	70574	78656	78656	Check	1		Metropolitan Mechanical Contractors, INC		Yes	No	No	03/26/2026	7,456.65
001	P0926P	70565	78657	78657	Check	1		MID-AMERICAN RESEARCH CHEMICAL		Yes	No	No	03/26/2026	274.48
001	P0926P	70568	78658	78658	Check	1		Midwest Bus Parts, Inc.		Yes	No	No	03/26/2026	1,925.56
001	P0926P	70554	78659	78659	Check	1		MISSISSIPPI WELDERS SUPPLY COMP,		Yes	No	No	03/26/2026	161.28
001	P0926P	70578	78660	78660	Check	1		MniAAA c/o Ken Hubert		Yes	No	No	03/26/2026	175.00
001	P0926P	70561	78661	78661	Check	1		North Central Truck Equipment		Yes	No	No	03/26/2026	3,533.80
001	P0926P	70566	78662	78662	Check	1		O'LAUGHLIN TRUCKING & EXCAVATING		Yes	No	No	03/26/2026	9,198.85
001	P0926P	70579	78663	78663	Check	1		P & T ELECTRIC		Yes	No	No	03/26/2026	11,875.00
001	P0926P	70572	78664	78664	Check	1		Quadient Finance USA, INC.		Yes	No	No	03/26/2026	553.50
001	P0926P	70560	78665	78665	Check	1	R1	School Specialty LLC		Yes	No	No	03/26/2026	91.62
001	P0926P	70555	78666	78666	Check	1		SOUTHEAST SERVICE COOPERATIVE		Yes	No	No	03/26/2026	2,700.00
001	P0926P	70556	78667	78667	Check	1		TRI STATE BUSINESS MACHINES		Yes	No	No	03/26/2026	1,586.09
001	P0926P	70564	78668	78668	Check	1		VERIZON WIRELESS		Yes	No	No	03/26/2026	195.20
001	P0926P	70573	78669	78669	Check	1		Winona Area Public Schools		Yes	No	No	03/26/2026	240.00
001	P1226P	70598	78670	78670	Check	1		Affinity Plus Credit Union		Yes	No	No	03/31/2026	100.00
001	P1226P	70595	78671	78671	Check	1		ALERUS RETIREMENT BENEFITS ATTN		Yes	No	No	03/31/2026	150.00
001	P1226P	70594	78672	78672	Check	1		ALTRA FEDERAL CREDIT UNION		Yes	No	No	03/31/2026	15.00
001	P1226P	70596	78673	78673	Check	1		Ameritas Life Insurance Corp		Yes	No	No	03/31/2026	24.20
001	P1226P	70593	78674	78674	Check	1		DELTA DENTAL OF MINNESOTA		Yes	No	No	03/31/2026	880.30
001	P1226P	70589	78675	78675	Check	1		Education Minnesota - Lewiston-Altura		Yes	No	No	03/31/2026	1,974.24
001	P1226P	70597	78676	78676	Check	1		ISD 857 - Flex Plan Checking		Yes	No	No	03/31/2026	801.12

Lewiston-Altura Public Schools
 Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P1226P	70590	78677	Check	1 17090		MADISON NATIONAL LIFE		Yes	No	No	03/31/2026	426.07
001	P1226P	70591	78678	Check	1 4786	R1	Merchants Bank		Yes	No	No	03/31/2026	470.00
001	P1226P	70592	78679	Check	1 4877		MINNESOTA Public Employees Insurance		Yes	No	No	03/31/2026	10,211.78
001	P1226P	70600	78680	Check	1 7354		UMB HEALTHCARE SERVICES		Yes	No	No	03/31/2026	395.00
001	P1226P	70599	78681	Check	1 7203		WCF - CARDINAL FOUNDATION		Yes	No	No	03/31/2026	105.00
Bank Total:												\$713,946.66	
Report Total:												\$713,946.66	

TEACHER CONTRACT FOR MINNESOTA PUBLIC SCHOOL DISTRICTS

The School Board of Independent School District No. 857 of the State of Minnesota, Lewiston, Minnesota, enters into this Contract, pursuant to M.S. 122A.40, as amended, with McKena Joy Petersen, a legally qualified licensed teacher who agrees to teach in the public schools of said District as a Science Teacher for the school year 2026-2027.

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

1. Basic Services: Said teacher shall faithfully perform the services prescribed by the School Board, or its designated representative(s), whether or not such services are specifically described in this Contract, abide by the rules and regulations as established by the School Board and the State of Minnesota, and any additions or amendments thereto, for the annual salary indicated below, and agrees to teach for the School District as assigned in such grades or subjects for which the teacher has the necessary license.
2. Duration: This Contract is subject to the provisions of M.S. 122A.40, as amended, and to all laws, rules, and regulations of the State of Minnesota relevant to qualification, licensure, employment, termination, and discharge of teachers for cause. Thereafter, this Contract shall remain in full force and effect except if modified by mutual consent of the School Board and the teacher or unless terminated as provided by law, or by written resignation pursuant to M.S. 122A.40.
3. Duty Year: The teacher's duty year and vacation days shall be as adopted by the School Board, and the teacher agrees to teach on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. In the event a duty day is lost due to any emergency, the teacher agrees to perform duties on such other day in lieu thereof as determined by the School Board.
4. Additional Services: The School Board, or its designated representative(s), may assign the teacher to extra-curricular, co-curricular, or other assignments, subject to established compensation for such services which exceed the services authorized in paragraph 1. Said extra-curricular, co-curricular, or other assignments may be described in paragraph 6. of this Contract or by letter of assignment, together with a recitation of the compensation, if any, to be paid for said assignment. The School Board, or its designated representative(s), may make any additions or amendments during the duty year as shall be necessary. Said extra-curricular, co-curricular, or other assignments and compensation, if any, for such assignment shall not become a part of the teacher's continuing contract rights unless the words, "continuing contract," are recorded immediately following the assignment.
5. Reference: This Contract shall be subject to the agreement between the School District and the exclusive representative, if any, and the provisions of the Public Employment Labor Relations Act, as amended.
6. Special Provisions: None.

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

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

7. In consideration thereof, the School Board agrees to pay said teacher the following annual salary:

\$50,307	For basic services (BA/Step 1) Teacher
\$	For additional services as set forth in paragraph 6.
\$50,307	Total salary, exclusive of fringe benefits

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

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

IN WITNESS WHEREOF, we have subscribed
our signatures this 13th day of April, 2026.

Teacher

School Board Chair

School Board Clerk

TEACHER CONTRACT FOR MINNESOTA PUBLIC SCHOOL DISTRICTS

The School Board of Independent School District No. 857 of the State of Minnesota, Lewiston, Minnesota, enters into this Contract, pursuant to M.S. 122A.40, as amended, with Samuel Persche, a legally qualified licensed teacher who agrees to teach in the public schools of said District as a Social Studies Teacher for the school year 2026-2027.

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

1. **Basic Services:** Said teacher shall faithfully perform the services prescribed by the School Board, or its designated representative(s), whether or not such services are specifically described in this Contract, abide by the rules and regulations as established by the School Board and the State of Minnesota, and any additions or amendments thereto, for the annual salary indicated below, and agrees to teach for the School District as assigned in such grades or subjects for which the teacher has the necessary license.
2. **Duration:** This Contract is subject to the provisions of M.S. 122A.40, as amended, and to all laws, rules, and regulations of the State of Minnesota relevant to qualification, licensure, employment, termination, and discharge of teachers for cause. Thereafter, this Contract shall remain in full force and effect except if modified by mutual consent of the School Board and the teacher or unless terminated as provided by law, or by written resignation pursuant to M.S. 122A.40.
3. **Duty Year:** The teacher's duty year and vacation days shall be as adopted by the School Board, and the teacher agrees to teach on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. In the event a duty day is lost due to any emergency, the teacher agrees to perform duties on such other day in lieu thereof as determined by the School Board.
4. **Additional Services:** The School Board, or its designated representative(s), may assign the teacher to extra-curricular, co-curricular, or other assignments, subject to established compensation for such services which exceed the services authorized in paragraph 1. Said extra-curricular, co-curricular, or other assignments may be described in paragraph 6. of this Contract or by letter of assignment, together with a recitation of the compensation, if any, to be paid for said assignment. The School Board, or its designated representative(s), may make any additions or amendments during the duty year as shall be necessary. Said extra-curricular, co-curricular, or other assignments and compensation, if any, for such assignment shall not become a part of the teacher's continuing contract rights unless the words, "continuing contract," are recorded immediately following the assignment.
5. **Reference:** This Contract shall be subject to the agreement between the School District and the exclusive representative, if any, and the provisions of the Public Employment Labor Relations Act, as amended.
6. **Special Provisions:** None.

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

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

7. In consideration thereof, the School Board agrees to pay said teacher the following annual salary:

\$51,330	For basic services (BA/Step 2) High School Social Studies Teacher
\$	For additional services as set forth in paragraph 6.
\$51,330	Total salary, exclusive of fringe benefits

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

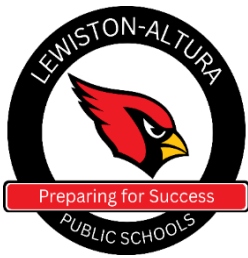
IN WITNESS WHEREOF, I have subscribed my signature this 8th day of April, 2026

Teacher

IN WITNESS WHEREOF, we have subscribed our signatures this 17th day of April, 2026.

School Board Chair

School Board Clerk



Lewiston-Altura Public Schools, ISD #857 - Job Description

Job Title: Dean of Special Education (TOSA)

Department/Section: Teacher

State Job Match: 282

Title of Immediate Supervisor: Building Principals

JOB SUMMARY -- This position supports the elementary and high school principals and special education teachers in implementation of special education services. The contract will be for 190 days (teacher 185 day teacher calendar plus 5 days in the summer).

TASKS and DESCRIPTION

1. Provide guidance and assistance regarding special education due process laws, rules, policies and best practices.
2. Assist teachers with MTSS and the special education referral/evaluation process.
3. Assist and support special education teachers in writing and updating student IEP's in accordance with best practices, compliance and timelines.
4. Act as district LEA representative for IEP meetings as requested by principals. Principals will attend IEP meetings that are for new evaluations, re-evaluations or meetings that are anticipated to be more complex.
5. Support all teachers to ensure that students receive interventions and necessary accommodations as specified in students' IEPs and for state and local testing.
6. Work as liaison between special education teachers, principals and HVED staff to facilitate communication, including but not limited to processes and procedures for accessing HVED services and programs.
7. Work jointly with the principals, the high school Dean of Students, teachers and parents to address de-escalation/discipline for students with IEPs, in accordance with the students' needs and IEP.
8. Work collaboratively to actively support staff working with students with the highest/most complex needs.
9. Assist special education teachers in developing data collection forms and processes for uniform progress reporting
10. Substitute for special education teachers and paraprofessionals only if specifically needed due to support a particularly high student needs situation and requested by a principal.
11. Dean of Special Education will not be assigned to a specific student or classroom on a daily or regular basis. The Dean is responsible for problem solving and communicating with administration on staffing needs.
12. Assist in student and staff scheduling and ESY planning
13. Monitor educational assistants and special education staff onboarding, and ongoing mentoring and training.
14. Manage scheduling of IEP meeting with IEP team members.

The above tasks are listed for the purpose of identifying the appropriate State Job Match for this job class and are not intended to be a comprehensive list of all responsibilities and tasks which may be assigned to this position. Additional duties will be assigned by mutual agreement with the teacher and the administration.

QUALIFICATIONS: Valid Minnesota teaching license in special education with a preference for a minimum of 5 years special education teaching experience and a master's degree in special education or equivalent.

PHYSICAL REQUIREMENTS: Limited

ORGANIZATIONAL RELATIONSHIPS: This position reports directly to the building principals and works collaboratively with office staff, general education teachers, and support staff.

WORKING CONDITIONS: No unusual or extraordinary working conditions.

TERMS/CONDITIONS OF EMPLOYMENT: Work year is based on current teacher Master Agreement.

PERFORMANCE REVIEW: Evaluation by building principal in accordance with district policy.

**MEMORANDUM OF AGREEMENT BETWEEN
EDUCATION MINNESOTA LEWISTON-ALTURA AND
INDEPENDENT SCHOOL DISTRICT #857 AND
KINSEY HORNBERG
REGARDING EMPLOYMENT AS A TEACHER ON SPECIAL ASSIGNMENT**

This Memorandum of Agreement (“MOA”) is entered into by and between the Education Minnesota Lewiston-Altura (“Union”) & Kinsey Hornberg (“Hornberg”), and Independent School District No. 857, Lewiston-Altura (“District”).

WHEREAS, the Union and the District are parties to a Master Agreement governing the general terms and conditions of employment for teachers;

WHEREAS, the District needs to hire a temporary, 1.0 FTE Teacher on Special Assignment (“TOSA”) for the 2026-2027 school year;

WHEREAS, the Public Employee Labor Relations Act, Minnesota Statutes section 179A.03, subdivision 12, defines the terms “principal” and “assistant principal” to mean “any person so licensed by the commissioner of education who devotes more than 50 percent of the time to administrative or supervisory duties”; and

WHEREAS, Hornberg currently holds a teaching license;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises and agreements contained in this MOA, including the relinquishment of certain legal rights, the parties hereby agree as follows:

Teacher on Special Assignment. For the time period of 08/25/2026 through 06/11/2027, the District will employ Hornberg as a Teacher on Special Assignment (“TOSA”). This position has exempt status under the Fair Labor Standards Act. While serving in the capacity of a TOSA, Hornberg will perform all duties as outlined in the job description and as assigned by the District and the Superintendent. The District may terminate this MOA and TOSA special assignment at any time, with or without cause, by providing written notice to Hornberg. If the District terminates this MOA and the special assignment, Hornberg will be assigned to her former position as a special education teacher at Lewiston-Altura High School. At the end of her TOSA assignment, Hornberg will be returned to her previous position as a special education teacher at Lewiston-Altura High School. During her TOSA assignment, Hornberg will remain in the teachers’ collective bargaining agreement and be governed by the laws of the State of Minnesota. While serving as a TOSA, Hornberg will not be required to perform any of the supervisory duties listed in PELRA, Minnesota Statute section 179A.03, subdivision 17. These duties, in addition to any student suspensions or expulsions, will be performed by other district administrators.

Waiver of Any Continuing Contract Right to an Administrative Position. The parties agree that this MOA does not give rise to any new or additional rights for Hornberg under the

Continuing Contract Law, Minnesota Statutes section 122A.40. The parties further agree that upon termination of this MOA, Hornberg will have no right under the Continuing Contract Law to claim any part of any principal position or any other administrative position. In the event that the parties are in error, Hornberg hereby knowingly and voluntarily waives any right she may have under the Continuing Contract Law as a result of this MOA.

Salary and Benefits. Effective 08/25/2026, and through 06/11/2027, Hornberg will be paid her annual salary as defined by the Master Agreement, plus five (5) additional days at her daily rate of pay for five (5) additional calendar days of work. The District will make the applicable contributions and withholdings to the Teachers' Retirement Association ("TRA") for this additional salary. If Hornberg's TOSA position is discontinued prior to 08/25/2026, the extra pay will be discontinued on the day the TOSA position is discontinued. The Master Agreement between the District and the Union will govern the other general terms and conditions of Hornberg's employment during her TOSA assignment. Hornberg will retain and advance on the salary schedule and in seniority, as provided by the Master Agreement.

Waiver. Hornberg and the Union hereby waive any right they may have, either individually or collectively, to file a grievance, request a hearing, or pursue any other action against the District regarding this MOA for any reason other than to enforce the terms of this MOA.

No Precedent or Past Practice. Nothing in this MOA shall be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the Master Agreement between the District and the Union. No party may submit this MOA in any proceeding as evidence of a precedent or practice.

Equal Drafting. In the event any party asserts that a provision of this MOA is ambiguous, this MOA must be construed to have been drafted equally by the parties.

Choice of Law and Severability. This MOA is governed by the laws of the State of Minnesota. If a court determines that any part of this MOA is unenforceable, Hornberg will immediately be assigned to her former position as a special education teacher at Lewiston-Altura High School, and the terms and conditions of her employment will then be governed by the teachers' collective bargaining agreement and/or the laws of the State of Minnesota.

Renewal: By February 1, 2027, the District will inform Hornberg and the Union of its intent to renew, modify, or not renew the TOSA position at the conclusion of the 2026-2027 school year. Should the position be renewed, a new MOA must be negotiated by March 1, 2027. If the TOSA position is not renewed for 2027-2028, Hornberg will be reassigned to her previous position as a special education teacher at Lewiston-Altura High. Likewise, by March 1, 2027, Hornberg will notify the District and the Union of her intent to continue in the TOSA or to return to her previous position as a special education teacher at Lewiston-Altura High School.

Entire Agreement. This MOA constitutes the entire agreement between the parties regarding the subject matter described herein. No party has relied upon any statements or promises that are not set forth in this document. This MOA controls to the extent that it conflicts with the terms of the Master Agreement. No changes to this MOA are valid unless they are in writing and signed by both parties.

IN WITNESS WHEREOF, the parties have entered into this MOA on the dates shown below. By signing below, each party acknowledges that it has reviewed this MOA with a representative or legal counsel and that it understands and voluntarily agrees to be legally bound by all terms of the MOA.

EMPLOYEE:


Kinsey Hornberg

4/2/26
Date

AUTHORIZED UNION REPRESENTATIVE:


Matthew Wilmes

4/2/26
Date

AUTHORIZED REPRESENTATIVE OF DISTRICT 857 ADMINISTRATOR:

Gwen Porter

Date

INDEPENDENT SCHOOL DISTRICT NO. 857:

Brein Maki

Date

Cardiac Emergency Response Plan

Lewiston-Altura School District

Date Adopted by School Board

Date Revised

Purpose

The cardiac emergency response plan (CERP) provides Lewiston-Altura School District with a comprehensive strategy for the preparation of and response to cardiac emergencies in the school setting in accordance with [Minnesota Statutes 2025, 121A.035 Crisis Management Policy](#) and [Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan](#).

This adopted CERP will be included in a building level crisis management plan under crisis-specific procedures. Procedures for responding to cardiac emergencies may be adopted through the model CERP. After approval by the school board, an adopted plan will become an addendum to the crisis management policy.

List of Abbreviations

Abbreviations	Definitions
AED	automated external defibrillator
CERP	cardiac emergency response plan
CERT	cardiac emergency response team
CPR	cardiopulmonary resuscitation
EMS	emergency medical services
SCA	sudden cardiac arrest

Definition of Sudden Cardiac Arrest

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition. When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest^{vi}. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac arrest may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements

It is important to note that SCA may also occur when a person collapses shortly following a firm, sudden, direct hit to the chest.

Forming a Cardiac Emergency Response Team

Lewiston-Altura School District has designated the Licensed School Nurse as the CERP Coordinator to support the overall development, implementation, and evaluation of a written and practiced plan for cardiac emergencies on school grounds.

The school administrator in each building will select a cardiac emergency response team (CERT) that will be trained to respond to emergency medical situations. This team should include members that are available and willing adults, preferably certified in CPR and AED use, who are responsible for developing, implementing, and annually reviewing the school's adopted CERP.

School administrators may consider including school nurses, physical education teachers, activities director, athletic trainers, coaches, staff overseeing recess, and any other staff who are present before, during, or after the school day. While this team leads the emergency medical response, it is important that all school staff are familiar with the CERP and their role in responding to a cardiac emergency. As an example, any staff member who witnesses a person unexpectedly collapse should know how to recognize a cardiac arrest, initiate a building's emergency medical response, call 9-1-1 to activate emergency medical services (EMS), and where the AEDs are located inside and outside of the building.

Additional Considerations

To ensure a timely response, it is recommended that schools consider building CERTs with enough staff members to account for periodic absences and staff turnover. CERT members will be required to step away from their regular job duties to assist in a cardiac emergency and consideration should be given for classroom coverage in those instances. (Best practice recommendations suggest that at least five people or 10% of overall school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification^{vi}.)

In addition to establishing team roles and responsibilities, communication is a critical component in the team's efficient emergency response. CERTs should determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside the facility. The communication plan should clearly state how staff members activate the CERT and local EMS. Additional considerations should be given for how all CERT members will be alerted in a consistent manner using overhead page, two-way radio, phone, or other communication device.

Members of this school building's Cardiac Emergency Response Team are listed below:

Cardiac Emergency Response Team -Elementary

Staff Name	CPR/AED Certification Date
Michelle MacPherson	4/2025
Mike Buringa	4/2025
Courtney Fricke	4/2025
Linda Liebfried	4/2025
Haley Mathew	3/2026
Dave Riebel	4/2025
Ginny Reszka	3/2026
Tori Todd	4/2025

Roles and Responsibilities:

Any staff who witnesses a medical emergency will call the office and ask for assistance. Office staff will initiate a "Hold Protocol for a Medical Emergency."

Ginny (Mike if Ginny is gone)-

1. Will go to location immediately.
2. Scene Command. Will direct others to their tasks and will determine if 911 needs to be called.

Dave (Tori if Dave is gone)-

1. Will bring emergency bag and walkie talkie to location.
2. Grab AED.
3. Assist with caring for person or other duties as needed.
4. Document the event on the form found in the AED. Include information such as:
 - a. Time emergency began
 - b. When CPR was initiated
 - c. When and if AED delivered a shock
 - d. Time EMS arrived and assumed control
 - e. Condition of person when care was transferred to EMS

Nancy or Haley-

1. Monitor walkie talkie requests
2. If student has emergency medication in office, get from cabinet and send down to location with staff member.
3. If 911 is called, print off JMC contact information and sent to location to be given to ambulance personnel (or if staff, make a copy of staff health form)
 1. Student Full Name and DOB
 2. Parent Names and Phone Numbers (look for split households)
 3. Write down preferred hospital choice if parents indicated in JMC.
4. Call parent or emergency contact (if staff)

Linda/Kayli/Courtney

1. Meet Ambulance at closest doorway.
2. Ensure Ginny's classroom has an adult present. Ensure Mike's classroom as staffing is available.
3. Assist as needed with patient and/or other students.

Cardiac Emergency Response Team -High School

Staff Name	CPR/AED Certification Date
Michelle MacPherson	4/2025
Luke Accord	4/2025
Sarah Berndt	4/2025
Amy Kingsley	5/2025
Cory Hanson	4/2025
Shelly Pringle	4/2025
Vickie Speltz	4/2025

Roles and Responsibilities:

Any staff who witnesses a medical emergency will call the office and ask for assistance. Office staff will initiate a "Hold Protocol for a Medical Emergency."

Amy (Shelly if Amy gone)-

1. Will go to location immediately. Amy will bring the walkie talkie from her classroom
2. Scene Command. Will direct others to their tasks and will determine if 911 needs to be called.

Cory, Vickie-

1. Will bring red emergency bag and walkie talkie to location (if Shelly did not).
2. Grab AED if on way.
3. Assist with caring for person or other duties as needed.
4. Designate one person to meet ambulance (if called) at doorway.

Amanda (Cory if Amanda is gone)-

1. Monitor walkie talkie requests
2. If student has emergency medication in office, get from cabinet and send down to location with staff member.
3. If 911 is called, print off JMC contact information and sent to location to be given to ambulance personnel. (If staff, make a copy of staff health form)
 1. Student Full Name and DOB
 2. Parent Names and Phone Numbers (look for split households)
 3. Write down preferred hospital choice if parents indicated in JMC.
4. Call parent or emergency contact (if staff)

Sarah, Luke-

1. Assist as needed with patient and/or other students
2. Designate who will document the event on the form found in the AED. Include information such as:
 - a. Time emergency began
 - b. When CPR was initiated
 - c. When and if AED delivered a shock
 - d. Time EMS arrived and assumed control
 - e. Condition of person when care was transferred to EMS

Randi/Ryan-

1. Randi will ensure Sarah's classroom is covered then assist in the office
2. Ryan will ensure Amy's classroom is covered and help as needed.

Automated External Defibrillator Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

Placement

AEDs should be stored in an unlocked case and ensure accessibility for people of all abilities with installation in high traffic areas of the school building like cafeterias and gymnasiums. The device's readiness indicator should be facing outward and visible with signage that clearly indicates the location of the device with AED use instructions available in languages relevant to the school community. The American Heart Association recommends, and Minnesota state law requires, that schools place AEDs in accessible locations throughout the campus to allow for retrieval and delivery to the scene ideally within 3 minutes of being notified of a potential cardiac emergency^{vi}. Minnesota Statutes 2025, section 121A.241, subdivision 2(2).

School districts and charter schools must address how school staff will respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds. Minnesota Statutes 2025, section 121A.241, subdivision 2(7). The plan should provide for AED availability at athletic practices and events. For larger campuses, schools may consider climate-controlled AEDs to be mounted outside near athletic fields.

It is best practice for schools to have adult and pediatric pads available in each case for use if needed. If pediatric pads are not available, adult AED pads may be used^{vi}. Considerations should also be given for including additional items like latex-free gloves, razor, scissors, and a CPR barrier mask.

AED Location -Elementary

Location	Brand/Model	Date Purchased	Battery Expiration Date	Pad Expiration Date	Narcan
Outside Elementary Office	Physio-Control Lifepak	1/26/2021	7/31/2029	5/2/2029	May 2026

AED Location -High School

Location	Brand/Model	Date Purchased	Battery Expiration Date	Pad Expiration Date	Narcan
Outside "C" Gym	LifePak CR+		8/4/2028	5/4/2028	May 2026
Outside "B" Gym (and Choir Room Door)	LifePak CR+		8/4/2028	5/4/2028	May 2026
Portable Unit-AD Office	Philips Heartstart FRx		2/29/2029	4/8/2028	none
Outside-Concession Stand	Defibtech/Lifeline View	Donated 10/10/2024	2/28/2029	1/31/2027	none

- **Note-LifePak CR+ machines will need to be replaced before 8/4/2028 (discontinued)**
- **All AED's have the additional items suggested above (gloves, scissors, razor, breathing barrier)**

Maintenance

The Licensed School Nurse will routinely monitor all AED's in the district and ensure they are up to date and in working order. All safety check information will be documented with each AED. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

Registry

[Minnesota Statutes 2025, section 403.51](#), states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. School districts and charter schools can register their public access AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at [PulsePoint AED](#). Questions regarding AED registry can be directed to the PulsePoint Support Team at support@pulsepoint.org. The Licensed School Nurse will be responsible for keeping all AED data up to date with this registry.

Schools are advised to consult with their district legal counsel to assess the applicability of Minnesota Statutes 2025, section 403.51, subdivision 1, paragraph (e), in relation to the placement and visibility of AEDs within their facilities.

Communication of the Cardiac Emergency Response Plan

The school's adopted CERP should be distributed broadly as a part of the building's overall crisis management plan to all staff and relevant local emergency responders at the start of each school year. Minnesota Statutes 2025, section 121A.241, subdivision 2(4). School administrators may designate a CERT member as the person responsible for the updating and distribution of the CERP.

The American Heart Association recommends that the CERP protocol be posted near the AEDs and in classrooms, cafeterias, gymnasiums, restrooms, health offices, breakroom spaces, and in main offices^{i,vi}.

Integration of Local Emergency Medical Services with the School Plan

School administrators and CERT members should develop and implement the CERP in cooperation with relevant local emergency responders, school district health and safety officials, school nurses, athletic staff, and other members of the school or community medical team. The adopted CERP with locations of onsite AEDs should be provided, along with facility diagrams and site plans to first responders, as requested. Minnesota Statutes 2025, section 121A.241, subdivision 2(4).

Training for CPR and AED Use

To effectively respond to cardiac emergencies, school districts and charter schools should include clear procedures for CPR and AED training and certification within the response plan. All members of the Medical Emergency Team will be offered CPR and AED certification every two years. As a best practice, all school staff and coaches should review the school's CERP annually and be encouraged to learn Hands-Only CPR and AED use. These efforts ensure a coordinated and rapid response to cardiac emergencies within the school setting.

CPR training

Training is the educational process of learning how to recognize sudden cardiac arrest, perform chest compressions (Hands-Only CPR), and use an AED. School staff and coaches are encouraged to participate in annual CPR and AED education to strengthen school-wide readiness and ensure a timely response that meets CERT roles of CPR initiation, AED retrieval, and 911 notification. Annual training should include review of the CERP, recognizing the signs of cardiac arrest, understanding how to initiate the emergency response team, and knowledge of where AEDs are located inside and outside the building^{i,vi}.

CPR certification

Certification formally recognizes a person's proficiency in performing CPR and AED use. Certification is obtained through a nationally recognized organization, such as the American Heart Association, the American Red Cross, among others, and includes written and in-person hands-on testing. Schools should strongly consider CPR and

AED certification for CERT members and renew certification at least every two years to maintain competency. Certification is also recommended for coaches and others who regularly supervise student physical activity.

Nationally recognized cardiovascular care organizations offer certification courses in traditional classroom settings and blended formats that combine online learning with in-person practice and testing.

Practice Drill for Cardiac Emergency Response

Developing and implementing a written and practiced CERP in schools is critical for saving lives and ensures a coordinated and timely response for cardiac emergencies. Research shows that having a CERP in place and conducting regular practice drills can increase a person's chance of survival to 70% compared to less than 10% without such practice ^{vii}.

For schools to be fully prepared to respond to a cardiac emergency, annual drills for school staff and students should be incorporated into the CERP ^{i, iii, vi}. Minnesota Statutes 2025, section 121A.241, subdivision 2(5). The American Heart Association describes a successful cardiac emergency response drill as full completion of the CERP protocol in 5 minutes or less. Schools should perform at least one drill annually, while two or more are recommended by the AHA, noting that one of the drills may include a tabletop exercise with participation of CERT members and school staff ^{vi}. The drills allow the response team time to practice key elements of the plan including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite and community medical responders.

Practice drills should be included in a building level crisis management plan under crisis-specific procedures for cardiac emergencies.

Annual Review of the Plan

School Boards are required to conduct an annual review and evaluation of the CERP, focusing on ways to improve the effectiveness of the plan. Minnesota Statutes 2025, section 121A.241, subdivision 2(6). This evaluation may include post-event feedback from after-action reviews. Annually, the District's CERP Coordinator(s) and building CERT members should review and update the CERP based on current evidence based best practices for responding to a cardiac emergency.

Protocol for Cardiac Emergency Response

Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in an event of a cardiac emergency. Immediate action is critical when responding to a sudden cardiac arrest event. Schools should identify the closest medical facility that is equipped in advanced cardiac care and considerations may be given to obtaining on-site ambulance coverage for higher-risk athletic events.

Scenario: A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. Recognize signs of SCA (may include one or more of the following).
 - a. Not moving, unresponsive, or unconscious
 - b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
 - c. Seizure or convulsion-like movements
2. The first school staff to observe the unresponsive person calls 9-1-1 or designates another adult to call 9-1-1.
 - a. Provide school building address
 - b. Explain person's condition/symptoms
 - c. Listen carefully to the dispatcher for additional guidance
 - d. Stay on the line and answer dispatcher questions
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, ***"There is a cardiac emergency in [name specific location within the building] and 911 has been called."***
4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.
5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)
 - a. Place the person on their back on a firm flat surface.
 - b. Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
 - c. 100-120 compressions per minute, allowing the chest to rise fully between compressions.
 - d. If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
 - e. Continue compressions until help arrives.
6. School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a **"hold"** for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
7. CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.

8. When the AED arrives, turn the device on immediately.
9. Follow the AED's visual and audio prompts for pad placement and shock advisement. Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.
12. Following the communication procedures outlined in the building's crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.
13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.
14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.
15. Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan may include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team ([MDE Model Crisis Management Policy, 2024](#)). Staff may also engage with school-employed mental health professionals to evaluate post event trauma and identify students who may need additional care and support following the emergency event.

CPR and AED Instruction for Secondary Students

Lewiston-Altura School districts provides CPR training as part of the health curriculum in 8th and 10th grades. Students have the option of becoming certified if they pay for the certificate after this training. All students enrolled in the Emergency Medical Responder Course (EMR) will receive Basic Life Support (BLS) certification. Minnesota Statutes 2025, section 120B.236a.

Legal References

Minnesota Statutes 2025, section 121A.241 [Cardiac Emergency Response Plan](#)

Minnesota Statutes 2025, section 120B.236 [Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction](#)

Minnesota Statutes 2025, section 121A.035 [Crisis Management Policy](#)

Minnesota Statutes 2025, section 403.51 [Automatic External Defibrillation; Registration](#)

Minnesota Statutes 2025, section 604A.01 [Good Samaritan Law](#)

Appendices

Appendix A: Resources for Schools

Table 1: Available resources for schools implementing a cardiac emergency response plan.

Organization	Provided Resource	Web Address
American Heart Association	Implementation guide to assist with developing action plans, practice drills, and evaluation materials including a school checklist	https://cpr.heart.org/en/training/programs/cardiac-emergency-response-plan-cerp
Project ADAM Minnesota	Free assistance in creation and implementation of a practiced CERP	https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-program/conditions-and-services/project-adam/
Parent Heart Watch	Toolkit templates and trainings for school and athletic staff, and programs providing AEDs to schools	https://parentheartwatch.org/resources/sca-prevention/cardiac-emergency-response-plan/ https://parentheartwatch.org/programs/get-charged-up/
Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	https://www.sca-aware.org/campus/funding-sources-for-schools

Appendix B: Planning and Evaluation of the CERP Program

Project ADAM resources. Adapted from Project ADAM National resources; for additional resources please visit www.projectadam.com/Heartsafeschools.

- [CERP Program Checklist](#)
- [Building a Cardiac Emergency Response Team](#)
- [Choosing an AED](#)
- [AED Location: Placement Assessment](#)
- [AED Maintenance Log](#)
- [Drill Checklist](#)
- [How to Plan and Execute a Cardiac Emergency Response Drill](#)
- [Incident AED Report Form](#)
- [Post Sudden Cardiac Arrest \(SCA\) Incident Debriefing](#)

ⁱ American Heart Association. (2023). *Cardiac emergency response planning for schools: A policy statement 2023*. <https://www.heart.org/-/media/Files/About-Us/Policy-Research/Policy-Positions/CPR-and-AED/Cardiac-Emergency-Planning-for-Schools.pdf>

ⁱⁱ Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. S., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Incidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Association athletes: A decade in review. *Circulation*, 132(1), 10-19. <https://doi.org/10.1161/CIRCULATIONAHA.115.015431>

ⁱⁱⁱ Parent Heart Watch. (2023). *Out-of-hospital cardiac arrest in youth. Estimated from various sources*. <https://parentheartwatch.org/resources/incidence-of-sca-in-youth/>

^{iv} Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes*, 3(1):63-81. <https://doi.org/10.1161/circoutcomes.109.889576>

^v Weisfeldt, M. L., Sitlani, C. M., Ornato, J. P., Rea, T., Aufderheide, T. P., Davis, D., Dreyer, J., Hess, E. P., Jui, J., Maloney, J., Sopko, G., Powell, J., Nichol, G., Morrison, L. J., & ROC Investigators (2010). Survival after application of automatic external defibrillators before arrival of the emergency medical system: Evaluation in the resuscitation outcomes consortium population of 21 million. *Journal of the American College of Cardiology*, 55(16), 1713–1720. <https://doi.org/10.1016/j.jacc.2009.11.077>

^{vi} American Heart Association. (2025). *Cardiac emergency response plan and protocol*. https://cpr.heart.org/en/-/media/CPR-Files/Training-Programs/2025-CERP/Cardiac-Emergency-Response-Plan-and-Protocol042025.pdf?sc_lang=en

^{vii} Evans S, Legg M. (2024). Cardiac emergency response plan: Is your school prepared? *NASN School Nurse*, 39(4):175-180. <https://doi.org/10.1177/1942602X231201087>

Adopted: _____

MSBA/MASA Model Policy 209

Orig. 1995

Revised: _____

Rev. 202209

209 CODE OF ETHICS

[NOTE: A code of ethics establishes standards of conduct that members of a school board create and agree to follow. The principles and values embodied in this code of ethics prioritize board members' obligations to students, the district, and the community. As a written set of expectations, a code of ethics guides board members' decision making and behavior. This model policy offers a starting point for school boards as they create a code that establishes parameters for board member conduct that best serve their district. Minnesota law and rules of parliamentary procedure establish sanctions that a school board may choose to pursue.]

I. PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics stated in this policy.

A. AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

B. IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

C. TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

E. IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.

4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

F. IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 212

Orig. 1995

Revised: _____

Rev. 202205

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for continuing in-service training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 ([Boards of Independent School Districts](#)~~School Board Member Training~~)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted: _____

MSBA/MASA Model Policy 213

Orig. 1996

Revised: _____

Rev. 2007

213 SCHOOL BOARD COMMITTEES

[Note: Many school boards utilize either standing or ad hoc committees, or both. On the other hand, some school boards avoid the use of committees for the most part because of the danger of fragmentation of the governance process. The objective of this policy is to provide a framework for those school boards which elect to utilize committees or subcommittees. Further, this policy is designed to apply only to committees or subcommittees made up of elected school board members. Other considerations will apply to committees established by the school board involving members of the public, employees, students, parents, etc.]

I. PURPOSE

The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.
- B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.
- C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.
- E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
- F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.
- G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.
- H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

- A. ~~A.~~—The school board Chair hereby appoints board representation for the following standing committees:
 - B. Teacher Negotiations/Meet and Confer
 - C. Transportation and Support Staff Wage and Benefits Handbooks
 - D. Principal Negotiations
 - E. Superintendent Negotiations
 - F. District Staff Development
 - G. Finance Committee
 - H. Community Engagement
 - I. HVED Board Representative
 - J. Community Education and Early Childhood Advisory
 - K. District Policy Review
 - L. Health & Safety/Wellness
 - M. Systems Accountability
 - N. Activities
 - O. Construction Renovation/Facilities & Grounds Advisory
 - P. Continuing Education (Teacher Licensure)
 - Q. Cardinal Foundation Advisory

- 1. ~~Audit.~~
- 2. ~~Policy.~~
- 3. ~~Building and Grounds.~~
- 4. ~~Negotiations Committee(s) for various employee groups.~~

[Note: Each school district should determine which, if any, standing committees the school board wishes to establish.]

- B. ~~The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.~~
- C. ~~The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.~~

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

- A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.
- B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.
- C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.
- D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.
- E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.
- F. A committee or subcommittee of the school board shall, when appropriate, clarify in any

dealings with the public that its powers are only advisory to the school board.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)

Adopted: _____

MSBA/MASA Model Policy 214

Orig. 2005

Revised: _____

Rev. 2009

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

[Note: School districts are required by statute to adopt a policy addressing this issue.]

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. ~~Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose.~~ Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted: _____

MSBA/MASA Model Policy 301

Orig. 1995

Revised: _____

Rev. 2022~~11~~

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services equitably.
- B. The school board expects all activities related to ~~the school district~~ operations of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools~~

Adopted: _____

MSBA/MASA Model Policy 302

Orig. 1995

Revised: _____

Rev. 20~~22~~11

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory)

of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and
Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA/MASA Model Policy 907 (Rewards)
~~MSBA Service Manual, Chapter 3, Superintendent of Schools~~

Adopted: _____

MSBA/MASA Model Policy 303

Orig. 1995

Revised: _____

Rev. 202216

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

Cross References: ~~MSBA Service Manual, Chapter 3, Superintendent~~None

Adopted: _____

MSBA/MASA Model Policy 304

Orig. 1995

Revised: _____

Rev. ~~2022~~1999

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)~~

Adopted: _____

MSBA/MASA Model Policy 511

Orig. 1995

Revised: _____

Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

III. RESPONSIBILITY

- A. The building administrators shall be responsible for developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved, in advance, by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. The superintendent shall be responsible for providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 123B.09, Subd. 8 (Boards of Independent School Districts)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 713 (Student Activity Accounting)

LEWISTON ALTURA PUBLIC SCHOOLS

FUNDRAISER REQUEST FORM

All organizations wishing to raise funds for student activities must receive approval from school district administration before initiating any school sponsored fundraiser.

Student Activity Name: _____ Date Submitted: _____

Contact Person: _____ Contact Phone/Email: _____

Beginning Date of Fundraiser: _____ Ending Date of Fundraiser: _____

Description of Fundraiser (What is generating revenue?): _____

Purpose of Fundraiser: What are funds being raised to purchase? (Please include purpose on promotional materials.) Note – We cannot raise funds for the purpose of increasing account balances. _____

What, if any, additional efforts are being made to raise funds for your purpose? (Cardinal Foundation, Booster Club, etc.)

How much money does your organization plan to raise through this fundraiser?

Total Predicted Sales: \$ _____

Total Contribution from Booster Club: _____

Total Paid to Outside Vendor: - _____

Total Predicted Revenue: \$ _____

Describe in detail how the funds you will be raising will be used:

How many students will be impacted by the fundraiser if it reaches its goal: _____

Please submit fundraiser requests 2 weeks prior to the scheduled event for approval (Note – If an activity does not hear back regarding their request, it may be assumed to be approved; approved fundraiser forms will be retained in the business office):

Activity Director Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Fundraising

All school-sponsored fundraising activities should contribute to the educational experience of the students enrolled in school. These activities and projects should never conflict with the instructional program. Student activity fundraising must have the approval of the board, either directly or through policy and procedures. Contracts associated with fundraising must be board approved prior to that activity occurring.

In best practices for fundraisers, a review document with the information listed below assists the board to make a comprehensive decision about district fundraising.

- Fundraising is not allowed for the direct benefit of an individual(s) or a family(ies). The student activity may plan, organize, and participate in the fundraising activity. However, the students cannot accept donations on behalf of the individual(s) or family(ies). Donations cannot be deposited in a school account and must be made directly to the individual or organization.

Fundraising projects encompass a wide range of activities, including, but not limited to: sale of food items, sponsorship of dances and entertainment, out-of-school sales of advertisement, gift items, magazines, and car washes.

Inactive/Discontinued Activity Accounts with Remaining Cash Balances For either inactive or discontinued accounts, follow the instructions on the Activity Purpose Summary or equivalent, which provides instructions for disposition of an activity and the related funds upon termination. Any student activity account, which has been inactive for a maximum of one fiscal year, must be disposed of, unless the advisor submits a plan to the board (or designee) indicating why the activity has been inactive and why it should not be terminated. For student activity accounts related to a graduated class, any funds remaining in the account after graduation must be disposed of as indicated on the Activity Purpose Summary or equivalent, in a timely manner. For transactions occurring after graduation, it is acceptable for the advisor and building principal (or designee) to approve transactions. Student signatures are not required after graduation.

Inventory For student activity accounts maintaining inventories, use of an inventory system is required. A physical inventory must be made at the end of the fiscal year. Please work with your external CPA auditor to determine the appropriate inventory system.

Negative Balances - No individual student activity account can have a negative balance at the end of the fiscal year.

Student Activity Accounting Guidance

All expenditures must benefit the students participating in the student activity who are currently enrolled. Local school boards may be more restrictive than the lists below. In addition, the school board may decide to cover other allowable costs in General Fund 01, Finance Code 000.

Appropriate expenditures for student activity accounts (Fund 30) include, but are not limited to, the following: • admission and participation fees for the entire group, not specific individuals within the group • entertainment for specific student activity events, including contracted services (i.e., disc jockey for prom) • food • lodging • supplies and materials • clothing for students participating in the student activity • transportation • travel expenditures

Inappropriate expenditures for student activity accounts include, but are not limited to, the following: • assemblies not representative of the student activity purpose • employee compensation, gifts or awards • faculty meetings or events • labor or service payments (staff salaries or independent contractors acting as staff) • library books • office supplies • office or school furniture (for instructional use) • textbooks • gift cards • gift certificates • field trips which are curricular in nature • scholarships (must deposit funds in Fund 8 to be eligible, may not transfer from fund 30 once deposited) • personal items for coaches, advisors or other staff members

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is

transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The superintendent, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITIONS

- A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.
- B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

- C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

Adopted: _____

MSBA/MASA Model Policy 422

Orig. 1995

Revised: 4-13-2026 _____

Rev. 2022

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that also apply to employees:

Model Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Model Policy 507	Corporal Punishment
Model Policy 510	Student Activities
Model Policy 511	Student Fundraising
Model Policy 517	Student Recruiting
Model Policy 518	DNR-DNI Orders
Model Policy 519	Interviews of Students by Outside Agencies
Model Policy 522	Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524	Internet Acceptable Use and Safety Policy
Model Policy 525	Violence Prevention
Model Policy 535	Service Animals in Schools

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a

student take place in rooms with windows and/or others nearby.]

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
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 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

An Analysis Comparing Lewiston – Altura to
Five MN School Districts with Comparable
Enrollments:
Student Performance Data and Financial
Data

**Data Compiled by Dr. Ryan Laager
*Baird***

Presented by Superintendent Porter
April 13, 2026

USE THE DATA FILTER BELOW TO LOOKUP POTENTIAL PEER GROUP CANDIDATES BASED ON STUDENTS SERVED IN FY25

ISD #	District Short Name	FY 25 Students Served
239	RUSHFORD-PETERSON	655.46
378	DAWSON-BOYD	563.07
500	SOUTHLAND	531.75
786	BERTHA-HEWITT	517.99
857	LEWISTON-ALTURA	554.77
2137	KINGSLAND	549.97
2198	FILLMORE CENTRAL	566.02

**STUDENT
POPULATION
COMPARED**

DISTRICT	NON-WHITE ENROLLMENT %	FREE / REDUCED LUNCH %	SPECIAL EDUCATION SERVICES %	EL STUDENTS %
LEWISTON-ALTURA	18.12%	32.93%	20.21%	2.09%
RUSHFORD- PETERSON	6.70%	30.69%	13.08%	1.09%
DAWSON-BOYD	19.90%	41.65%	22.26%	6.07%
SOUTHLAND	13.14%	33.73%	22.94%	4.51%
BERTHA-HEWITT	6.60%	53.61%	22.27%	1.24%
KINGSLAND	7.86%	38.70%	16.70%	0.39%
FILLMORE CENTRAL	7.59%	36.35%	19.17%	0.00%

HOW ARE THE STUDENTS DOING?								
		Lewiston – Altura	Rushford-Peterson	Dawson-Boyd	Southland	Bertha-Hewitt	Kingsland	Fillmore-Central
Percentage of Students Meeting Standards	Math 2024-2025	57.63%	49.85%	40.34%	37.70%	41.91%	47.19%	45.99%
	Math 2023-2024	45.94%	55.03%	45.54%	41.39%	40.95%	48.05%	37.05%
	Math 2022-2023	43.67%	52.74%	39.58%	38.33%	44.13%	44.87%	36.72%
	Reading 2024-2025	55.31%	50.87%	53.06%	52.51%	42.42%	50.38%	51.54%
	Reading 2023-2024	53.43%	46.67%	55.45%	48.41%	47.86%	51.94%	47.28%
	Reading 2022-2023	48.53%	49.26%	56.90%	52.87%	52.03%	52.59%	46.67%
	Science 2024-2025	30.30%	24.03%	14.17%	27.50%	22.68%	22.00%	20.33%
	Science 2023-2024	41.73%	42.00%	39.53%	41.44%	40.43%	31.31%	27.63%
	Science 2022-2023	36.91%	37.34%	38.71%	35.48%	42.86%	40.87%	43.90%

RANKING AFTER EXPENDITURE BUDGET ADJUSTMENTS																					
	ISD 857 - LEWISTON-ALTURA			ISD 239 - RUSHFORD-PETERSON			ISD 378 - DAWSON-BOYD			ISD 500 - SOUTHLAND			ISD 786 - BERTHA-HEWITT			ISD 2137 - KINGSLAND			ISD 2198 - FILLMORE CENTRAL		
All Grade Enrollment	555			655			563			532			518			550			566		
	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank	Dollars Spent	Per Pupil	Rank
District Level Admin	470,750	849	4	500,483	764	1	577,493	1,026	6	499,672	940	5	630,364	1,217	7	458,031	833	3	463,318	819	2
School Admin	387,348	698	7	455,606	695	6	370,254	658	4	179,345	337	1	191,320	369	2	311,834	567	3	380,982	673	5
Instruction Regular	3,270,502	5,895	3	3,691,403	5,632	2	3,469,454	6,162	6	3,562,993	6,701	7	3,162,388	6,105	5	3,092,759	5,624	1	3,436,884	6,072	4
Instructional Support	396,051	714	6	315,943	482	3	182,316	324	1	213,487	401	2	324,642	627	5	400,525	728	7	299,159	529	4
Pupil Support Services	303,026	546	7	306,736	468	6	257,618	458	5	230,833	434	4	155,797	301	3	162,913	296	2	152,517	269	1
Operation Maintenance	775,130	1,397	5	800,478	1,221	1	738,762	1,312	2	800,309	1,505	7	718,173	1,386	4	750,808	1,365	3	832,604	1,471	6
Transportation	445,198	802	2	664,785	1,014	5	537,584	955	4	462,500	870	3	705,683	1,362	7	324,490	590	1	715,909	1,265	6
TOTAL	6,048,004	10,902	34	6,735,433	10,276	24	6,133,482	10,893	28	5,949,140	11,188	29	5,888,366	11,368	33	5,501,361	10,003	20	6,281,372	11,097	28

AREA SEVEN - DISTRICT SUMMARY RANKING OF ABOVE														
Expenditure (1 Low to 7 High)	High	7	Low	2	Middle	3	Middle	5	High	6	Low	1	Middle	3
Revenue (1 Low to 7 High)	Middle	4	Middle	3	Low	1	High	7	Low	1	High	5	High	6

QUICK REVENUE LOOK - FY 2027

District No.	Op Levy \$ per PU	LOR \$ per PU	CAP PROJ \$ per PU	Total \$ per Adj PU	Adj PU per LLC FY 2027	Op Levy/LOR/Cap. Proj	Rank
ISD 857	760	724	0	1,504	531	798,520	4
ISD 239	562	724	0	1,286	702	903,240	3
ISD 378	460	724	0	1,184	640	757,997	1
ISD 500	1,805	724	0	2,529	564	1,425,747	7
ISD 786	460	724	0	1,184	515	609,428	1
ISD 2137	842	724	0	1,566	561	878,213	5
ISD 2198	1,340	724	0	2,064	596	1,230,730	6

FISCAL YEAR 2024	ISD 857 - LEWISTON-ALTURA		
All Grade Enrollment	568		
<i>Note - Enrollment Figure for FY24 used from MDE District Site Level Report</i>	Dollars Spent	Per Pupil	Rank
District Level Admin	571,596	1,006	7
School Admin	415,336	731	7
Instruction Regular	3,281,143	5,774	2
Instructional Support	543,326	956	7
Pupil Support Services	291,158	512	6
Operation Maintenance	819,510	1,442	6
Transportation	<u>464,090</u>	<u>817</u>	<u>1</u>
TOTAL	6,386,158	11,238	36

FISCAL YEAR 2023	ISD 857 - LEWISTON-ALTURA		
All Grade Enrollment	595		
<i>Note - Enrollment Figure for FY23 used from MDE District Site Level Report</i>	Dollars Spent	Per Pupil	Rank
District Level Admin	470,556	790	3
School Admin	441,558	742	7
Instruction Regular	3,357,810	5,640	5
Instructional Support	347,160	583	7
Pupil Support Services	331,169	556	6
Operation Maintenance	1,006,844	1,691	6
Transportation	<u>545,083</u>	<u>916</u>	<u>3</u>
TOTAL	6,500,180	10,919	37

FISCAL YEAR 2022	ISD 857 - LEWISTON-ALTURA		
All Grade Enrollment	692		
	Dollars Spent	Per Pupil	Rank
District Level Admin	526,119	760	3
School Admin	434,178	627	7
Instruction Regular	3,432,484	4,960	1
Instructional Support	446,537	645	7
Pupil Support Services	347,484	502	6
Operation Maintenance	883,785	1,277	6
Transportation	<u>585,753</u>	<u>846</u>	<u>2</u>
TOTAL	6,656,341	9,619	32

FISCAL YEAR 2021	ISD 857 - LEWISTON-ALTURA		
All Grade Enrollment	723		
	Dollars Spent	Per Pupil	Rank
District Level Admin	525,780	727	3
School Admin	414,234	573	4
Instruction Regular	3,452,496	4,775	1
Instructional Support	431,988	597	6
Pupil Support Services	272,656	377	6
Operation Maintenance	815,655	1,128	3
Transportation	<u>496,220</u>	<u>686</u>	<u>3</u>
TOTAL	6,409,029	8,864	26

Grade Level	R-P	Lanesboro	St. Charles	WAPS
Kdg	41 (2 sections)	18	K - 65 (4 sections) 16.25 avg.	18.2 (17-22 <i>Bd approved Target</i>)
1 st	41 (2 sections)	17	1st - 69 (3 sections) 23 avg	21 (19-24 <i>Board Approved Target</i>)
2nd	48 (2 sections)	31/29 3 rd graders (<i>Having gr 2, 2/3 and gr 3</i>)	2nd - 63 (3 sections) 21 avg	21.5 (20-25 <i>Board Approved Target</i>)

Tentative FY27 Budget Adjustments

April 13, 2026

Target Total: \$200,000 (Minimum)

Budget Area	Detail	Estimated Expenditure Reduction or (Increase)
Administration	Reduction of Superintendent position from 0.1 FTE to 0.5 FTE	\$71,188
Business Office	Reduce SMS contract for Business Manager Services - more remote working (less travel time), delegation of a few duties to Finance Assistant and Office Staff	\$10,000
Reduction of 1.0 FTE Teacher Position	Change from 11 elementary classroom teachers to 10.	\$89,480
Reduction to one section of 3 rd Grade	We currently have just one section of 5 th grade, so there would not be a change in overall Gr. 3-5 teacher positions FTE.	\$0.00
HS Science	Hire BA/Step 1 teacher vs Online tuition & para	\$4400
HS Social Studies	Reduction in previous vs new hire	\$17,000
Total Reductions		\$192,068
Special Education	Creation of one year (could be longer TBD) Teacher on a Special Assignment position to support principals with some special education focused responsibilities, e.g., attending IEPs, para scheduling, being a support to address complex needs of highest need students, etc. Much of the position expenses would be reimbursed by special education dollars and much less of a cost to the general fund.	(\$16,000)
Marketing	A specific set aside budget to support marketing of the district – personnel assignment and related expenses.	(\$5,000)
Total Additional Costs		(\$21,000)
Net Budget Change		\$171,068
Target Minimum Additional Reduction		\$28,932

Information in preparation for Elementary staffing for the 2026-2027 school year.

Current enrollment. Updated April 8.

Kindergarten	27	Second grade	28	Fourth grade	40
Frist grade	38	Third grade	36	Fifth grade	26

Projected enrollment for 2026-2027. Update April 8.

Kindergarten	26	Second grade	38	Fourth grade	36
Frist grade	27	Third grade	27	Fifth grade	40

Review of staffing discussions:

- February discussions with grade level staff, most focused on incoming kindergarten, third and fifth grade staffing.
- Tentative FY27 Budget Adjustments submitted for the 2-9-26 school board meeting.
- 2-11-26 - Elementary staff meeting highlighting the recommendations from the 2-9-26 board meeting. Continued discussions with grade levels.
- 3-9-26 School Board meeting.
- 3-10-26 Kindergarten Registration Night – parents turning in registration for kindergarten to firm up our number from projection. Increase in projected number from 22 to 26.
- 3-11-26 - Elementary staff meeting – with updates from school board meeting and registration night.
- 3-17-26 Meet and Confer meeting - Direction to identify and fully examine all possible no-cost or budget-neutral options for maintaining two second grade class sections, as well as any other viable alternatives that may help us achieve the best possible outcomes for students. This discussion should include a full evaluation of educational expertise and instructional impact, while remaining mindful of our overall budget constraints and fiscal responsibilities.
- 3-20-26 Workshop Day – open staff meeting to discuss options for grade levels with 11 staff present.
Discussion of possible staffing strategies. Defined what it would mean for students and staff as well as positives and challenges of: Looping, Departmentalization (platooning), Pushing in (with special education or ADSIS staff), traditional self contained classrooms. Additional discussion arose of combining two grade levels into three sections.

Using these discussions, staff examined the options for how we can best meet the needs of students utilizing 10 classroom teachers or 11 classroom teachers. These options were examined highlighting the budget implications with the *Tentative FY 27 Budget Adjustments – April 7 update*.

The Elementary staff examined the positives and challenges of the six options shown. The staff is ready to implement these options.

			budget neutral*	budget neutral*	budget neutral*	budget reduction	budget reduction	budget reduction
Enrollment			Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
			2K, 2 1st, 1 3rd	1K, 2 1st, 2 3rd	2K, 1 1st, 2 3rd	2K, 1 1st, 1 3rd	1K, 2 1st, 1 3rd	1K, 1 K-1, 1 Gr1, 1 3rd
	25-26	3/10/2026	Anticipated	Anticipated	Anticipated	Anticipated	Anticipated	Anticipated
	Fall	Current	Fall	Fall	Fall	Fall	Fall	Fall
School year	24-25	25-26	26-27	26-27	26-27	26-27	26-27	26-27
Kdgn	38	27	26	26	26	26	26	K
class size	19-19	14-13	13-13	26	13-13	13-13	26	19
tchrs	2	2	2	1	2	2	1	1
Grade 1	26	38	27	27	27	27	27	15
class size	13-13	19-19	14-13	14-13	27	27	14-13	Gr 1
tchrs	2	2	2	2	1	1	2	19
Grade 2	36	28	38	38	38	38	38	1
class size	17-19	14-14	19-19	19-19	19-19	19-19	19-19	38
tchrs	2	2	2	2	2	2	2	2
Grade 3	38	36	27	27	27	27	27	27
class size	19-19	18-18	27	13-14	13-14	27	27	27
tchrs	2	2	1	2	2	1	1	1
Grade 4	25	40	36	36	36	36	36	36
class size	25	20-20	18-18	18-18	18-18	18-18	18-18	18-18
tchrs	1	2	2	2	2	2	2	2
Grade 5	39	26	40	40	40	40	40	40
class size	20-19	26	20-20	20-20	20-20	20-20	20-20	20-20
tchrs	2	1	2	2	2	2	2	2
K-5 enrollment	202	195	194	194	194	194	194	194
Classroom Tchrs	11	11	11	11	11	10	10	10
			hire 1	hire 1	hire 1	do not replace	do not replace	do not replace
ADSIS tchrs	2	1						
ADSIS tchrs	2	1						
	* =	same number of Elementary classroom teachers as 25-26						

			budget reduction	
			1K,1 K-1, 1 Gr1	
3/10/2026			Anticipated	
Current			Fall	
25-26	26-27		26-27	
			K	
27	26		19	20
14-13			1	
2			K-1	
		K+1st	15	13
38	27	53	1	
19-19			Gr 1	
2			19	20
			1	
28	38		38	
14-14	19-19		19-19	
2	2		2	
36	27		27	
18-18	27		27	
2	1		1	
40	36		36	
20-20	18-18		18-18	
2	2		2	
26	40		40	
26	20-20		20-20	
1	2		2	
195	194			
11			10	
			do not replace	
1				
1				

Report to the School Board

April 13, 2026

By Elementary School Principal Dave Riebel

Strategic Priority 1: Student Success



- Kindergarten Registration Night March 10: It was great to welcome the incoming kindergarteners and their parents to the Elementary School for Kindergarten Registration night. Can you believe that this group will graduate in the year 2039! The theme for the evening was Shoot for the Stars with families stopping at all the star points that a kindergarten student goes in their day. Families and students all started their afternoon meeting with our Kindergarten staff to hear what their day will be like next year. Families then got a look at the planned renovations of our building that includes renovated kindergarten rooms. Families a pizza meal in the cafeteria visited the gym, music room, Cardinal Club and the office. We all will look forward to the renovated building next year. So excited to have you all coming to Kindergarten!

- High School Musical – March 20 preview show: The intention is for our elementary students to be able to experience a performance and also look up to the various students from the high school in order to set the stage for future performers. Mission accomplished with the preview performance of A High School Musical presented to the entire elementary school. Thank you to the students and staff for the preparation in order for this experience to happen.
- LA CARES assembly



This month's LA CARES assembly coincided with the Fools Five events. Our theme for the month was E = Empathy, which has the direct connection with Fools Five. We highlighted many connections for learning about and showing empathy with student representative running through the LA CARES tunnel. This event was capped by the excitement of paraprofessionals, teachers and office staff receiving their Pie in the Face as a result of the unbelievable amount of donations. The student/family amount from



elementary, high school and parochial collections totaled \$16,477! This set up for a plate of whipped cream for student and staff excitement.

Strategic Priority 2: Effective Staffing

- Workshop Day – March 20: All staff began the workshop day with a district meeting where administration outlined the current district budgeting and impact of enrollment history and current numbers. The elementary staff then moved into the second of a two part presentation by Kristy Walz entitled “Purpose, Hope, Strength, Resiliency and Trust”. Similar to the opening fall session, staff walked away with the intended boost along with ideas, strategies and to dos to keep the work place positive. The afternoon provided time for work on report cards and time for various meetings.
- Continued posting for Elementary Special Education position for 2026-2027 – This posting is listed as open until filled.
- Ongoing staff discussions for next year’s staffing. The elementary staff have worked to prepare for the 26-27 school year examining strategies for staffing, comparing and contrasting the student effect and staff challenges for models. Staff are ready to meet the needs of each of the options presented in “Grade level options 26-27” document.

Strategic Priority 3: Finance

- Budget process: Thank you to the certified staff members who completed their grade level or department budgets for the upcoming school year. Beginning with the staff determining the exact cost of materials for the next year creates an accurate budget heading into the new year.

Strategic Priority 4: Facilities

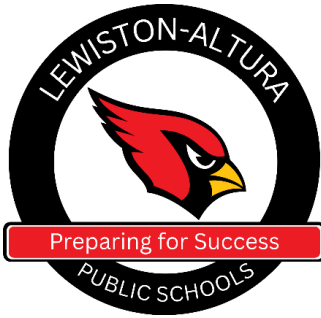
- Playground renovation: Members of the paraprofessional staff who supervise the playground every day assisted with review of playground equipment and apparatus to provide a layout for the renovation of the elementary playground.
- Pack and purge continues: Shelves are being cleared, boxes are being packed and recycling and trash containers are being filled readying for the need to be out of the building on May 21.

Strategic Priority 5: Community Engagement

- Fools Five Festivities – Kickoff and Prize Day assemblies

The tradition of having the elementary school families and staff start the festivities for the Fools Five community events remains a source of pride for all. It is wonderful to be able to teach and live the various character traits that naturally come along with the Fools Five. The kickoff assemble on February 20 laid out the challenge to get Mr. Schmaltz into a Spiderman costume along with the bonus of a pie in the face for staff if pledges come in. The April 10 prize day revealed another record year for collections. Gotta love our community!





Lewiston–Altura Public School District 100 County

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(507) 523-2191

Gwen Porter, Superintendent

Dave Riebel, PreKdg – 5 Principal

Cory Hanson, 6-12 Principal

Priority 1: Student Success

- Spring sports are up and running as we enter the final quarter.
- FFA attended Little I in South Dakota.
- FFA Ag mechanics team qualified for state.
- LAHS students raised just short of \$3500 for the Fools Five race and cancer research; way to go LAHS students!
- 2026-27 Registration will be taking place this week.
- MCA testing begins tomorrow.

Priority 2: Effective Staffing

- Welcome to Samuel Persche as our new high school social studies teacher.
- March 20 was a grading and standards-based instruction day at the high school. First attempts at a revitalized report card including behavior grades went out for quarter 3 due to work time on this day. Additional updates are ready for 4th quarter with the hope that that will be our new report card format going forward.

Priority 3: Finance

- 2026-27 budget requests are coming in for compiling the annual district budget.

Priority 4: Facilities

- We are moving ahead with building planning and furniture purchasing.
- We will be taking some before pictures for before and after renovations.

Priority 5: Community Engagement

- Thank you to our volunteers who are helping with our spring sports including track meet help.
- Thank you to all that supported the Fools Five Road Race over the weekend.

Upcoming Events

May 2 – Grand March at the High School and Prom at the Crossings Center

May 7 – Final Conferences and 5th/9th Grade Open House

May 8 – Rockstar Games

Dashir Management Services, Inc.

www.dashirmanagement.com

Lewiston-Altura School District

Custodial / Maintenance Report

April 2026

Personnel Information

We are currently fully staffed.

Training Conducted

Staff completed OSHA required safety training on Electrical Safety.

Inspections

Southern Minnesota Inspections completed the annual inspection on gym equipment on March 20, 2026. There are a few fall arrests that need to be replaced.

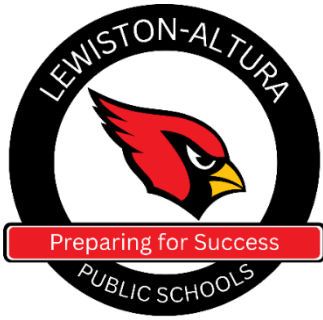
Progress on Projects

- The solar panels have been working. With the return of thunderstorms there have been some interruptions where the main breakers at both buildings need to be reset. I was told by Solar Connections that there may be issues with the circuit breakers, and they are looking in to replacements.
- Boiler #2 has intermittent start up issues that MMC investigated. It has been running without issues since then.
- Working with MMC regarding the drive units for the boiler pumps at high school. One of the drive units has failed and needs to be replaced. The parts have been ordered. The other two drive units were overheating and shutting down. They were cleaned and a small cooling fan was replaced.
- The heat in the maintenance garage continues to function normally.
- I am still working with Ziegler Cat out of Rochester to purchase a used Genie AWP30S lift. It may take some time, as the lift is a rental unit that is currently being used by a customer.
- Dave Phillipps with InGensa has been in the building regularly meeting with contractors for the project.

Comments

The fields are ready for spring sports and water has been turned on to the concession stand and fields.

Respectfully Submitted,
Dan Buege
Facility Manager



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Cory Hanson, 6-12 Principal

Belief Statements (internal operations- beliefs to drive decisions):

- **LIFELONG LEARNERS:** We believe in the value of education for all ages.
- **ACCOUNTABILITY:** We believe we are accountable for our actions and outcomes.
- **COMMUNITY CENTERED:** We believe our schools are the central hub of our community and essential for building strong communities.
- **ADAPTABLE:** We believe in being responsive to an ever-changing world.
- **RESPECTFUL:** We believe in everyone’s right to safety, respect, and dignity in our schools.
- **DIVERSE:** We believe in fostering the value of each other’s individual differences, perspectives, and life experiences.
- **STUDENT FOCUSED:** We believe that we are all responsible for the success of students.

Goals

1. **STUDENT SUCCESS:** Provide all students with the education they need for success: academically, emotionally, and socially.
2. **EFFECTIVE STAFFING:** Hire, maintain, train and support staff to be as effective as possible.
3. **FINANCE:** Be financially healthy and sustainable.
4. **FACILITIES:** Have facilities that are safe, modern and conducive to 21st century education.
5. **COMMUNITY ENGAGEMENT:** Engage with parents, community members and business owners.

Superintendent’s Report to the School Board
Respectfully Submitted by Gwen Porter
April 13, 2026

Meeting Agenda Item Notes

Board Meeting Guest Speakers Lewiston City Administrator Ragini Varma and Hiwatha Valley Special Education District Executive Director Deb Marcotte will be speaking to the Board on topics of mutual interest.

Cardiac Emergency Response Plan Thank you to School Nurse Michelle MacPherson for developing a district Cardiac Emergency Response Plan that we will be required to have starting in 2026-2027. This will need to be reviewed annually by the Board. Thank you also to Michelle and volunteer staff who serve on our emergency response teams. They recently held a practice drill in each building.

2026-2027 Budget I will share Dr. Laager’s FY25 Student Performance and Financial Budget comparisons for similar sized districts. We will also discuss an update sheet outlining the potential expenditure reductions and additions as we work towards a target of a minimum of \$200,000 in reductions.

Memorandum of Agreement/Teacher on Special Assignment Attached to the agenda is a final MOA regarding the 2026-2027 Dean of Special Education position that was approved in March. The position was posted internally, and it is administration’s recommendation to appoint Ms. Kinsey Hornberg to this position. Meetings were held with administration, Ms. Hornberg and EdMN/L-A President Matthew Wilmes to discuss and clarify the job description. Attached to the agenda is a final MOA and slightly modified Job Description for the position. Ms. Hornberg will work collaboratively with HVED staff, not duplicate their services.

Dashir Contract Renewal On the Consent Agenda, is a 2026-2029 contract with Dashir Management Services, Inc. for our facilities and grounds maintenance services. Although a three-year agreement may seem lengthy, note that #17 of the contract reads: “Dashir will meet with the district regularly to review performance. This agreement can be terminated by either party with a 90-day written notice following this review for failure to perform, or if either party decides it is no longer in their best interest to continue the agreement.”

Additional Updates

2026-2027 Superintendent Transition I look forward to working with Mr. Gruen on a successful transition for the district. He will be in the district April 10th and meet with several staff. We will schedule additional meetings through June.

Solar Panels Update We did an analysis of the financial production of the solar panels at each school, September 2025 – March 2026 (6 months).

Each set of panels is set up differently in terms of the savings with MiEnergy and purchases of energy from Dairyland Cooperative.

Elementary Compared to 2025 for the same months, our MiEnergy bills increased \$451.07 (weather differences?) and we have received \$2,752.05 from Dairyland Cooperative.

High School Compared to 2025 for the same months, our MiEnergy bills decreased \$7,984.22 and we have received \$504.26 from Dairyland Cooperative.

All appropriate documentation has been approved to receive the \$424,649 reimbursement from the State. We will need to submit a tax credit to the federal government after June 30th (end of our fiscal year) for \$254,789. The district ‘out of pocket’ costs for the panels was \$170,000 which was paid using a portion of the interest proceeds from the building project bonds (not general fund dollars).

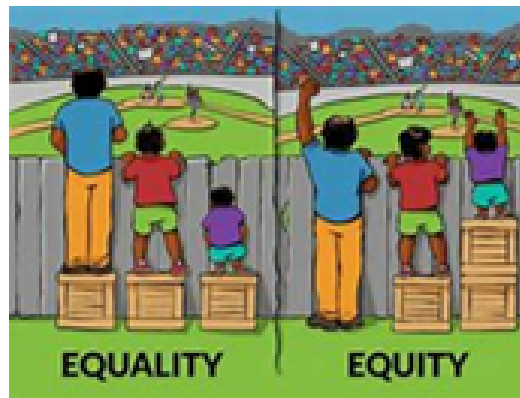
Summer School Board Meetings: I have reserved the City of Lewiston Council Meeting Room for summer school board meetings due to the construction and that the HS Library will generally be inaccessible to the public. The summer meeting dates are June 8th, July 13 and August 10th.

November 2026 School Board Elections: The School District will have school board elections on November 3, 2026. Three current members’ (Baer, Daley, Kreidermacher) four-year term ends this year. The filing period (re-election or for new candidates) will be July 14 – July 28th. I will have the resolution calling for the election on the May Agenda and do the other associated legal tasks that I can do prior to June 30th. There will

be additional ones to do before and after the election. I have discussed with MSBA our options for candidate sign up. This will also be part of the May resolution.

Enrollment

Grade Level	May 29, 2025	Sept 4, 2025	February 1, 2026	March 1, 2026	April 1, 2026	Anticipated Sept 14, 2026	Estimate Sept 2027
Kdg	38	29	27	27	27	26	39
1st	26	39	38	38	38	28	26
2nd	36	28	28	28	28	38	26
3rd	38	36	36	36	36	28	38
4th	25	41	40	40	40	36	28
5th	39	29	26	26	26	40	36
6th	38	44	44	43	43	29 (+3)	42 (+2)
7th	38	36	36	36	36	44	29
8th	37	39	38	38	39	35	43
9th	55	45	43	43	43	49 (+11)	39 (+3)
10th	58	55	52	52	52	43	49
11th	48	58	58	58	58	52	43
12th	56	48	48	49	49	58	52
Total	532	527	514	514	515	506	492



Equity is important in all of our decision making.