

Dawson-Boyd School Board
Monday, August 14, 2023 Regular Meeting Time
Upstairs High School Commons Area
Monthly Board Meeting
Google Meet joining info:

Meeting Agenda

1. Call to order

Google Meet joining info
Video call link: <https://meet.google.com/rop-dska-ush>
Or dial: ?(US) +1 501-939-4047? PIN: ?732 102 456?#

2. Adopt/Amend Agenda

3. Public Comments

Public Health Programing Presentation-Ashley Hibma & Laura Larson

4. Consent Agenda: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSENT APPROVAL

- a. Approval of Meeting Minutes
- b. Approval of Financial Report and Monthly Claims and Accounts
- c. Approval of Staffing Matters/Personnel

5. Communications: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSIDERATION

Steve Pumper, PMA Financial presentation on General Obligation Bonds, Series 2023A Sale Summary

6. Information Items:

6. i. Discipline Complaint Form

- a. **Board Member Reports**
- b. **Teacher Reports**
- c. **AD/Community Ed/Transportation Reports**
- d. **School Nurse Reports**

No report

e. **Principal Reports**

Mr. Stotesbery

Ms. Hiedeman

f. **Technology Director Reports**

No report

g. **Business Manager Report**

No report

h. **Superintendent Report**

7. Discussion/Approval Items:

8. Action Items:

8. d. Approve 2023-2024 DBHS Handbook

8. e. Approve 2023-2024 Elementary Handbook

8. f. Approve 2023-2024 School Readiness Parent Handbook

8. g. Approve 2023-2024 BJ Child Care Parent Handbook

8. h. Approve 2023-2024 PSEO Contract-Minnesota West

8. i. Approve contract with SWWC for MARSS services for 2023-2024 sy \$1,817.75

a. **Resolution-District Donations**

1. Resolution relating to \$4,685,000 General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A; Ratifying The Award Of Sale, Prescribing The Form And Details And Providing For The Payment Thereof

b. **Approval of School Fundraisers**

Pampered Chef Fundraiser-To purchase t-shirts for the Blackjack Babies Daycare

c. Policies:

1) 420 Students and Employees With Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infections/Conditions

2) 423 revised-Employee-Student Relationships

3) 507 revised-Corporal Punishment and Prone Restraint

4) 515 revised-Protection and Privacy of Pupil Records-1st reading

5) 601 Curriculum and Instructional Goals-1st reading

6) 604 Instructional Curriculum-1st reading

7) 614 School Testing Plan and Procedure- 1st reading

8) 617 School District Ensurance of Preparatory and High School Standards-1st reading

9) 618 Assessment of Student Achievement-1st reading

9. Adjournment

Opioid Education

Goal: Present a longitudinal, evidence-based, social-emotional curriculum to students throughout their school years to help them acquire the necessary coping mechanisms, improve decision making skills, and heighten self-awareness. From this we anticipate improved mental health, reduced problem behaviors, and decreased substance abuse.

2022 Minnesota State Survey Results:

Answered yes to having any long-term mental health, behavioral or emotional problems. (>6 months)

	CPH	State
8 th Grade	25%	26%
9 th Grade	30%	28%
11 th Grade	30%	33%

Answered yes to living with anyone who is depressed or has any other mental health issues.

	CPH	State
8 th Grade	22%	26%
9 th Grade	29%	29%
11 th Grade	31%	33%

Chosen Curriculum:

Positive Action

<https://www.positiveaction.net/>

Contact Information:

Ashley Hibma, RN, PHN

Opioid Educator

ahibma@counttryside.co.swift.mn.us

(320) 286-8417

Public Health Nurse Education Offerings

Grade
K

Handwashing
Poison Control
Severe Weather

Grade
6

Bullying
Puberty

Grade
1

Nutrition
Dental Health
Bike/Pedestrian Safety

Grade
7

Vaping
Social Media Safety

Grade
2

Poison Control
Severe Weather

Grade
8

Bullying

Grade
3

Handwashing
Nutrition
Social Media Safety

Grade
9

Vaping
Mental Health
Seatbelt Challenge

Grade
4

Basic Hygiene
Dental Health
Bike/Pedestrian Safety

Grade
10

Distracted Driving
Seatbelt Challenge

Grade
5

Puberty
Vaping
Social Media Safety

Grade
11

Distracted Driving
Mental Health
Seatbelt Challenge

Grade
12

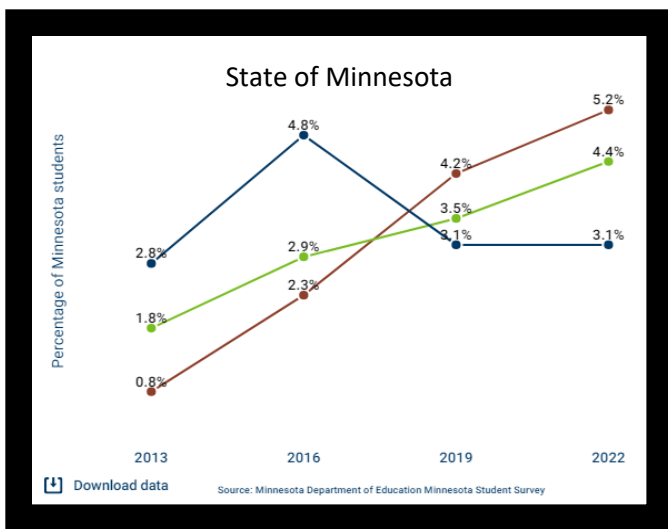
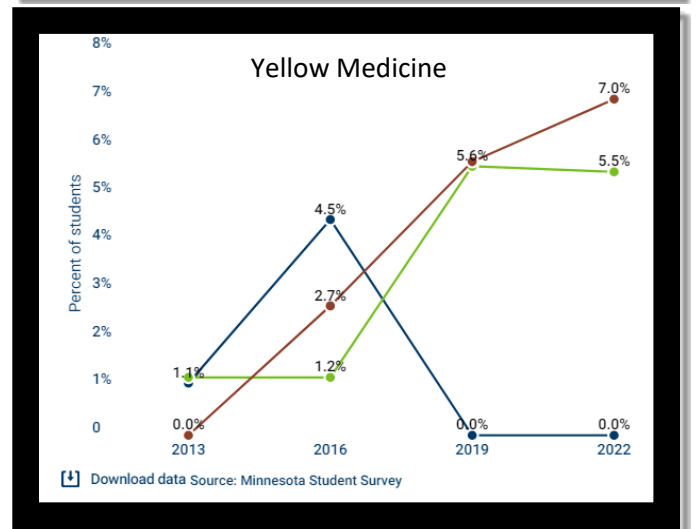
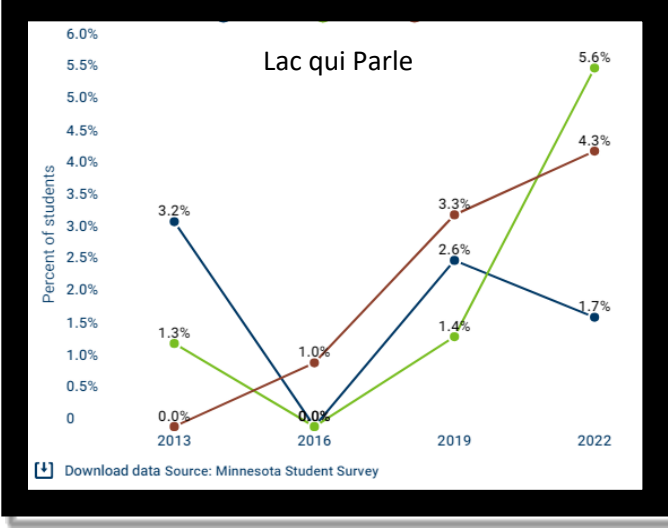
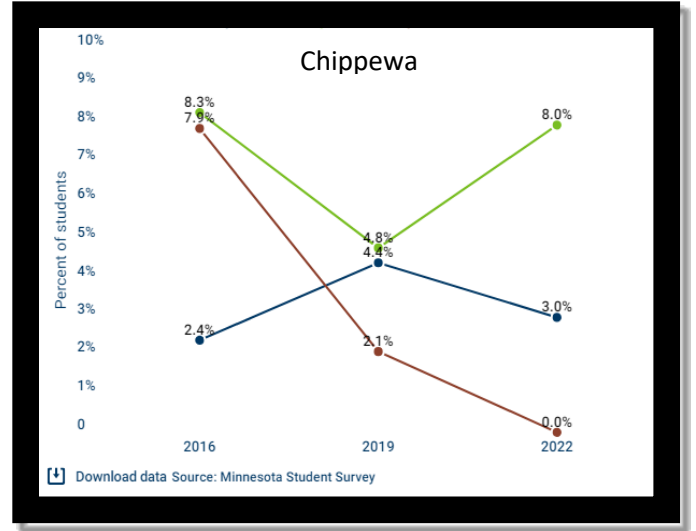
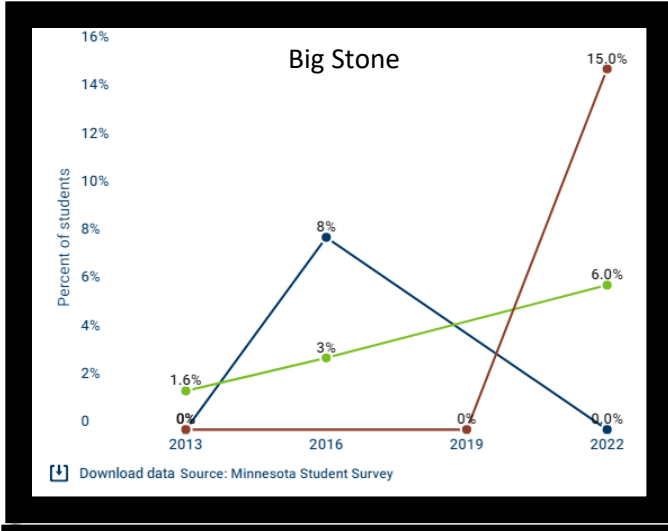
Distracted Driving
Seatbelt Challenge
Stop the Bleed



Drug Misuse Among Youth

The percentage of students attending schools in Countryside Public Health schools and the state of Minnesota in the past 12 months who used prescription pain medications without a prescription or differently than how a doctor intended.

● Grade 11 ● Grade 9 ● Grade 8



No data on MDH for 2019 or 2022 for Swift County

*Student Survey

*<https://www.health.state.mn.us/communities/opioids/countyprofiles/index.html>

Dawson-Boyd Independent School District No. 378
Regular July Board Meeting
July 10, 2023

The regular July meeting of the Board of Education was held on July 10, 2023 in the Dawson-Boyd upstairs common area. Members present were Marotzke, Schindler, Jurgenson, Kelly, Buer, Perkins and Lund as well as the administrative staff. Chair Lund called the meeting to order at 6:00 p.m. The meeting agenda was approved as amended (Buer and Jurgenson). There were no public comments.

Regular July claims and accounts totaling \$840,564.55, 11,441.86 for Student Activities & \$0.00 for the building project were approved as presented (Buer and Jurgenson). The Board reviewed electronic transfers and state tax payments made in June. Minutes from the June 12th, 2023, regular meeting, the June 29th, 2023 special meeting and the July 9th, 2023 Treasurer's report were approved as presented in the consent agenda (Perkins and Marotzke).

RESOLUTION #R1-68 - NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, accepts the renewal of its membership with the Minnesota State High School League for the 2023-2024 school year. Members voting in favor of the resolution were Marotzke, Schindler, Jurgenson, Kelly, Buer, Perkins and Lund. RESOLUTION #R1-68A- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, accepts that Holly Ward, Superintendent and Tara Bachmeier, HR Director, be the official designators of Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system of the School District. Members voting in favor of the resolution were Marotzke, Schindler, Jurgenson, Kelly, Buer, Perkins and Lund. RESOLUTION #R1-68B- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$232.80, from Ruby's Pantry, be accepted by the district. BE IT FURTHER RESOLVED, that the gift will be used by the school district to pay any negative lunch balances at the end of the 2022-2023 school year (Kelly and Buer). Members voting in favor of the resolution were Perkins, Kelly, Marotzke, Schindler, Jurgenson, Buer and Lund. RESOLUTION #R1-68C- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$46.40, from Casey's Rewards, be accepted by the district. BE IT FURTHER RESOLVED, that the gift will be used by the school district to purchase supplies for classrooms in the general fund (Jurgenson and Kelly). Members voting in favor of the resolution were Perkins, Kelly, Marotzke, Schindler, Jurgenson, Buer and Lund. RESOLUTION #R1-68D- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, that the gift of \$100.00, from First Presbyterian Church and \$150.00 from Cross Roads Church, be accepted by the district. BE IT FURTHER RESOLVED, that the gifts will be used by the school district for Backpack for Jacks (Buer and Perkins). Members voting in favor of the resolution were Perkins, Kelly, Marotzke, Schindler, Jurgenson, Buer and Lund. RESOLUTION #R1-68E - NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, accepts the agreement between ISD 378 Dawson-Boyd Schools and Greater Community Credit Union of Dawson ACH agreement (Jurgenson and Buer). Members voting in favor of the resolution were Marotzke, Schindler, Jurgenson, Buer, Perkins and Lund with Kelly abstaining.

In district staffing matters, the Board accepted the hiring of Chelsie Bothun as High School Administrative Assistant, effective July 17, 2023; the hiring of Camey Maland as Food Service Director, effective July 10, 2023; the hiring of Daniel Maland as Food Service Head Cook, effective July 10, 2023; the resignation of Melissa Grussing, kitchen staff, effective 7/7/2023; the resignation of Amy Rasmussen, Food Service Director, effective 7/7/2023; and Maternity Leave for Kallie Blascyk, effective December 14, 2023-March 14, 2024 (Perkins and Marotzke). There were no fundraisers to approve.

There was nothing to report in the communications section of the agenda.

The Board moved into the 2023-2024 fiscal reorganization portion of the agenda. Action was taken to close the 2022-23 fiscal year and enter into the 2023-24 fiscal reorganization (Jurgenson and Marotzke); established the Dawson Sentinel as the official newspaper (Buer and Jurgenson); Dawson Credit Union, Minnwest Bank, FM Bank and PMA/Minnesota Trust as official depositories (Perkins and Marotzke with Kelly abstaining); Pemberton Law Firm and Swenson, Nelson & Stulz as official district legal counsel (Buer and Marotzke); and the 2nd Monday – 6:00 p.m. was set as the official date and time of regular board meetings (Perkins and Jurgenson); Countryside Public Health was designated as the agency to provide screening and other health services to the district (Buer and Perkins); the district treasurer/designee was authorized to invest district funds as deemed to be in the best interest of the district; the superintendent and/or finance officer was authorized to make financial wire transfers (Marotzke and Perkins); and Dana F. Cole & Company, LLP, was authorized to conduct the FY'23 audit and perform select accounting procedures (Jurgenson and Buer). Substitute rates of pay for 23-24 school year are as follows: secretarial/clerk \$13.35, custodial/maintenance \$13.13, kitchen \$13.13, paraprofessionals \$13.13, school nurse \$20.00 and teaching positions \$135.00 were established (Marotzke and Perkins); activity admission prices will be \$1 for Dawson-Boyd students and \$5 for out of town students and senior citizens, \$7 for adults, \$45 annually for seniors (ages 62 and older) and \$75 annually for adults; adults may purchase a 10 punch pass for \$60 (Buer and Perkins); lunch prices will be free for all students for breakfast and lunch, \$1.00 for an additional entree and \$5.00 for an extra full meal. Adult costs are \$2.00 for breakfast and \$5.00 for lunch. These meal prices have been set by the state of Minnesota (Kelly and Marotzke). Aafedt presented the fee schedule for athletics, music and extracurricular activities. He stated that all individual student activity fees will be the following per activity, for athletics \$50 for students in grades 7-8 and \$75 for football and \$65 for all other athletic activities for students in grades 9-12; \$50 for all extracurricular activities for student in grades 7-12 except \$75 for students in grades 9-12 for Robotics; no more than \$175 max for participants in grade 7-12, and family max from any one family for athletics is \$300. Extra fees such as rental of music department instrument will remain the same \$35 for each instrument per year. Class dues will be \$20 for grades 7-8 and \$25 for grade 9-12 and Chromebook usage \$30 for students in grades 5-12 (Kelly and Perkins). Preschool tuition fees were also approved for the 2023-2024 school year (Jurgenson and Marotzke). The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends to authorize Holly Ward to act as the Identified Official with Authority (IOWA) and Tara Bachmeier to act as the

IOwA to add and remove names only for Dawson-Boyd Public School District 0378-01 (Perkins and Buer). The official signatories of the district shall be Stacy Stratmoen, Business Manager, Holly Ward, Superintendent, Chair Lund and Clerk Kelly (Perkins and Buer). Policy #213 School Board Committees was reviewed/revised and adopted. The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the School Board. Chairman Lund appointed each board member to the following committees. Finance/Facilities: Buer, Jurgenson and Lund; Personnel: Lund, Kelly and Marotzke; Policy: Kelly, Perkins and Buer. These committees will meet monthly.

In action items the board reviewed the Fuel Bids for the 2023-2024 school year and Lac qui Parle Co-op Oil was approved as presented (Markotzke and Perkins); approved the 2023-2024 Activity fee rates (Kelly and Perkins). The board also approved Policy #102 Equal Educational Opportunity (Adds equal athletic opportunities) 10/10/2022 & revised 7/10/2023 (Buer and Marotzke); Policy #303 Superintendent Selection (Jurgenson and Kelly); Policy #408 Subpoena of a School District Employee (Perkins and Buer); Policy #301 School District Administration (Perkins and Jurgenson); Policy #302 Superintendent (Marotzke and Kelly); Policy #304 Superintendent Contract Duties, and Evaluation (Jurgenson and Kelly); #305 Policy Implications (Perkins and Marotzke); #306 Administrator Code of Ethics (Perkins and Kelly); Policy #403 Discipline, Suspension, and Dismissal of District Employees (Kelly and Jurgenson); Policy #421 Gifts to Employees and School Board Members (Perkins and Buer); Policy #516.5 Overdose Medication (Perkins and Marotzke).

A teacher report was given by Chris Lehne, High School Band Teacher. Superintendent Ward presented her introduction and how thrilled she was to be a part of the school district. She also stressed how important it is having parents fill out the Education Benefits form online or on paper even though the state has approved the free breakfast/lunch program. She stated there is so much funding tied to the paperwork for benefits and aids in many programs such as Title I, Compensatory Revenue etc. that will aid the district. Athletic Director, Transportation Director and Community Education Coordinator Aafedt, showed a video from the MSHSL about why student/athletes take part in the many activities in our schools. He also discussed preschool and student fees for the upcoming school year and enforcing rules/more supervision of students staying in their seat during athletic events so all can enjoy the event. Summer Rec activities will be ending in the next couple of weeks along with preparing for the Fall Community Education flyer; back to school athletic meeting on August 7th, 2023 in the commons at 6:00 p.m., resurfacing the gym floor and the fundraiser golf tournament in August. He also commented that we had worked out a great promotion with HUDL and will offer all varsity games streamed on YouTube for free. The district will still have to honor their contract with NFHS, but will have two cameras installed at athletic events. He was also pleased to announce that the district's Blackjack Babies program has been given a four-star rating from Parent Aware. He said the Daycare staff was happy to receive this honor and he congratulated Carrie Kleven and staff for their hard work. Principals Stotesbery and Hiedeman reviewed a number of student and staff issues including Education Express, Literacy Learning for Leaders through the U of M, hiring new staff, changes to the School handbook, parking & driving changes when students return to school, second Emergency Action Plan committee meeting June 26 and will continue to develop this plan and meet a few times after the plan is complete, evacuation plans for emergencies, new staff orientation on August 17th, 2023 and staff workshop dates on August 22-24, 2023 with an open house taking place on Wednesday night on August 23rd from 5:30-7:30 p.m.

With no additional issues before the board, Lund adjourned the meeting at 7:29 p.m. (Marotzke and Jurgenson).

Tonya Kelly, Board Clerk

JULY 2023 TRANSFERS FROM MSDLA F TO DAWSON CO-OP CREDIT UNION

7/20/2023

\$500,000.00

JULY 2023 TRANSFERS FROM INVESTMENTS (CONSTRUCTION TO DAWSON CO-OP CU)

JULY 2023 MANUAL CHECKS

70743	7/15/2023	Vendor Void	\$	0.00
70744	7/15/2023	Aviben	\$	745.84
70745	7/15/2023	DB Flex Account	\$	279.18
70746	7/15/2023	Vendor Void	\$	0.00
70747	7/15/2023	Vendor Void	\$	0.00
70748	7/15/2023	Void	\$	0.00
70749	7/15/2023	Void	\$	0.00
70750	7/15/2023	Vendor Void	\$	0.00
70751	7/15/2023	PERA	\$	6,131.73
70752	7/15/2023	TRA	\$	3,100.07
70753	7/15/2023	WEX	\$	843.76
70754	7/28/2023	AFLAC	\$	42.67
70755	7/28/2023	Vendor Void	\$	0.00
70756	7/28/2023	Aviben	\$	745.84
70757	7/28/2023	DB Flex Account	\$	279.18
70758	7/28/2023	Vendor Void	\$	0.00
70759	7/28/2023	Vendor Void	\$	0.00
70760	7/28/2023	Void	\$	0.00
70761	7/28/2023	Madison National Life	\$	61.00
70762	7/28/2023	Void	\$	0.00
70763	7/28/2023	NCPERS Group Life Ins.	\$	8.00
70764	7/28/2023	Vendor Void	\$	0.00
70765	7/28/2023	PERA	\$	6,379.18
70766	7/28/2023	TRA	\$	3,072.59
70767	7/28/2023	WEX	\$	843.76
70768	7/19/2023	AFLAC	\$	42.67
70769	7/28/2023	Madison National Life	\$	61.00
70770	7/28/2023	NCPERS Group Life Ins.	\$	8.00
70771	7/28/2023	Ward, Holly	\$	3,750.00
70772	7/31/2023	Thesing, Tyler	\$	100.00
70773	7/31/2023	US Treasury-PCORI fee	\$	326.43
70774	8/01/2023	Eickhoff, Christine	\$	449.52
70775	8/02/2023	Greater Community Credit Union	\$	52.00
70776	8/09/2023	Void	\$	0.00
70777	8/09/2023	BOLD Western 5	\$	120.00
70778	8/15/2023	Vendor Void	\$	0.00
70779	8/15/2023	Aviben	\$	745.84
70780	8/15/2023	DB Flex Account	\$	279.18
70781	8/15/2023	Vendor Void	\$	0.00
70782	8/15/2023	Vendor Void	\$	0.00
70783	8/15/2023	Vendor Void	\$	0.00
70784	8/15/2023	Vendor Void	\$	0.00
70785	8/15/2023	Void	\$	0.00
70786	8/15/2023	Vendor Void	\$	0.00
70787	8/15/2023	Void	\$	0.00
70788	8/15/2023	Vendor Void	\$	0.00

70789	8/15/2023	Vendor Void	\$	0.00
70790	8/15/2023	PERA	\$	11,510.11
70791	8/15/2023	TRA	\$	3,271.64
70792	8/15/2023	WEX	\$	<u>843.76</u>
			\$	44,092.95

JULY 2022 FEDERAL & STATE TAX PAYMENT

FEDERAL	7/15/23	\$15,005.19	STATE	7/15/23	\$2,169.75
	7/30/23	\$16,390.42		7/30/23	\$2,271.80
	8/15/23	\$27,767.41		8/15/23	\$4,677.95

Check Nbr	Vendor Name	Check Date	Check Amount
70793	ADVANCED FIRST AID INC	08/14/2023	282.61
70794	AL'S MERCANTILE	08/14/2023	117.75
70795	AMERICAN WELDING & GAS INC	08/14/2023	119.06
70796	ARAMARK UNIFORM SERVICES	08/14/2023	188.60
70797	AVIBEN	08/14/2023	131.24
70798	BACHMEIER, TARA M	08/14/2023	209.61
70799	BOIKE, JASON	08/14/2023	40.00
70800	CITY OF DAWSON	08/14/2023	2,997.76
70801	COUNTRYSIDE PUBLIC HEALTH	08/14/2023	236.00
70802	CULLIGAN WATER CONDITIONING	08/14/2023	930.25
70803	DAWSON AUTO GLASS LLC	08/14/2023	250.00
70804	DAWSON-BOYD BASEBALL ASSOCIATI	08/14/2023	137.73
70805	DAWSON SENTINEL	08/14/2023	689.75
70806	ECO WORKS SUPPLY	08/14/2023	980.31
70807	EMC INSURANCE COMPANY	08/14/2023	93,000.62
70808	FARMERS MUTUAL TELEPHONE COMPA	08/14/2023	513.61
70809	FLRSANDERS	08/14/2023	11,968.00
70810	GENERATION GENIUS, INC	08/14/2023	1,795.00
70811	GREAT PLAINS NAT. GAS	08/14/2023	625.61
70812	GRUWELL ELECTRIC	08/14/2023	1,866.62
70813	HENNEBERG, TODD E	08/14/2023	641.96
70814	HUTT'S TEXACO	08/14/2023	1,023.00
70815	INSIGHT PUBLIC SECTOR, INC	08/14/2023	7,769.84
70816	INTERSTATE ALL BATTERY CENTER	08/14/2023	270.00
70817	JIM'S CLOTHING	08/14/2023	3,706.50

Check Nbr	Vendor Name	Check Date	Check Amount
70818	JOHNSON MEMORIAL HEALTH SVCS	08/14/2023	4,263.50
70819	JOHNSON, RON	08/14/2023	440.90
70820	LAC QUI PARLE COOP OIL	08/14/2023	5,698.80
70821	LARSON, CORY	08/14/2023	115.75
70822	LIVESTOCK SYSTEMS OF DAWSON	08/14/2023	298.10
70823	MADISON BOTTLING CO.	08/14/2023	350.00
70824	MARCO TECHNOLOGIES LLC	08/14/2023	2,124.91
70825	MASP	08/14/2023	205.00
70826	MINMOR INDUSTRIES LLC	08/14/2023	93.63
70827	MINNESOTA RIVER ED DIST.	08/14/2023	9,522.20
70828	MINNESOTA VALLEY COOP CENTER	08/14/2023	17,076.80
70829	MORRIE'S AUTO WASH	08/14/2023	160.00
70830	MREA	08/14/2023	315.00
70831	NEW DOMINION SCHOOL	08/14/2023	5,347.36
70832	NORTH CENTRAL INTERNATIONAL, L	08/14/2023	362.05
70833	NORTH CENTRAL	08/14/2023	169.56
70834	OLSON SANITATION LLC	08/14/2023	1,172.30
70835	OTTER TAIL POWER	08/14/2023	12,505.18
70836	PEMBERTON, SORLIE, RUFER & KER	08/14/2023	1,551.00
70837	PMA SECURITIES LLC	08/14/2023	2,000.00
70838	PURCHASE POWER	08/14/2023	2,520.00
70839	QUILL CORPORATION	08/14/2023	2,876.64
70840	RUNNINGS FARM & FLEET	08/14/2023	125.27
70841	S. WULF STRATEGIES	08/14/2023	10,904.50
70842	KEN SATHER CONSTRUCTION LLC	08/14/2023	61.53

Check Nbr	Vendor Name	Check Date	Check Amount
70843	SAVVAS LEARNING COMPANY LLC	08/14/2023	21,948.00
70844	SCHOLASTIC, INC.	08/14/2023	1,106.35
70845	SFM	08/14/2023	28,068.00
70846	SKYWARD INC	08/14/2023	2,100.00
70847	STATE SUPPLY CO.	08/14/2023	1,602.14
70848	STENDER, JANELLE	08/14/2023	367.97
70849	SUPREME SCHOOL SUPPLY	08/14/2023	52.45
70850	T & D FOAMING LLC	08/14/2023	3,700.00
70851	TIM'S FOOD PRIDE	08/14/2023	85.08
70852	TOBII DYNAVOX LLC	08/14/2023	199.00
70853	WAGER CHIROPRACTIC P.L.L.C.	08/14/2023	300.00
70854	WARD, HOLLY L	08/14/2023	357.55
70855	WILLMAR FORKLIFT INC	08/14/2023	492.35
70856	WOLNER, CHRISTINA B	08/14/2023	31.93
64	Computer	Check(s) For a Total of	271,162.23

INDEPENDENT SCHOOL DISTRICT NO. 378

TREASURER'S REPORT TO SCHOOL BOARD

DATE: AUGUST 13 , 2023

MONTH: JULY 2023

FUNDS	BEGINNING OF MONTH BAL.	CURRENT MONTH ACTIVITY	OTHER	END OF MONTH BALANCE
GENERAL	-\$807,217.21	\$184,216.32	\$0.00	-\$623,000.89
FOOD SERVICE	\$134,049.95	-\$10,351.56	\$0.00	\$123,698.39
COMMUNITY SERVICE	\$35,230.47	-\$2,911.12	\$0.00	\$32,319.35
BUILDING/CONST	\$178,823.51	-\$178,823.51	\$0.00	\$0.00
DEBT REDEMPTION	\$680,041.44	-\$202,514.83	\$0.00	\$477,526.61
TRUST AND AGENCY	\$4,750.00	\$0.00	\$0.00	\$4,750.00
TOTALS	\$225,678.16	-\$210,384.70	\$0.00	\$15,293.46

RECONCILIATION WITH BANK STATEMENT

BALANCE PER BANK STATEMENT	LESS OUTSTANDING CHECKS	LESS OUTSTANDING RECEIPTS	LESS INTERST ON B.S.	ADD INSUFFICIENT FUNDS CHECKS	ADD- OTHER	BALANCE AGREES W/ TREASURER'S
\$73,871.57	-58,578.11					\$15,293.46

INVESTMENTS

REGULAR FUND-600216	CERTIFICATE NUMBER	DOLLAR AMOUNT
MSDLAF		\$0.00
MSDMAX		\$0.00
MNTRUST		\$1,282,823.16
TOTAL		\$1,282,823.16

Hiring of Theodore Nelson, Custodian, effective July 31, 2023

Hiring of Clint Blake, Custodian, effective July 24, 2023

Hiring of Mark Torgerson Sr, Custodian, effective July 24, 2023

Hiring of Adelle Kallemeyn, High School Special Ed, effective the 2023-2024 school year

Hiring of Elizabeth Ucker, Kitchen, effective August 14, 2023

Hiring of Patricia Halldorson, Kitchen, effective August 14, 2023

Hiring of Jamie Eschen, Kitchen, effective August 14, 2023

Hiring of Mary Duncan, Kitchen, effective August 14, 2023

Hiring of Amber Anderson, DB Preschool Teacher, effective the 2023-2024 school year

Hiring of Ethan Myers, Elementary Paraprofessional, effective the 2023-2024 school year

Hiring of Sandy Mogard, Elementary Paraprofessional, effective the 2023-2024 school year

Hiring of Ilse Olson as long term sub for Bethany Wager (Grade 2)

Hiring of Ilse Olson as long term sub for Kallie Blascyk (SpEd)

Hiring of Hailey Gritmacker, for Preschool to Grade 1 Teacher, effective the 2023-2024 school year

Hiring of Josh Dorn, Head Softball Coach, effective the 2023-2024 school year

Resignation of Kim Olson, High School Sped, effective July 15, 2023

Resignation of Amber Runyan, High School Paraprofessional, effective July 17, 2023

Resignation of Christy Eickhoff, Custodian, effective August 4, 2023

Resignation of Jennifer Pillatzke, Elementary Paraprofessional, effective the 2023-2024 school year

Resignation of Carley Strei, Elementary Paraprofessional, effective the 2023-2024 school year

Resignation of Coltin Rasmussen, Kitchen, effective July 15, 2023

Resignation of Austin Rasmussen, Kitchen, effective August 18, 2023



PMATM
SECURITIES

August 14, 2023

ISD 378
Dawson-Boyd Public Schools

General Obligation Bonds, Series 2023A
Sale Summary

Michael Hart

Director, Public Finance

mhart@pmanetwork.com

612-509-2569

Steve Pumper

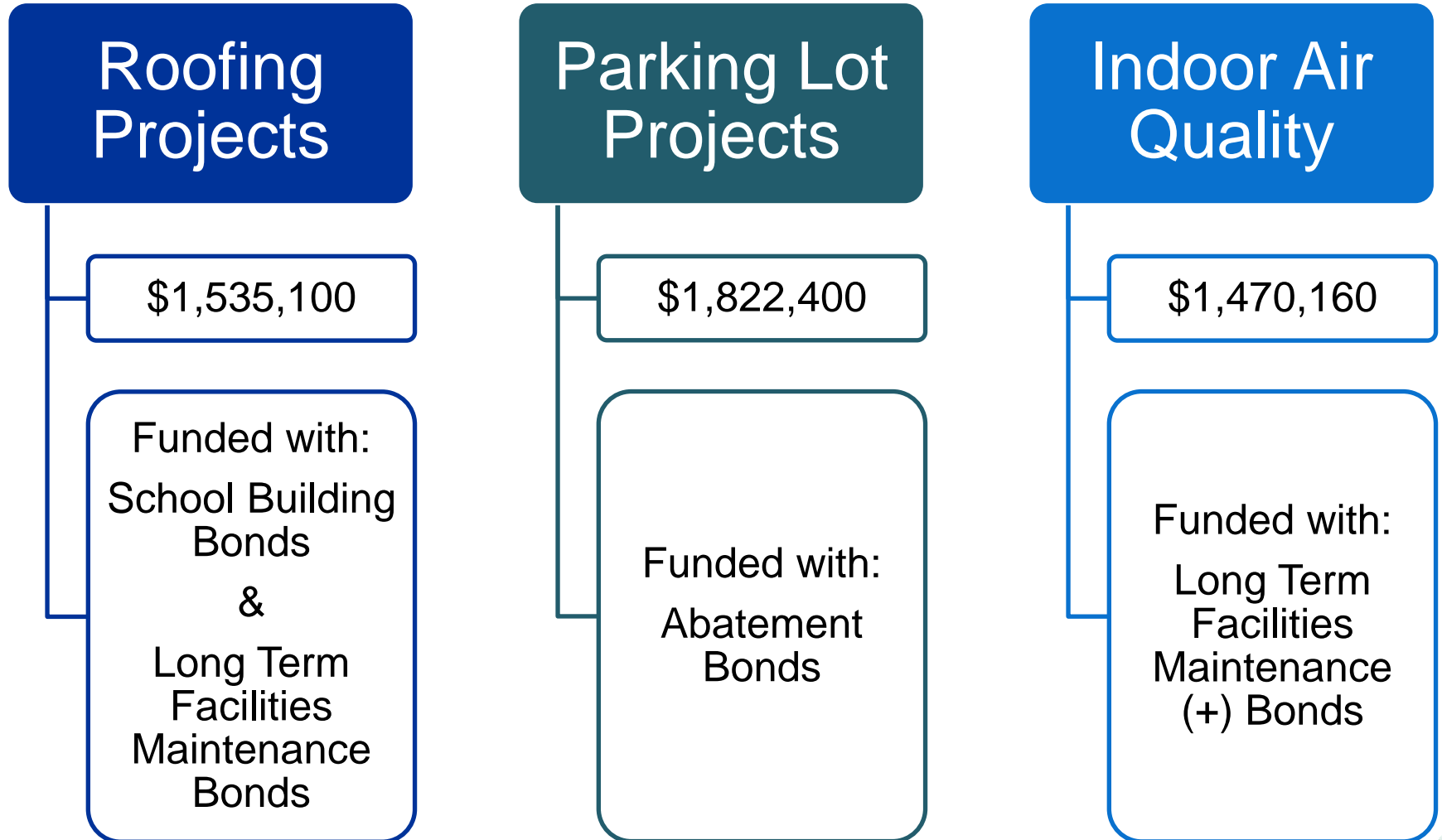
Senior Vice President

spumper@pmanetwork.com

612-509-2565



Projects with Bond Funding Method





Bid Summary

Independent School District No. 378 (Dawson-Boyd)

\$4,750,000

**General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds,
Series 2023A**

Date of Sale: August 2, 2023

Award: Piper Sandler & Co.

Bidder	True Interest Cost (TIC)
Piper Sandler & Co.	3.6196%
TD Securities	3.6234%
Northland Securities, Inc.	3.6573%
Robert W. Baird & Co., Inc.	3.6704%
Stifel, Nicolaus & Co., Inc.	3.7197%



Sale Summary

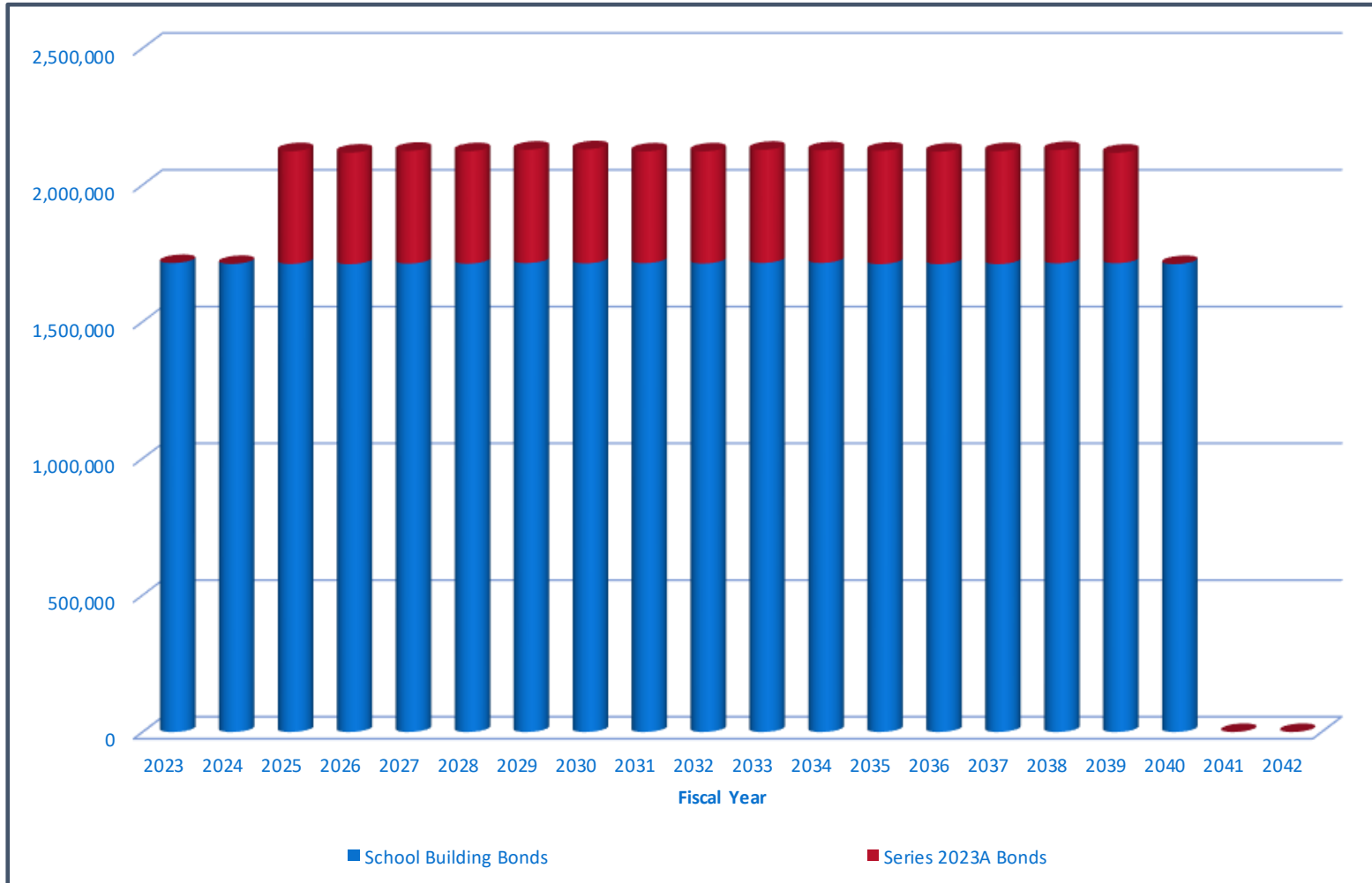
	Pre-Sale Finance Plan	Final
Par Amount	\$4,750,000	\$4,685,000
Premium	\$189,815	\$251,912
True Interest Cost	4.02%	3.62%
Deposit to Construction	\$4,827,660	\$4,835,264
Total Principal & Interest	\$6,620,392	\$6,424,332

- ▶ Resulting tax increase will be slightly lower each year than illustrated in planning sessions



Bond Structure

Bond Summary (All Debt with Direct Tax Impact)





LTFM Summary

LTFM Bond Summary (Roofing Project)

Pay Year	Fiscal Year	APU	\$/APU	LTFM Aid	LTFM Levy	LTFM Revenue	LTFM Debt Current @105%	LTFM Debt Proposed @ 105%	Available General Fund LTFM Rev.
2021	2022	598	380	86,637	140,451	227,088	115,259	-	111,829
2022	2023	620	380	96,409	139,343	235,752	\$114,878	-	120,874
2023	2024	617	380	101,237	133,299	234,536		-	234,536
2024	2025	617	380	101,237	133,299	234,536		113,030	121,506
2025	2026	617	380	101,237	133,299	234,536		114,713	119,824
2026	2027	617	380	101,237	133,299	234,536		115,238	119,299
2027	2028	617	380	101,237	133,299	234,536		115,500	119,036
2028	2029	617	380	101,237	133,299	234,536		110,250	124,286
2029	2030	617	380	101,237	133,299	234,536		-	234,536
2030	2031	617	380	101,237	133,299	234,536		-	234,536
								568,730	



Sources and Uses

	School Bldg/Roofs	LTFM/Roofs	LTFM/IAQ	Abatement/ Parking	Issue Summary
Sources Of Funds					
Par Amount of Bonds	\$1,025,000.00	\$460,000.00	\$1,430,000.00	\$1,770,000.00	\$4,685,000.00
Reoffering Premium	53,803.15	29,854.05	74,909.40	93,345.25	251,911.85
Total Sources	\$1,078,803.15	\$489,854.05	\$1,504,909.40	\$1,863,345.25	\$4,936,911.85
Uses Of Funds					
Deposit to Project Construction Fund	1,056,564.23	479,873.65	1,473,883.40	1,824,942.43	4,835,263.71
Total Underwriter's Discount (0.867%)	8,886.75	3,988.20	12,398.10	15,345.90	40,618.95
Financial Advisor (PMA Securities)	6,187.02	2,776.61	8,631.64	10,683.92	28,279.19
Bond Counsel (Dorsey & Whitney)	3,719.31	1,669.16	5,188.90	6,422.63	17,000.00
Rating Agency Fee (S&P Global)	3,281.75	1,472.79	4,578.44	5,667.02	15,000.00
Paying Agent (Northland Trust)	164.09	73.64	228.92	283.35	750.00
Total Uses	\$1,078,803.15	\$489,854.05	\$1,504,909.40	\$1,863,345.25	\$4,936,911.85



Calendar

Date	Action Item
April 10, 2023	Approval of LTFM plan and call for public hearing on abatement
May 8, 2023	Hold public hearing on abatement and parameters resolution
June/July 2023	Received MDE approval, prepare documents and hold rating call
August 2, 2023	Bond Sale
August 14, 2023	Board Considers Ratifying Resolution
August 31, 2023	Bond Closing (proceeds available for projects)



Rating

- ▶ S&P Rating for Dawson-Boyd ISD 328
 - ▶ A+
- ▶ Highlight from the Rating Report
 - ▶ “The rating reflects our view that the district's financial profile will remain strong...”



Next Steps

- ▶ Funds will be available to draw as project expenditures come due
- ▶ Proceeds will be invested so that funds are available based on construction draw schedules
- ▶ Investment earnings can be used to enhance the project budget
- ▶ PMA will help monitor for compliance with IRS Arbitrage/Rebate regulations



Contact Us



Steve Pumper

Senior Vice President

612-509-2565

spumper@pmanetwork.com



Michael Hart

Director, Public Finance

612-509-2569

mhart@pmanetwork.com

Website:

www.pmanetwork.com



Disclosure

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive. The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

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OFFICIAL BID FORM

School Board
Independent School District No. 378
(Dawson-Boyd)
Lac qui Parle and Yellow Medicine Counties, Minnesota

August 2, 2023

Ladies and Gentlemen:

Subject to all the provisions of the Official Notice of Sale, which is expressly made a part of this bid, we offer to purchase the General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A (the "Bonds"), as described below:

Par amount of Bonds:	\$4,685,000
Dated date:	Date of Issuance
Purchase price:	\$4,896,292.90
(not less than 100.00% of the par amount of the Bonds)	

The Bonds shall bear interest as follows ((i) a multiple of 1/8 or 1/20 of 1% and (ii) not exceeding 5.00%):

<u>Maturity</u> <u>(February 1)</u>	<u>Amount (\$)*</u>	<u>Rate (%)</u>
2025	205,000	5.000
2026	300,000	5.000
2027	320,000	5.000
2028	335,000	5.000
2029	350,000	5.000
2030	265,000	5.000
2031	270,000	5.000
2032	285,000	4.000
2033	300,000	4.000
2034	310,000	4.000
2035	325,000	4.000
2036	335,000	4.000
2037	350,000	4.000
2038	365,000	4.000
2039	370,000	4.000

The Bonds due on or after February 1, 2032 are subject to optional redemption prior to maturity on February 1, 2031, and on any date thereafter, at a redemption price of par plus accrued interest to the optional redemption date.

Any bidder electing to designate any maturities as term bonds shall so specify on the affirmed bid form. The term bonds shall be subject to mandatory sinking fund redemption by lot in the amounts currently specified for the serial bonds, at a redemption price of 100% of the principal amount thereof.

The Bonds are to be accompanied by the unqualified approving legal opinion of Dorsey & Whitney LLP, Minneapolis, Minnesota, Bond Counsel, and a certificate evidencing that no litigation is pending against the District which will affect the validity or security of the Bonds.

Attorneys' fees, Municipal Advisor fees, the cost of preparing and printing the Bonds, the fees of the registrar and paying agent for the Bonds, the cost of distributing the Official Notice of Sale, the Preliminary Official Statement and the Official Statement and miscellaneous expenses of the District incurred in connection with the offering and delivery of the Bonds shall all be the obligation of the District. The costs of issuance of the Bonds may be distributed by the Purchaser on behalf of the District from proceeds of the Bonds and by submitting this bid, we agree to send (an) additional wire(s) at closing to distribute such costs if so requested by the District.

If the net interest cost or the true interest cost stated below is incorrectly computed, the undersigned agrees that the purchase price and interest rates above shall prevail.

Net Interest Cost:	\$1,528,038.62
True Interest Cost:	3.6171814 %

This bid is a firm offer for the purchase of the Bonds identified in the Official Notice of Sale, on the terms set forth in this bid form and the Official Notice of Sale, and is not subject to any conditions, except as permitted by the Official Notice of Sale. By submitting this bid, we confirm that we have an established industry reputation for underwriting new issuances of municipal bonds. *If the bidder cannot confirm an established industry reputation for underwriting new issuances of municipal bonds, the preceding sentence should be crossed out.*

We understand that if we are the winning bidder, we will deposit with the Treasurer who receives the taxes of the District not later than 3:30 P.M. Central Daylight Savings Time on the Sale Date a certified or cashier's check or a wire in the amount of a two percent (2%) of the par amount of the Bonds payable to said District as a guarantee of good faith, to be applied in accordance with the Official Notice of Sale.

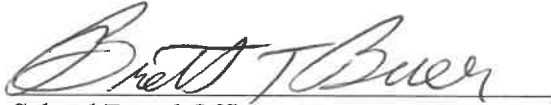
Darci L. Doneff
Managing Underwriter Signature

Name of Firm:	<u>Piper Sandler & Co.</u>
Direct Contact:	<u>Darci L. Doneff</u>
Address:	<u>800 Nicollet Mall Suite 1000, Mpls.MN 55402</u>
Phone Number:	<u>612-303-2116</u>
E-Mail Address:	<u>darci.doneff@psc.com</u>

—PLEASE ATTACH A LIST OF ACCOUNT MEMBERS—

Cantor Fitzgerald Co-Mgr

The foregoing offer is hereby accepted this 2nd day of August 2023, by the School Board of Independent School District No. 378 (Dawson-Boyd), Lac qui Parle and Yellow Medicine Counties, Minnesota and in recognition thereof is signed by the officials of the District empowered and authorized to make such acceptance.



School Board Officer
Independent School District No. 378
(Dawson-Boyd)
Lac qui Parle and Yellow Medicine
Counties, Minnesota



Business Manager
Independent School District No. 378
(Dawson-Boyd)
Lac qui Parle and Yellow Medicine
Counties, Minnesota

ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

Total Issue Sources And Uses

Dated 08/31/2023 | Delivered 08/31/2023

	School Bldg/Roofs	LTFM/Roofs	LTFM/IAQ	Abatement/Pa rking Lots	Issue Summary
Sources Of Funds					
Par Amount of Bonds	\$1,025,000.00	\$460,000.00	\$1,430,000.00	\$1,770,000.00	\$4,685,000.00
Reoffering Premium	53,803.15	29,854.05	74,909.40	93,345.25	251,911.85
Total Sources	\$1,078,803.15	\$489,854.05	\$1,504,909.40	\$1,863,345.25	\$4,936,911.85
Uses Of Funds					
Deposit to Project Construction Fund	1,056,564.23	479,873.65	1,473,883.40	1,824,942.43	4,835,263.71
Total Underwriter's Discount (0.867%)	8,886.75	3,988.20	12,398.10	15,345.90	40,618.95
Financial Advisor (PMA Securities)	6,187.02	2,776.61	8,631.64	10,683.92	28,279.19
Bond Counsel (Dorsey & Whitney)	3,719.31	1,669.16	5,188.90	6,422.63	17,000.00
Rating Agency Fee (S&P Global)	3,281.75	1,472.79	4,578.44	5,667.02	15,000.00
Paying Agent (Northland Trust)	164.09	73.64	228.92	283.35	750.00
Total Uses	\$1,078,803.15	\$489,854.05	\$1,504,909.40	\$1,863,345.25	\$4,936,911.85

ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

Pricing Summary

Maturity	Type of Bond	Coupon	Yield	Maturity Value	Price	YTM	Call Date	Call Price	Dollar Price
02/01/2025	Serial Coupon	5.000%	3.300%	205,000.00	102.331%	-	-	-	209,778.55
02/01/2026	Serial Coupon	5.000%	3.150%	300,000.00	104.269%	-	-	-	312,807.00
02/01/2027	Serial Coupon	5.000%	3.000%	320,000.00	106.446%	-	-	-	340,627.20
02/01/2028	Serial Coupon	5.000%	3.000%	335,000.00	108.213%	-	-	-	362,513.55
02/01/2029	Serial Coupon	5.000%	3.000%	350,000.00	109.927%	-	-	-	384,744.50
02/01/2030	Serial Coupon	5.000%	3.000%	265,000.00	111.592%	-	-	-	295,718.80
02/01/2031	Serial Coupon	5.000%	3.000%	270,000.00	113.208%	-	-	-	305,661.60
02/01/2032	Serial Coupon	4.000%	3.100%	285,000.00	105.920%	c 3.192%	02/01/2031	100.000%	301,872.00
02/01/2033	Serial Coupon	4.000%	3.150%	300,000.00	105.580%	c 3.305%	02/01/2031	100.000%	316,740.00
02/01/2034	Serial Coupon	4.000%	3.250%	310,000.00	104.905%	c 3.436%	02/01/2031	100.000%	325,205.50
02/01/2035	Serial Coupon	4.000%	3.400%	325,000.00	103.901%	c 3.580%	02/01/2031	100.000%	337,678.25
02/01/2036	Serial Coupon	4.000%	3.550%	335,000.00	102.909%	c 3.705%	02/01/2031	100.000%	344,745.15
02/01/2037	Serial Coupon	4.000%	3.750%	350,000.00	101.603%	c 3.846%	02/01/2031	100.000%	355,610.50
02/01/2038	Serial Coupon	4.000%	3.800%	365,000.00	101.279%	c 3.883%	02/01/2031	100.000%	369,668.35
02/01/2039	Serial Coupon	4.000%	3.850%	370,000.00	100.957%	c 3.916%	02/01/2031	100.000%	373,540.90
Total	-	-	-	\$4,685,000.00	-	-	-	-	\$4,936,911.85

Bid Information

Par Amount of Bonds	\$4,685,000.00
Reoffering Premium or (Discount)	251,911.85
Gross Production	\$4,936,911.85
Total Underwriter's Discount (0.867%)	\$(40,618.95)
Bid (104.510%)	4,896,292.90
Total Purchase Price	\$4,896,292.90
Bond Year Dollars	\$41,185.10
Average Life	8.791 Years
Average Coupon	4.2232061%
Net Interest Cost (NIC)	3.7101736%
True Interest Cost (TIC)	3.6171814%

ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	-	191,106.52	191,106.52	-
02/01/2025	205,000.00	5.000%	103,925.00	308,925.00	500,031.52
08/01/2025	-	-	98,800.00	98,800.00	-
02/01/2026	300,000.00	5.000%	98,800.00	398,800.00	497,600.00
08/01/2026	-	-	91,300.00	91,300.00	-
02/01/2027	320,000.00	5.000%	91,300.00	411,300.00	502,600.00
08/01/2027	-	-	83,300.00	83,300.00	-
02/01/2028	335,000.00	5.000%	83,300.00	418,300.00	501,600.00
08/01/2028	-	-	74,925.00	74,925.00	-
02/01/2029	350,000.00	5.000%	74,925.00	424,925.00	499,850.00
08/01/2029	-	-	66,175.00	66,175.00	-
02/01/2030	265,000.00	5.000%	66,175.00	331,175.00	397,350.00
08/01/2030	-	-	59,550.00	59,550.00	-
02/01/2031	270,000.00	5.000%	59,550.00	329,550.00	389,100.00
08/01/2031	-	-	52,800.00	52,800.00	-
02/01/2032	285,000.00	4.000%	52,800.00	337,800.00	390,600.00
08/01/2032	-	-	47,100.00	47,100.00	-
02/01/2033	300,000.00	4.000%	47,100.00	347,100.00	394,200.00
08/01/2033	-	-	41,100.00	41,100.00	-
02/01/2034	310,000.00	4.000%	41,100.00	351,100.00	392,200.00
08/01/2034	-	-	34,900.00	34,900.00	-
02/01/2035	325,000.00	4.000%	34,900.00	359,900.00	394,800.00
08/01/2035	-	-	28,400.00	28,400.00	-
02/01/2036	335,000.00	4.000%	28,400.00	363,400.00	391,800.00
08/01/2036	-	-	21,700.00	21,700.00	-
02/01/2037	350,000.00	4.000%	21,700.00	371,700.00	393,400.00
08/01/2037	-	-	14,700.00	14,700.00	-
02/01/2038	365,000.00	4.000%	14,700.00	379,700.00	394,400.00
08/01/2038	-	-	7,400.00	7,400.00	-
02/01/2039	370,000.00	4.000%	7,400.00	377,400.00	384,800.00
Total	\$4,685,000.00	-	\$1,739,331.52	\$6,424,331.52	-

Yield Statistics

Bond Year Dollars	\$41,185.10
Average Life	8.791 Years
Average Coupon	4.2232061%
Net Interest Cost (NIC)	3.7101736%
True Interest Cost (TIC)	3.6171814%
Bond Yield for Arbitrage Purposes	3.4468853%
All Inclusive Cost (AIC)	3.7941729%

IRS Form 8038

Net Interest Cost	3.4602215%
Weighted Average Maturity	8.707 Years

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ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

Proof of D/S for Arbitrage Purposes

Date	Principal	Interest	Total
08/31/2023	-	-	-
08/01/2024	-	191,106.53	191,106.53
02/01/2025	205,000.00	103,925.00	308,925.00
08/01/2025	-	98,800.00	98,800.00
02/01/2026	300,000.00	98,800.00	398,800.00
08/01/2026	-	91,300.00	91,300.00
02/01/2027	320,000.00	91,300.00	411,300.00
08/01/2027	-	83,300.00	83,300.00
02/01/2028	335,000.00	83,300.00	418,300.00
08/01/2028	-	74,925.00	74,925.00
02/01/2029	350,000.00	74,925.00	424,925.00
08/01/2029	-	66,175.00	66,175.00
02/01/2030	265,000.00	66,175.00	331,175.00
08/01/2030	-	59,550.00	59,550.00
02/01/2031	1,825,000.00	59,550.00	1,884,550.00
08/01/2031	-	21,700.00	21,700.00
02/01/2032	-	21,700.00	21,700.00
08/01/2032	-	21,700.00	21,700.00
02/01/2033	-	21,700.00	21,700.00
08/01/2033	-	21,700.00	21,700.00
02/01/2034	-	21,700.00	21,700.00
08/01/2034	-	21,700.00	21,700.00
02/01/2035	-	21,700.00	21,700.00
08/01/2035	-	21,700.00	21,700.00
02/01/2036	-	21,700.00	21,700.00
08/01/2036	-	21,700.00	21,700.00
02/01/2037	350,000.00	21,700.00	371,700.00
08/01/2037	-	14,700.00	14,700.00
02/01/2038	365,000.00	14,700.00	379,700.00
08/01/2038	-	7,400.00	7,400.00
02/01/2039	370,000.00	7,400.00	377,400.00
Total	\$4,685,000.00	\$1,547,731.53	\$6,232,731.53

ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

Proof of Bond Yield @ 3.4468853%

Date	Cashflow	PV Factor	Present Value	Cumulative PV
08/31/2023	-	1.0000000x	-	-
08/01/2024	191,106.53	0.9690664x	185,194.91	185,194.91
02/01/2025	308,925.00	0.9526480x	294,296.79	479,491.69
08/01/2025	98,800.00	0.9365078x	92,526.97	572,018.67
02/01/2026	398,800.00	0.9206411x	367,151.68	939,170.34
08/01/2026	91,300.00	0.9050432x	82,630.45	1,021,800.79
02/01/2027	411,300.00	0.8897096x	365,937.55	1,387,738.34
08/01/2027	83,300.00	0.8746357x	72,857.16	1,460,595.50
02/01/2028	418,300.00	0.8598173x	359,661.57	1,820,257.06
08/01/2028	74,925.00	0.8452499x	63,330.35	1,883,587.41
02/01/2029	424,925.00	0.8309293x	353,082.63	2,236,670.04
08/01/2029	66,175.00	0.8168513x	54,055.14	2,290,725.17
02/01/2030	331,175.00	0.8030119x	265,937.46	2,556,662.63
08/01/2030	59,550.00	0.7894069x	47,009.18	2,603,671.81
02/01/2031	1,884,550.00	0.7760324x	1,462,471.91	4,066,143.72
08/01/2031	21,700.00	0.7628845x	16,554.59	4,082,698.32
02/01/2032	21,700.00	0.7499594x	16,274.12	4,098,972.44
08/01/2032	21,700.00	0.7372533x	15,998.40	4,114,970.83
02/01/2033	21,700.00	0.7247624x	15,727.34	4,130,698.18
08/01/2033	21,700.00	0.7124832x	15,460.89	4,146,159.06
02/01/2034	21,700.00	0.7004120x	15,198.94	4,161,358.00
08/01/2034	21,700.00	0.6885453x	14,941.43	4,176,299.43
02/01/2035	21,700.00	0.6768797x	14,688.29	4,190,987.72
08/01/2035	21,700.00	0.6654117x	14,439.43	4,205,427.16
02/01/2036	21,700.00	0.6541380x	14,194.79	4,219,621.95
08/01/2036	21,700.00	0.6430553x	13,954.30	4,233,576.25
02/01/2037	371,700.00	0.6321604x	234,974.01	4,468,550.26
08/01/2037	14,700.00	0.6214500x	9,135.32	4,477,685.58
02/01/2038	379,700.00	0.6109212x	231,966.77	4,709,652.35
08/01/2038	7,400.00	0.6005707x	4,444.22	4,714,096.57
02/01/2039	377,400.00	0.5903955x	222,815.28	4,936,911.85
Total	\$6,232,731.53	-	\$4,936,911.85	-

Derivation Of Target Amount

Par Amount of Bonds	\$4,685,000.00
Reoffering Premium or (Discount)	251,911.85
Original Issue Proceeds	\$4,936,911.85

ISD No. 378, Dawson-Boyd

\$4,685,000 - Final

G.O. Facilities Maintenance, Tax Abatement and School Building Bonds, Series 202

Dated: August 31, 2023

MN 105% Debt Service

Date	Principal	Interest	Total P+I	105% Debt Serv.	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	191,106.52	191,106.52	200,661.85	-
02/01/2025	205,000.00	103,925.00	308,925.00	324,371.25	525,033.10
08/01/2025	-	98,800.00	98,800.00	103,740.00	-
02/01/2026	300,000.00	98,800.00	398,800.00	418,740.00	522,480.00
08/01/2026	-	91,300.00	91,300.00	95,865.00	-
02/01/2027	320,000.00	91,300.00	411,300.00	431,865.00	527,730.00
08/01/2027	-	83,300.00	83,300.00	87,465.00	-
02/01/2028	335,000.00	83,300.00	418,300.00	439,215.00	526,680.00
08/01/2028	-	74,925.00	74,925.00	78,671.25	-
02/01/2029	350,000.00	74,925.00	424,925.00	446,171.25	524,842.50
08/01/2029	-	66,175.00	66,175.00	69,483.75	-
02/01/2030	265,000.00	66,175.00	331,175.00	347,733.75	417,217.50
08/01/2030	-	59,550.00	59,550.00	62,527.50	-
02/01/2031	270,000.00	59,550.00	329,550.00	346,027.50	408,555.00
08/01/2031	-	52,800.00	52,800.00	55,440.00	-
02/01/2032	285,000.00	52,800.00	337,800.00	354,690.00	410,130.00
08/01/2032	-	47,100.00	47,100.00	49,455.00	-
02/01/2033	300,000.00	47,100.00	347,100.00	364,455.00	413,910.00
08/01/2033	-	41,100.00	41,100.00	43,155.00	-
02/01/2034	310,000.00	41,100.00	351,100.00	368,655.00	411,810.00
08/01/2034	-	34,900.00	34,900.00	36,645.00	-
02/01/2035	325,000.00	34,900.00	359,900.00	377,895.00	414,540.00
08/01/2035	-	28,400.00	28,400.00	29,820.00	-
02/01/2036	335,000.00	28,400.00	363,400.00	381,570.00	411,390.00
08/01/2036	-	21,700.00	21,700.00	22,785.00	-
02/01/2037	350,000.00	21,700.00	371,700.00	390,285.00	413,070.00
08/01/2037	-	14,700.00	14,700.00	15,435.00	-
02/01/2038	365,000.00	14,700.00	379,700.00	398,685.00	414,120.00
08/01/2038	-	7,400.00	7,400.00	7,770.00	-
02/01/2039	370,000.00	7,400.00	377,400.00	396,270.00	404,040.00
Total	\$4,685,000.00	\$1,739,331.52	\$6,424,331.52	\$6,745,548.10	-

Date And Term Structure

Dated	8/31/2023
Delivery Date	8/31/2023
First Coupon Date	8/01/2024

ISD No. 378, Dawson-Boyd

\$1,025,000 - G.O. School Building Bonds, Series 2023A

Dated: August 31, 2023

School Bldg/Roofs

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	-	41,191.11	41,191.11	-
02/01/2025	30,000.00	5.000%	22,400.00	52,400.00	93,591.11
08/01/2025	-	-	21,650.00	21,650.00	-
02/01/2026	50,000.00	5.000%	21,650.00	71,650.00	93,300.00
08/01/2026	-	-	20,400.00	20,400.00	-
02/01/2027	55,000.00	5.000%	20,400.00	75,400.00	95,800.00
08/01/2027	-	-	19,025.00	19,025.00	-
02/01/2028	55,000.00	5.000%	19,025.00	74,025.00	93,050.00
08/01/2028	-	-	17,650.00	17,650.00	-
02/01/2029	60,000.00	5.000%	17,650.00	77,650.00	95,300.00
08/01/2029	-	-	16,150.00	16,150.00	-
02/01/2030	65,000.00	5.000%	16,150.00	81,150.00	97,300.00
08/01/2030	-	-	14,525.00	14,525.00	-
02/01/2031	65,000.00	5.000%	14,525.00	79,525.00	94,050.00
08/01/2031	-	-	12,900.00	12,900.00	-
02/01/2032	70,000.00	4.000%	12,900.00	82,900.00	95,800.00
08/01/2032	-	-	11,500.00	11,500.00	-
02/01/2033	75,000.00	4.000%	11,500.00	86,500.00	98,000.00
08/01/2033	-	-	10,000.00	10,000.00	-
02/01/2034	75,000.00	4.000%	10,000.00	85,000.00	95,000.00
08/01/2034	-	-	8,500.00	8,500.00	-
02/01/2035	80,000.00	4.000%	8,500.00	88,500.00	97,000.00
08/01/2035	-	-	6,900.00	6,900.00	-
02/01/2036	80,000.00	4.000%	6,900.00	86,900.00	93,800.00
08/01/2036	-	-	5,300.00	5,300.00	-
02/01/2037	85,000.00	4.000%	5,300.00	90,300.00	95,600.00
08/01/2037	-	-	3,600.00	3,600.00	-
02/01/2038	90,000.00	4.000%	3,600.00	93,600.00	97,200.00
08/01/2038	-	-	1,800.00	1,800.00	-
02/01/2039	90,000.00	4.000%	1,800.00	91,800.00	93,600.00
Total	\$1,025,000.00	-	\$403,391.11	\$1,428,391.11	-

Yield Statistics

Bond Year Dollars	\$9,629.93
Average Life	9.395 Years
Average Coupon	4.1889306%
Net Interest Cost (NIC)	3.7225057%
True Interest Cost (TIC)	3.6332217%
Bond Yield for Arbitrage Purposes	3.4468853%
All Inclusive Cost (AIC)	3.7999825%

IRS Form 8038

Net Interest Cost	3.4826925%
Weighted Average Maturity	9.305 Years

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PMA Securities, LLC

Public Finance/Financial Planning - jh

ISD No. 378, Dawson-Boyd

\$1,025,000 - G.O. School Building Bonds, Series 2023A

Dated: August 31, 2023

School Bldg/Roofs

MN 105% Debt Service

Date	Principal	Interest	Total P+I	105% Debt Serv.	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	41,191.11	41,191.11	43,250.67	-
02/01/2025	30,000.00	22,400.00	52,400.00	55,020.00	98,270.67
08/01/2025	-	21,650.00	21,650.00	22,732.50	-
02/01/2026	50,000.00	21,650.00	71,650.00	75,232.50	97,965.00
08/01/2026	-	20,400.00	20,400.00	21,420.00	-
02/01/2027	55,000.00	20,400.00	75,400.00	79,170.00	100,590.00
08/01/2027	-	19,025.00	19,025.00	19,976.25	-
02/01/2028	55,000.00	19,025.00	74,025.00	77,726.25	97,702.50
08/01/2028	-	17,650.00	17,650.00	18,532.50	-
02/01/2029	60,000.00	17,650.00	77,650.00	81,532.50	100,065.00
08/01/2029	-	16,150.00	16,150.00	16,957.50	-
02/01/2030	65,000.00	16,150.00	81,150.00	85,207.50	102,165.00
08/01/2030	-	14,525.00	14,525.00	15,251.25	-
02/01/2031	65,000.00	14,525.00	79,525.00	83,501.25	98,752.50
08/01/2031	-	12,900.00	12,900.00	13,545.00	-
02/01/2032	70,000.00	12,900.00	82,900.00	87,045.00	100,590.00
08/01/2032	-	11,500.00	11,500.00	12,075.00	-
02/01/2033	75,000.00	11,500.00	86,500.00	90,825.00	102,900.00
08/01/2033	-	10,000.00	10,000.00	10,500.00	-
02/01/2034	75,000.00	10,000.00	85,000.00	89,250.00	99,750.00
08/01/2034	-	8,500.00	8,500.00	8,925.00	-
02/01/2035	80,000.00	8,500.00	88,500.00	92,925.00	101,850.00
08/01/2035	-	6,900.00	6,900.00	7,245.00	-
02/01/2036	80,000.00	6,900.00	86,900.00	91,245.00	98,490.00
08/01/2036	-	5,300.00	5,300.00	5,565.00	-
02/01/2037	85,000.00	5,300.00	90,300.00	94,815.00	100,380.00
08/01/2037	-	3,600.00	3,600.00	3,780.00	-
02/01/2038	90,000.00	3,600.00	93,600.00	98,280.00	102,060.00
08/01/2038	-	1,800.00	1,800.00	1,890.00	-
02/01/2039	90,000.00	1,800.00	91,800.00	96,390.00	98,280.00
Total	\$1,025,000.00	\$403,391.11	\$1,428,391.11	\$1,499,810.67	-

Date And Term Structure

Dated	8/31/2023
Delivery Date	8/31/2023
First Coupon Date	8/01/2024

ISD No. 378, Dawson-Boyd

\$460,000 - G.O. Facilities Maintenance Bonds, Series 2023A

Dated: August 31, 2023

LTFM/Roofs

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+i	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	-	21,147.22	21,147.22	-
02/01/2025	75,000.00	5.000%	11,500.00	86,500.00	107,647.22
08/01/2025	-	-	9,625.00	9,625.00	-
02/01/2026	90,000.00	5.000%	9,625.00	99,625.00	109,250.00
08/01/2026	-	-	7,375.00	7,375.00	-
02/01/2027	95,000.00	5.000%	7,375.00	102,375.00	109,750.00
08/01/2027	-	-	5,000.00	5,000.00	-
02/01/2028	100,000.00	5.000%	5,000.00	105,000.00	110,000.00
08/01/2028	-	-	2,500.00	2,500.00	-
02/01/2029	100,000.00	5.000%	2,500.00	102,500.00	105,000.00
Total	\$460,000.00	-	\$81,647.22	\$541,647.22	-

Yield Statistics

Bond Year Dollars	\$1,632.94
Average Life	3.550 Years
Average Coupon	4.9999999%
Net Interest Cost (NIC)	3.4159993%
True Interest Cost (TIC)	3.2853738%
Bond Yield for Arbitrage Purposes	3.4468853%
All Inclusive Cost (AIC)	3.6682519%

IRS Form 8038

Net Interest Cost	2.9499052%
Weighted Average Maturity	3.584 Years

ISD No. 378, Dawson-Boyd

\$460,000 - G.O. Facilities Maintenance Bonds, Series 2023A

Dated: August 31, 2023

LTFM/Roofs

MN 105% Debt Service

Date	Principal	Interest	Total P+I	105% Debt Serv.	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	21,147.22	21,147.22	22,204.58	-
02/01/2025	75,000.00	11,500.00	86,500.00	90,825.00	113,029.58
08/01/2025	-	9,625.00	9,625.00	10,106.25	-
02/01/2026	90,000.00	9,625.00	99,625.00	104,606.25	114,712.50
08/01/2026	-	7,375.00	7,375.00	7,743.75	-
02/01/2027	95,000.00	7,375.00	102,375.00	107,493.75	115,237.50
08/01/2027	-	5,000.00	5,000.00	5,250.00	-
02/01/2028	100,000.00	5,000.00	105,000.00	110,250.00	115,500.00
08/01/2028	-	2,500.00	2,500.00	2,625.00	-
02/01/2029	100,000.00	2,500.00	102,500.00	107,625.00	110,250.00
Total	\$460,000.00	\$81,647.22	\$541,647.22	\$568,729.58	-

Date And Term Structure

Dated	8/31/2023
Delivery Date	8/31/2023
First Coupon Date	8/01/2024

ISD No. 378, Dawson-Boyd

\$1,430,000 - G.O. Facilities Maintenance Bonds, Series 2023A

Dated: August 31, 2023

LTFM/IAQ

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	-	57,511.25	57,511.25	-
02/01/2025	45,000.00	5.000%	31,275.00	76,275.00	133,786.25
08/01/2025	-	-	30,150.00	30,150.00	-
02/01/2026	70,000.00	5.000%	30,150.00	100,150.00	130,300.00
08/01/2026	-	-	28,400.00	28,400.00	-
02/01/2027	75,000.00	5.000%	28,400.00	103,400.00	131,800.00
08/01/2027	-	-	26,525.00	26,525.00	-
02/01/2028	80,000.00	5.000%	26,525.00	106,525.00	133,050.00
08/01/2028	-	-	24,525.00	24,525.00	-
02/01/2029	85,000.00	5.000%	24,525.00	109,525.00	134,050.00
08/01/2029	-	-	22,400.00	22,400.00	-
02/01/2030	90,000.00	5.000%	22,400.00	112,400.00	134,800.00
08/01/2030	-	-	20,150.00	20,150.00	-
02/01/2031	90,000.00	5.000%	20,150.00	110,150.00	130,300.00
08/01/2031	-	-	17,900.00	17,900.00	-
02/01/2032	95,000.00	4.000%	17,900.00	112,900.00	130,800.00
08/01/2032	-	-	16,000.00	16,000.00	-
02/01/2033	100,000.00	4.000%	16,000.00	116,000.00	132,000.00
08/01/2033	-	-	14,000.00	14,000.00	-
02/01/2034	105,000.00	4.000%	14,000.00	119,000.00	133,000.00
08/01/2034	-	-	11,900.00	11,900.00	-
02/01/2035	110,000.00	4.000%	11,900.00	121,900.00	133,800.00
08/01/2035	-	-	9,700.00	9,700.00	-
02/01/2036	115,000.00	4.000%	9,700.00	124,700.00	134,400.00
08/01/2036	-	-	7,400.00	7,400.00	-
02/01/2037	120,000.00	4.000%	7,400.00	127,400.00	134,800.00
08/01/2037	-	-	5,000.00	5,000.00	-
02/01/2038	125,000.00	4.000%	5,000.00	130,000.00	135,000.00
08/01/2038	-	-	2,500.00	2,500.00	-
02/01/2039	125,000.00	4.000%	2,500.00	127,500.00	130,000.00
Total	\$1,430,000.00	-	\$561,886.25	\$1,991,886.25	-

Yield Statistics

Bond Year Dollars	\$13,409.81
Average Life	9.377 Years
Average Coupon	4.1901148%
Net Interest Cost (NIC)	3.7239537%
True Interest Cost (TIC)	3.6348252%
Bond Yield for Arbitrage Purposes	3.4468853%
All Inclusive Cost (AIC)	3.8019356%

IRS Form 8038

Net Interest Cost	3.4842728%
Weighted Average Maturity	9.287 Years

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ISD No. 378, Dawson-Boyd

\$1,430,000 - G.O. Facilities Maintenance Bonds, Series 2023A

Dated: August 31, 2023

LTFM/IAQ

MN 105% Debt Service

Date	Principal	Interest	Total P+I	105% Debt Serv.	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	57,511.25	57,511.25	60,386.81	-
02/01/2025	45,000.00	31,275.00	76,275.00	80,088.75	140,475.56
08/01/2025	-	30,150.00	30,150.00	31,657.50	-
02/01/2026	70,000.00	30,150.00	100,150.00	105,157.50	136,815.00
08/01/2026	-	28,400.00	28,400.00	29,820.00	-
02/01/2027	75,000.00	28,400.00	103,400.00	108,570.00	138,390.00
08/01/2027	-	26,525.00	26,525.00	27,851.25	-
02/01/2028	80,000.00	26,525.00	106,525.00	111,851.25	139,702.50
08/01/2028	-	24,525.00	24,525.00	25,751.25	-
02/01/2029	85,000.00	24,525.00	109,525.00	115,001.25	140,752.50
08/01/2029	-	22,400.00	22,400.00	23,520.00	-
02/01/2030	90,000.00	22,400.00	112,400.00	118,020.00	141,540.00
08/01/2030	-	20,150.00	20,150.00	21,157.50	-
02/01/2031	90,000.00	20,150.00	110,150.00	115,657.50	136,815.00
08/01/2031	-	17,900.00	17,900.00	18,795.00	-
02/01/2032	95,000.00	17,900.00	112,900.00	118,545.00	137,340.00
08/01/2032	-	16,000.00	16,000.00	16,800.00	-
02/01/2033	100,000.00	16,000.00	116,000.00	121,800.00	138,600.00
08/01/2033	-	14,000.00	14,000.00	14,700.00	-
02/01/2034	105,000.00	14,000.00	119,000.00	124,950.00	139,650.00
08/01/2034	-	11,900.00	11,900.00	12,495.00	-
02/01/2035	110,000.00	11,900.00	121,900.00	127,995.00	140,490.00
08/01/2035	-	9,700.00	9,700.00	10,185.00	-
02/01/2036	115,000.00	9,700.00	124,700.00	130,935.00	141,120.00
08/01/2036	-	7,400.00	7,400.00	7,770.00	-
02/01/2037	120,000.00	7,400.00	127,400.00	133,770.00	141,540.00
08/01/2037	-	5,000.00	5,000.00	5,250.00	-
02/01/2038	125,000.00	5,000.00	130,000.00	136,500.00	141,750.00
08/01/2038	-	2,500.00	2,500.00	2,625.00	-
02/01/2039	125,000.00	2,500.00	127,500.00	133,875.00	136,500.00
Total	\$1,430,000.00	\$561,886.25	\$1,991,886.25	\$2,091,480.56	-

Date And Term Structure

Dated	8/31/2023
Delivery Date	8/31/2023
First Coupon Date	8/01/2024

ISD No. 378, Dawson-Boyd

\$1,770,000 - G.O. Tax Abatement Bonds, Series 2023A

Dated: August 31, 2023

Abatement/Parking Lots

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	-	71,256.94	71,256.94	-
02/01/2025	55,000.00	5.000%	38,750.00	93,750.00	165,006.94
08/01/2025	-	-	37,375.00	37,375.00	-
02/01/2026	90,000.00	5.000%	37,375.00	127,375.00	164,750.00
08/01/2026	-	-	35,125.00	35,125.00	-
02/01/2027	95,000.00	5.000%	35,125.00	130,125.00	165,250.00
08/01/2027	-	-	32,750.00	32,750.00	-
02/01/2028	100,000.00	5.000%	32,750.00	132,750.00	165,500.00
08/01/2028	-	-	30,250.00	30,250.00	-
02/01/2029	105,000.00	5.000%	30,250.00	135,250.00	165,500.00
08/01/2029	-	-	27,625.00	27,625.00	-
02/01/2030	110,000.00	5.000%	27,625.00	137,625.00	165,250.00
08/01/2030	-	-	24,875.00	24,875.00	-
02/01/2031	115,000.00	5.000%	24,875.00	139,875.00	164,750.00
08/01/2031	-	-	22,000.00	22,000.00	-
02/01/2032	120,000.00	4.000%	22,000.00	142,000.00	164,000.00
08/01/2032	-	-	19,600.00	19,600.00	-
02/01/2033	125,000.00	4.000%	19,600.00	144,600.00	164,200.00
08/01/2033	-	-	17,100.00	17,100.00	-
02/01/2034	130,000.00	4.000%	17,100.00	147,100.00	164,200.00
08/01/2034	-	-	14,500.00	14,500.00	-
02/01/2035	135,000.00	4.000%	14,500.00	149,500.00	164,000.00
08/01/2035	-	-	11,800.00	11,800.00	-
02/01/2036	140,000.00	4.000%	11,800.00	151,800.00	163,600.00
08/01/2036	-	-	9,000.00	9,000.00	-
02/01/2037	145,000.00	4.000%	9,000.00	154,000.00	163,000.00
08/01/2037	-	-	6,100.00	6,100.00	-
02/01/2038	150,000.00	4.000%	6,100.00	156,100.00	162,200.00
08/01/2038	-	-	3,100.00	3,100.00	-
02/01/2039	155,000.00	4.000%	3,100.00	158,100.00	161,200.00
Total	\$1,770,000.00	-	\$692,406.94	\$2,462,406.94	-

Yield Statistics

Bond Year Dollars	\$16,512.42
Average Life	9.329 Years
Average Coupon	4.1932502%
Net Interest Cost (NIC)	3.7208823%
True Interest Cost (TIC)	3.6309965%
Bond Yield for Arbitrage Purposes	3.4468853%
All Inclusive Cost (AIC)	3.7987938%

IRS Form 8038

Net Interest Cost	3.4796382%
Weighted Average Maturity	9.239 Years

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PMA Securities, LLC

Public Finance/Financial Planning - jh

ISD No. 378, Dawson-Boyd

\$1,770,000 - G.O. Tax Abatement Bonds, Series 2023A

Dated: August 31, 2023

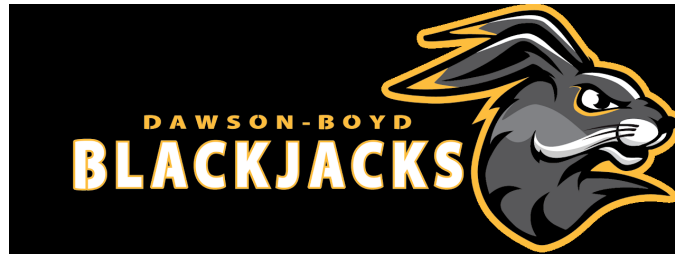
Abatement/Parking Lots

MN 105% Debt Service

Date	Principal	Interest	Total P+I	105% Debt Serv.	Fiscal Total
08/31/2023	-	-	-	-	-
08/01/2024	-	71,256.94	71,256.94	74,819.79	-
02/01/2025	55,000.00	38,750.00	93,750.00	98,437.50	173,257.29
08/01/2025	-	37,375.00	37,375.00	39,243.75	-
02/01/2026	90,000.00	37,375.00	127,375.00	133,743.75	172,987.50
08/01/2026	-	35,125.00	35,125.00	36,881.25	-
02/01/2027	95,000.00	35,125.00	130,125.00	136,631.25	173,512.50
08/01/2027	-	32,750.00	32,750.00	34,387.50	-
02/01/2028	100,000.00	32,750.00	132,750.00	139,387.50	173,775.00
08/01/2028	-	30,250.00	30,250.00	31,762.50	-
02/01/2029	105,000.00	30,250.00	135,250.00	142,012.50	173,775.00
08/01/2029	-	27,625.00	27,625.00	29,006.25	-
02/01/2030	110,000.00	27,625.00	137,625.00	144,506.25	173,512.50
08/01/2030	-	24,875.00	24,875.00	26,118.75	-
02/01/2031	115,000.00	24,875.00	139,875.00	146,868.75	172,987.50
08/01/2031	-	22,000.00	22,000.00	23,100.00	-
02/01/2032	120,000.00	22,000.00	142,000.00	149,100.00	172,200.00
08/01/2032	-	19,600.00	19,600.00	20,580.00	-
02/01/2033	125,000.00	19,600.00	144,600.00	151,830.00	172,410.00
08/01/2033	-	17,100.00	17,100.00	17,955.00	-
02/01/2034	130,000.00	17,100.00	147,100.00	154,455.00	172,410.00
08/01/2034	-	14,500.00	14,500.00	15,225.00	-
02/01/2035	135,000.00	14,500.00	149,500.00	156,975.00	172,200.00
08/01/2035	-	11,800.00	11,800.00	12,390.00	-
02/01/2036	140,000.00	11,800.00	151,800.00	159,390.00	171,780.00
08/01/2036	-	9,000.00	9,000.00	9,450.00	-
02/01/2037	145,000.00	9,000.00	154,000.00	161,700.00	171,150.00
08/01/2037	-	6,100.00	6,100.00	6,405.00	-
02/01/2038	150,000.00	6,100.00	156,100.00	163,905.00	170,310.00
08/01/2038	-	3,100.00	3,100.00	3,255.00	-
02/01/2039	155,000.00	3,100.00	158,100.00	166,005.00	169,260.00
Total	\$1,770,000.00	\$692,406.94	\$2,462,406.94	\$2,585,527.29	-

Date And Term Structure

Dated	8/31/2023
Delivery Date	8/31/2023
First Coupon Date	8/01/2024



Board Meeting Notes

Tony Aafedt - Activities/Comm Ed/Transportation Director

Notes for August 2023 Board Meeting

1. Agenda Items:

- a. Approve Josh Dorn as the Head Softball Coach

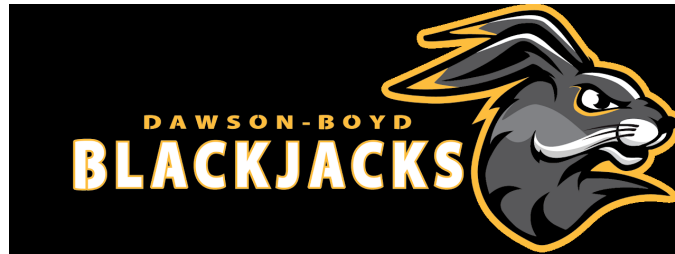
2. AD/CE/Trans Discussion items

a. AD

- i. Practice for fall sports starts today, Monday, Aug 14th.
- ii. Gym improvements completed and/or currently working on:
 1. Floor refinished by FLR Sanders
 2. Power winches installed for backboards and batting cage
 3. New announcer Daktronics score table purchased (AGP and Lee Motor sponsored). The old score table is being reconfigured as a press table to be mounted on top of the visitor's side bleachers
 4. HUDL camera installed.
 5. Ability to purchase tickets online
- iii. Eligibility Lists!!!

b. Community Ed

- i. Offsite Location update:
 1. SWIF analyzed four potential daycare properties in Dawson. The estimates to remodel the buildings came in much higher than I was hoping.
 2. [Child Care Strategic Supply Plan \(SSP\)](#) led by First Children's Finance and funded by SWIF: The Dawson community has been selected to participate in a 5-6 month in-depth study of childcare needs in our community.
- ii. Blackjack Babies awarded two facility revitalization grants from First Children's Finance:
 1. \$16,616.26 for supplies to outfit an additional infant/toddler room
 - a. \$699.00 for a refrigerator
 - b. \$3,780.75 for cots and cribs
 - c. \$5,846.51 for tables, high chairs, etc.
 - d. \$6,150.42 for storage lockers and bookshelves
 - e. \$139.50 for office chairs
 2. \$10,000 towards new carpet for the "Green Room".



- iii. The monthly Stabilization Grant has been converted to a permanent grant now called the “Great Start Compensation Payment Program”. This is the grant we used to fund the daycare stipend and other benefits for working full-time in the daycare.
- iv. [The fall flyer](#) has been published online. We have not been printing and mailing copies of the flyer.
- c. Transportation:
 - i. The main street railroad crossing will be closed for a week starting August 28th for repairs.
 - ii. Currently building routes for 2023-24:
 - 1. Parents should contact the school if they need transportation and have not ridden the school bus before
 - 2. We will have 7 bus routes; the same as in previous years.
 - iii. Training
 - 1. Bus Driver training on Monday, August 21st.
 - 2. Type III training on Tuesday, Aug 22nd

Board Meeting Notes
Dawson-Boyd High School
Ryan Stotesbery
August 14, 2023

Proposed changes to high school handbook - full handbook shared soon for approval in August.

- Updated cell phone language - not to be seen in the classroom (including locker rooms).
- Backpacks not allowed during school day - must remain in lockers.
- Missing work language updated - missing work emailed every Tuesday to parents.
- Updated dress code language proposal.
- Fees updated.

New teacher orientation will be Thursday, August 17th. Excited to have Adelle Kallemeyn join our high school staff as a special education teacher. She has already met and worked with her colleagues to get ready for the new year.

Preparing for Fall workshop. Other events prior to workshop days include the K-8 Tech day, Achieve3000 professional development, and CPI training for some of our staff.

Enrollment for 7-12 is currently 272. There is likely to be some change in the next few weeks, but I would anticipate the first day of school number to be right around there.

Open House orientation meeting for 7th graders and new students is set for 5 pm on Wednesday, August 23rd.



Amy Hiedeman - Elementary Principal

Notes for August 2023 Board Meeting - 8.14.2023

- Hiring -
 - PreK - 3 year old TTh & 4 year old MWF - Amber Anderson
 - 1st Grade - Hailey Gritmacker
 - Long Term Substitute - 2nd Grade (B. Wager) - Ilse Olson
 - Long Term Substitute - SpEd (K. Blascyk) - Ilse Olson
 - Paraprofessionals - Sandy Mogard & Ethan Myers
- Openings -
 - Paraprofessionals - 7 positions
 - Early Learning Services Coordinator (Collaborative position)
 - Long Term Substitute - Music
 - Title Instructors
 - Substitute Paras/Teachers
- Handbook Review -
 - Clothing - Student Dress & Grooming
 - Breakfast/Lunch Program & Educational Benefits
 - Noon hour privileges - detention (before/after school)
 - Student Behavior Expectations
 - Inclusion of edibles in alcohol, tobacco, & drug policy
- Enrollment -
 - 16 new or returning to district (K-6)
 - 0 left our district (thus far - no records request received)

What we're looking forward to:

- ★ Elementary (K-8) Tech Day - staff in to work on set ups and training
- ★ MRVED Para Workshop in Benson
- ★ SpEd Work day
- ★ New Teacher Orientation
- ★ CPI Trainings - Initial & Refresher
- ★ Achieve 3000 Training
- ★ Staff Inservice
 - Thank you to the following -
 - Challenge Program serving lunch
 - Minnwest Ice Cream Social
 - Achieve 3000 Training
- ★ Open House
 - 5:30-7:30 Wednesday, August 23rd
 - Meal for families who have completed Educational Benefits paperwork
 - Thank you to the Midwest Cattlemen for helping with this event!
- ★ FIRST DAY of 2023-2024 School Year - August 28th



DAWSON-BOYD
BLACKJACKS

Small School. Big Opportunities.

SUPERINTENDENT ENTRANCE PLAN

PRESENTED TO:

THE SCHOOL BOARD, STAFF, AND
STAKEHOLDERS OF
DAWSON-BOYD PUBLIC SCHOOLS



+320-312-2301



www.dawsonboydschools.org



hward@dwby.k12.mn.us

EXECUTIVE SUMMARY

01.

THANK YOU: This entrance plan was developed through conversations with board members, administration, teachers, and community leaders. Thank you to everyone who gave of their time to engage in this dialogue.

MISSION: The Dawson-Boyd School District provides students with a well-rounded education promoting academic achievement and creative artistic expression; nurtured through a caring community and dedicated staff committed to inspire all learners to excel, create, respect, and succeed.

PRIORITY AREAS:

- Governance
- Organizational Alignment
- Engagement and Communication (Internal and External)
- Curriculum Development
- Accountability
- Fiscal Management
- Student Success

STRATEGICALLY PLANNING TO ACHIEVE OUR MISSION

This five year entrance plan positions the work of Dawson-Boyd Public Schools with the district's mission through seven closely interrelated priority areas intended to guide the district in fulfilling its mission and realizing its vision for the 2023-2028 timeframe.



OBJECTIVES

02.

VISION: Small School. Big Opportunities.

MISSION: The Dawson-Boyd School District provides students with a well-rounded education promoting academic achievement and creative artistic expression; nurtured through a caring community and dedicated staff committed to inspire all learners to excel, create, respect, and succeed.

PURPOSE: The purpose of this plan is to illuminate the district's mission, analyze the district's current capacity to achieve its mission, understand internal and external perceptions of the district, and establish a set of activities that will guide my transition into the role of superintendent of the Dawson-Boyd Public School District and the months that follow.

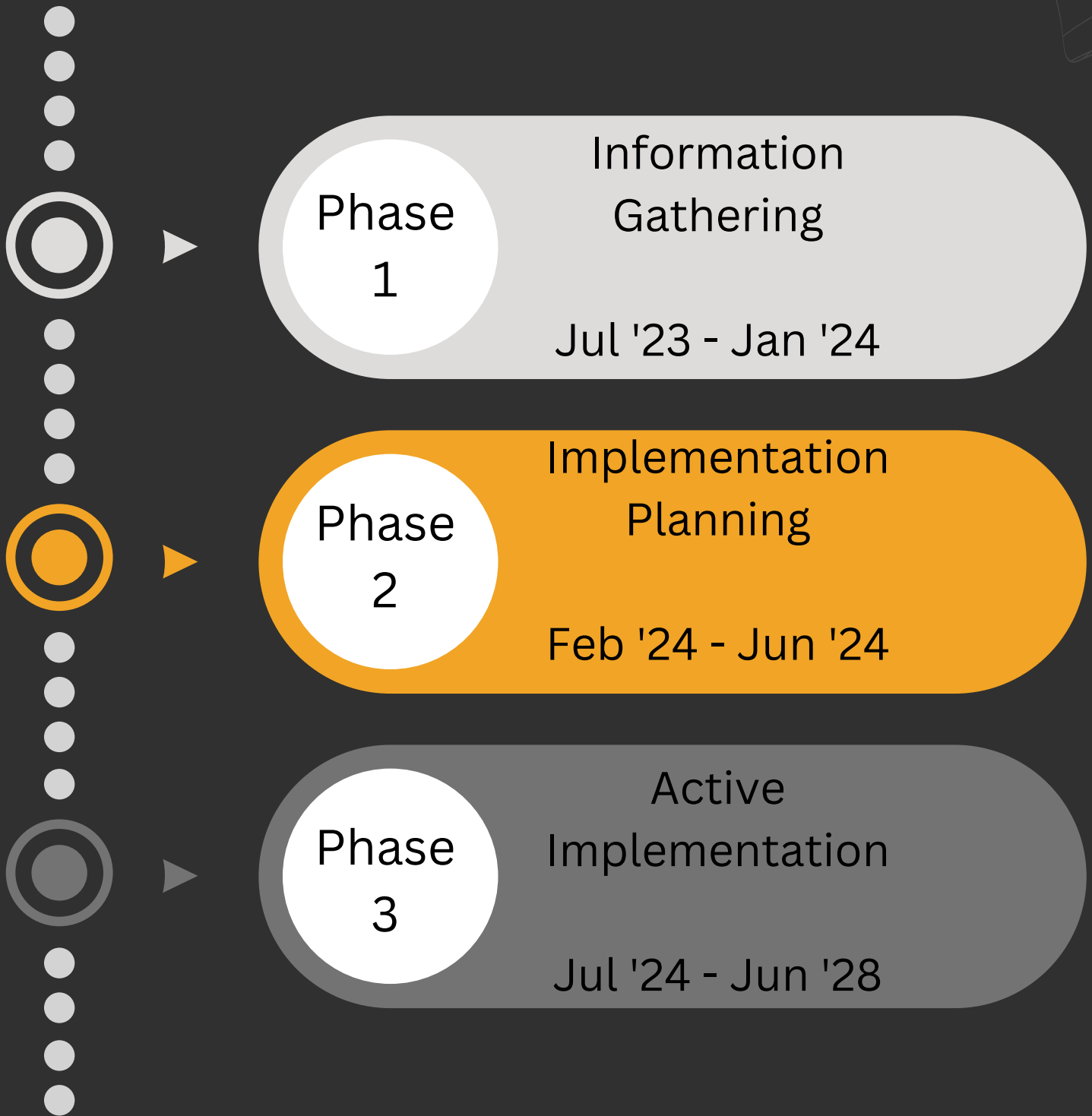
OBJECTIVES:

- To look, listen, and learn from stakeholders about the district's strengths and growth opportunities.
- To utilize collected data to develop a vision which sustains and enriches the district's record of success.
- To develop a 5 year plan to act as the foundation for implementation of our strategic plan.



TIMELINE

03.



PRIORITIES.

04.

- A. Governance
- B. Organizational Alignment
- C. Engagement and Communication



- D. Curriculum Development
- E. Accountability
- F. Fiscal Management
- G. Student Success



RATIONALE



GOVERNANCE 06.

Governance is a crucial priority in our district's planning because it lays the foundation for effective decision-making, accountability, and transparency. A well-structured governance system ensures that educational policies, resources, and strategies are aligned with the needs and aspirations of the entire community.

By emphasizing governance, our district can create a collaborative environment where stakeholders, including parents, educators, administrators, and community members, have a voice in shaping educational goals and priorities. This inclusive approach fosters a sense of ownership and shared responsibility for the success of the schools.

Effective governance promotes accountability and ensures that school leaders are held responsible for their decisions and actions. It establishes clear roles and responsibilities, delineating the authority and oversight of different stakeholders, thus minimizing confusion and conflicts.

Ultimately, prioritizing governance in our district's planning creates a stable and adaptive framework, empowering our district to respond proactively to evolving educational needs, foster a positive learning environment, and pave the way for students to achieve their hopes and dreams.

ORGANIZATIONAL ALIGNMENT

07.

Organizational alignment is essential as it fosters a cohesive and unified approach to achieving educational goals. When all aspects of our district, including curriculum, policies, resources, and personnel, are aligned, it creates a harmonious and efficient environment that supports student success.

By aligning educational objectives with the district's mission and vision, all stakeholders, from teachers to administrators to support staff, share a common purpose. This shared vision promotes collaboration and a collective effort to work towards the same goals, ultimately enhancing the overall quality of education.

Organizational alignment also ensures consistency in curriculum delivery, instructional practices, and assessment methods across schools within our district. This consistency helps reduce disparities in student achievement and provides equal opportunities for all learners.

When organizational alignment is a priority, it becomes easier to identify areas of improvement and address challenges systematically. It allows for data-driven decision-making, where data on student performance and other key metrics can be used to make informed choices about resource allocation and professional development initiatives.

ENGAGEMENT AND COMMUNICATION

08.

Engagement and communication is imperative because it fosters a strong sense of community, enhances transparency, and ensures that the entire school ecosystem is actively involved in shaping the educational experience.

Engagement and communication create a platform for all stakeholders, including parents, teachers, students, administrators, and community members, to share their perspectives, ideas, and concerns. By actively involving these groups, our district can gather valuable insights and viewpoints that lead to more comprehensive and well-informed planning decisions.

Through open communication channels, our district can effectively convey its vision, goals, and progress to the community. This transparency builds trust and strengthens the partnership between the district and its stakeholders, making them feel invested and valued in the educational process.

Involving parents and caregivers in the planning process enhances their understanding of educational initiatives and enables them to support their children's learning effectively. Engaged parents are more likely to participate in school activities, advocate for their children's needs, and collaborate with educators to create a positive learning environment.

For teachers and staff, engagement and communication provide opportunities for professional development, feedback, and collaboration. When educators have a voice in decision-making and are encouraged to share their expertise, they feel empowered and motivated, leading to improved teaching practices and student outcomes.

Prioritizing engagement and communication ensures that the district remains responsive to the ever-changing needs of its students and community. Regular feedback loops and communication channels allow for timely adjustments to educational strategies, curriculum, and support services, making the district more adaptable and student-centered.

CURRICULUM DEVELOPMENT

09.

Curriculum development planning is vital because it serves as the backbone of the entire educational system. A well-designed curriculum ensures that students receive a high-quality and cohesive learning experience, leading to improved academic achievement and overall student success.

By focusing on curriculum development, we can tailor the educational content to meet the specific needs and interests of our diverse student population. Customizing the curriculum allows us to address individual learning styles, strengths, and challenges, fostering a more inclusive and engaging learning environment.

An up-to-date and relevant curriculum equips students with the knowledge, skills, and competencies they need to thrive in the rapidly evolving world. Prioritizing curriculum development enables us to integrate new educational trends, technological advancements, and real-world applications into our teaching practices, preparing students for future success.

A well-structured curriculum also provides a clear roadmap for educators, ensuring that instruction remains consistent and aligned with the district's educational goals. It offers a foundation for effective lesson planning, assessment strategies, and progress tracking, enhancing teacher effectiveness and student learning outcomes.

Curriculum development encourages collaboration among educators, administrators, and other stakeholders. Working together to design and refine the curriculum promotes professional growth, shared understanding of instructional objectives, and a collective commitment to achieving educational excellence.

A thoughtfully planned curriculum contributes to positive student experiences and engagement in the learning process. When students find the curriculum relevant, meaningful, and challenging, they are more likely to be motivated and enthusiastic about their studies, leading to higher levels of academic achievement and a lifelong love of learning.

ACCOUNTABILITY 10.

Accountability is a necessary prioritization in our school district's planning for several reasons. First and foremost, it ensures that we are responsible stewards of the resources entrusted to us by the community. By holding ourselves accountable, we can track the progress of various initiatives and ensure that taxpayer dollars are spent efficiently and effectively.

Accountability fosters transparency, promoting open communication with stakeholders such as parents, teachers, and students. This transparency builds trust and confidence in our decision-making processes, leading to greater support for our educational goals.

By setting clear objectives and measuring outcomes, accountability allows us to identify areas that need improvement and make data-driven adjustments to our strategies. This iterative approach ensures continuous growth and positive educational outcomes for our students.

Prioritizing accountability cultivates a culture of ownership and responsibility among educators and administrators. It encourages a sense of purpose and a commitment to excellence, ultimately benefiting the overall learning experience for every student in the district.

FISCAL MANAGEMENT

11.

Fiscal Management is of utmost importance for several compelling reasons. First and foremost, responsible fiscal management ensures the efficient allocation of limited resources, enabling us to maximize the impact of every dollar spent. By making thoughtful financial decisions, we can stretch our budget further and invest in crucial educational priorities.

Effective fiscal management allows us to maintain financial stability and sustainability. By carefully planning and budgeting, we can avoid deficits, debt, and financial crises, ensuring a secure and predictable financial future for our district.

Prioritizing fiscal management also enhances accountability and transparency. By tracking expenditures and revenue streams, we can provide clear and accurate financial reports to stakeholders, including parents, teachers, and the community. This transparency builds trust and confidence in our ability to handle finances responsibly.

Prudent fiscal management enables us to respond to unforeseen challenges and emergencies. By maintaining adequate reserves and contingency funds, we can navigate unexpected situations without compromising the quality of education or resorting to drastic measures.

Lastly, a focus on fiscal management aligns with our commitment to long-term planning and sustainability. By considering the financial implications of our decisions, we can make strategic choices that support the district's educational goals for years to come.

STUDENT SUCCESS 12.

Student success is not just an ethical imperative, but also a strategic necessity. First and foremost, our primary mission as an educational institution is to foster the growth, development, and achievement of our students. By placing their success at the core of our planning, we reaffirm our commitment to fulfilling this fundamental purpose. Student success is intentionally placed last on the list not because it is the last priority, rather, it is last on the list because optimal performance in all other areas is necessary to achieve the highest levels of student success.

Prioritizing student success is the key to building a strong and vibrant community. When our students thrive academically, socially, and emotionally, they become productive and engaged citizens, contributing positively to society as a whole. Their success reflects directly on the reputation and value of our school district.

A focus on student success drives continuous improvement in our teaching methods and curriculum. By regularly assessing student performance and tailoring our approaches to meet their diverse needs, we can provide a more effective and personalized learning experience.

Prioritizing student success also fosters a sense of motivation and pride among educators, administrators, and staff. Knowing that their efforts directly impact students' lives and future prospects, they are inspired to go above and beyond, creating a supportive and enriching learning environment.

Student success serves as a critical metric to evaluate the overall effectiveness of our educational initiatives. By tracking academic achievements, graduation rates, and post-secondary outcomes, we can measure the impact of our planning and make data-driven adjustments to continuously enhance student outcomes. Ultimately, it is through empowering our students to succeed that we create a brighter and more promising future for everyone involved.

STRATEGIC ACTIONS

13.

Transitional leadership actions are geared toward active listening and genuine engagement with stakeholders. The following are foundational activities of this entrance plan:

- School Program Visits
- Business Visits and Tours
- Community Exploration
- Media Engagement
- Attending Community Activities
- Document Review to Include:
 - policies, master agreements, district plans, surveys, student achievement data, financial records
 - curriculum cycle
- Complete a curriculum inventory
- Meeting With Key Stakeholders to Include:
 - School Board Members; individually and as a group
 - Administrative Team Members; individually and as a group
 - District Administrative Support Staff
 - Community Leaders
 - Business Leaders
 - Service Groups
 - Governmental Leaders
 - Union Leadership
 - District Staff
 - Certified
 - Non-Certified
 - Student Leaders



PRIORITIES FOCUS WORK



STRENGTHEN GOVERNANCE

15.

- Meet individually with each member of the School Board with the goals of:
 - Establishing relationships
 - Understanding personal backgrounds
 - Identifying the perceived strengths and growth opportunities of our district
 - Increasing my understanding of the community; both past and present
 - Understanding each member's purpose for joining the school board
 - Understanding each members hopes and dreams for the school district
- Meet individually with each member of the Administrative Team with the goals of:
 - Establishing relationships
 - Understanding personal backgrounds
 - Identifying perceived strengths and growth opportunities of our district, schools, and programs
 - Increasing my understanding of district operations; both past and present
 - Identify perceived culture of our district
 - Identify member needs and desires from the superintendent
 - Identify member perceptions of their role in the district
- Establish School Board work retreat, collaborating with the School Board Chairperson to develop the agenda.
- Work with the School Board Chairperson to gain clarity on communication protocols, roles, responsibilities, norms, expectations for first year, agenda setting, future work session dates and professional learning opportunities for the Board, Superintendent, and administrative team.
- Establish communication protocols and expectations for both the School Board and Administrative Team.
- Establish communication protocols for internal and external stakeholders.
- Establish steps for the completion of a five year strategic plan.

ORGANIZATION ALIGNMENT

16.

- Meet one-on-one with principals and administrative support staff to provide clarity of roles, goals, and two way expectations.
- Establish a series of meetings with the former superintendents to gain perspective.
- Reorganize organizational structure, roles, and responsibilities based on current needs and skill sets.
- Review current leadership job descriptions.
- Develop and communicate an updated organizational chart.
- Develop job descriptions aligned with organizational needs.



ENGAGEMENT AND COMMUNICATION

17.

- Invest time listening to:
 - Board members
 - School Employees
 - Administrators
 - Coaches
 - Custodial Services
 - Daycare Employees
 - Food Services
 - Paraprofessionals
 - Teachers
 - Transportation
 - Volunteers
- Meet with key community leaders including:
 - Businesses
 - Chamber of Commerce
 - EDA
 - Faith-based organizations
 - Farmers for Dawson
 - Fire Department
 - Healthcare Providers
 - Police Department
- Meet with government officials:
 - Mayor of Dawson
 - Mayor of Boyd
 - City council and members for Dawson and Boyd
 - County commissioners
- Make connections with local newspapers/media and establish a positive relationships which will lead to opportunities to showcase the strengths of our district.
- Establish community listening sessions for community collaboration and feedback.
- Establish student listening sessions for student collaboration and feedback.
- Meet with Southwest West Central Service Cooperative leadership to secure continued partnerships.
- Meet with Minnesota River Valley Education District leadership to secure continued partnerships.

CURRICULUM DEVELOPMENT 18.

- Review curriculum cycle.
- Conduct initiative inventory.
- Engage in data analysis of our local and state student data to consider strengths and growth opportunities.
- Engage in conversations with curriculum review committees to understand perceived strengths, growth opportunities, and needs.
- Collaborate with curriculum committee to examine options to ensure we have the necessary tools to teach standards required by the state and community identified priorities.
- Identify and propose curriculum.
- Hold community conversation to help our community learn about proposed curriculum.
- Order identified curriculum being mindful of budgetary constraints.
- Provide professional development for teachers to understand implementation of any new curriculum(s).
- Develop a timeline for implementation.
- Enter an active implementation cycle for ensuring the fidelity of instructional practices.
- Engage in standards alignment work.

ACCOUNTABILITY

19.

- Develop superintendent goals and evaluation cycle.
- Develop school board goals.
- Support school board in a self-evaluation.
- Collaborate with district administrators and administrative support staff to develop annual goals and evaluations.
- Partner with principals to develop and implement paraprofessional goal setting and evaluations.
- Partner with transportation, food service, custodial services, and daycare to develop and implement employee evaluations.
- Partner with principals to examine current instructional coaching and mentorship programs.
- Engaging in data analysis to examine growth opportunities.



FISCAL MANAGEMENT

20.

- Review critical documents including:
 - Master Facilities Plan
 - Policies and procedures
 - Operating budget
 - Audit results
 - Grants
- Review and understand the district's current financial picture, and building projects.
- Examine enrollment history and projections.
- Meet with the Director of Finance to review past budgeting and financial operations practices .
- Develop a plan to return our district to a 15% fund balance.
- Review categorical funding use.
- Review referendum history, unique funding sources, and financial partnerships.
- Complete master agreement negotiations with teachers' union.



STUDENT SUCCESS

21.

- Review critical documents including:
 - Strategic Plan
 - World's Best Workforce
 - Achievement and Integration
 - Policies and procedures
 - Achievement data
- Meet with principals, teachers, and building leadership teams to examine:
 - Learning needs and priorities
 - Academic programming strengths and growth opportunities
 - Academic return on investment of specialized programming.
- Meet with principals to assess current professional development needs:
 - certified
 - non-certified
- Meet with students to learn about perceived strengths and growth opportunities in our programming.
- Celebrate opportunities and growth!



DAWSON-BOYD HIGH SCHOOL
PARENT & STUDENT HANDBOOK
2023-2024



DAWSON-BOYD
BLACKJACKS

DBHS STUDENT HANDBOOK

2023-2024

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DAWSON-BOYD HIGH SCHOOL
848 CHESTNUT STREET
DAWSON, MN 56232
(320) 769-2955

www.dawsonboydschools.org

SCHOOL SONG:

Come on you Blackjacks, FIGHT,
we're all for you;
To school and team and colors always true,
We'll show Blackjack loyalty through and through
and let them know that we will
FIGHT! FIGHT! FIGHT!
For black and gold we'll send a cheer on high,
And let the wide world know a victory's nigh.
So let's all give that Blackjack battle cry!
GO! FIGHT! WIN!

SCHOOL COLORS

BLACK AND GOLD

SCHOOL MASCOT

BLACKJACK RABBIT

District 378 High School Personnel List 2023-2024

Board of Education

Bruce Lund.....Chairperson
Clint Schindler Karla Perkins
Brett Buer Tonya Kelly
Lynn Marotzke Cameron Jurgenson

Administration

Holly Ward Superintendent
Ryan Stotesbery High School Principal
Amy Hiedeman Elementary Principal
Tony Aafedt Athletic Director, Transportation Director, Community Education

High School Staff

John Shurb Agriculture
Jeshsalem Salisbury Art
Rebecca Mortenson Counselor
Loral Webster English
Sadie Solem English
Kelly Tufto English
Karen Anderson FACS, Service Learning
Ashley Tensen Health
Preston Schwegel Physical Education
Kevin Norman Industrial Technology
Cory Larson Math
Josh Dorn Math
Chris Lehne Instrumental Music
Brandon Hurley Vocal Music
Allysa Hurley Orchestra
Leah Prestholdt Nurse
Justin Wager Science
Greg Wyum Science
Kevin Brent Social Studies
Jason Conover Social Studies
Alyssa Croatt Special Education
Adelle Kallemeyn Special Education
Nichole Swenson Special Education
Danielle Wager Special Education
Elissa Christensen Spanish/EL
Andrea Knutson Social Worker
Chelsie Bothun Administrative Assistant

Head Custodian

Tim Stensrud

Food Service Director

Camey Maland

GENERAL INFORMATION

SCHOOL DAY

The school day runs from 8:30 a.m. to 3:12 p.m. Students are welcome from 8:00 a.m. until the buses leave in the afternoon. Students in the building during any other times must be under the direct supervision of a staff member.

REGULAR SCHOOL SCHEDULE

Period 1	8:30 - 9:12
Period 2	9:15 - 9:57
Period 3	10:00 -10:42
Period 4	10:45 -11:27
Sr Hi 5	11:30 -12:27
Jr Hi Lunch	11:27 -12:00
Jr Hi 5	12:00 -12:57
Sr Hi Lunch	12:27 -1:00
Period 6	1:00 - 1:42
Period 7	1:45 - 2:27
Period 8	2:30 - 3:12

AIR QUALITY POLICY

The head custodian is the air quality control officer. Any concerns or questions should be directed to him. Dawson-Boyd air quality policies and programs are available in the District office.

BACKPACKS

Student backpacks will be required to remain in student lockers during the school day. Locks will need to be provided by students. It is strongly recommended that locks be used. Students are also responsible for any missing backpacks and/or contents if left in an unsecured area. Backpacks may be used upon request for students who may have an injury or other extenuating circumstance. Requests must be made to the principal.

BEHAVIOR AT SCHOOL EVENTS

The same rules for behavior in school are enforced at all school events home or away. Students asked to leave a school event may meet, along with their parents, with the HS principal to determine the consequences of the student's actions. Students attending football games will not be allowed to participate in "touch" football games.

RIDING BIKES

Students may ride their own bikes to and from school. Students may ride bikes home during lunch if parents notify the office and give permission for the student. Reckless or dangerous bike use, or chronic tardiness returning to school, may result in loss of privileges.

BUILDING PASSES

Students who leave a class must have a pass to do so. Passes need to be visible at all times and be signed by a staff member. Two students are not allowed out of a class at the same time. Students wandering around school without a pass may be subject to consequences.

COMPLAINT PROCEDURE

If a parent has a complaint or question concerning a school policy, please contact the principal's office. If the complaint concerns class work or a teacher, please use the following protocol:

1. Contact the teacher and address questions or concerns.
2. If the parent feels the problem is still unresolved, he/she should then contact the principal.

DECORATIONS AND POSTERS

An advisor or the building principal must approve all posters for the hallway.

DRIVING AND RIDING IN CARS

Parking/Driving Permit

*High School students will be allowed to park in the following locations:

Gym parking lot.
Side Streets in accordance with city ordinances.

*NO parking in Grace Church Parking Lot, West Parking Lot, and parking associated with Stevens Elementary.

*If a vehicle is parked illegally or needs to be moved for any reason, the student will be told to move the vehicle. If the student cannot be found, the vehicle may be towed at the owner's expense.

Driving During School Day

Driving and riding in cars during school hours is PROHIBITED unless a student has permission from the HS principal and a parent/guardian. Students may request permission to drive during school to work, for appointments, or to go home for lunch. Parents must provide a note, email or phone confirmation before permission is granted.

Students are allowed to drive during lunch time - driving privileges may be suspended or revoked for the following reasons:

- Consistent tardiness to 6th period class.
- Reckless or dangerous driving on or near school grounds.
- Passengers riding in students' vehicles.
- Other reasons determined by administration.

Students driving any other time during the day will need parent approval to the high school office or Mr. Stotesbery.

Students are not allowed passengers while driving - exceptions allowed are other family members.

Students are not allowed to eat lunch in vehicles.

Students are not allowed to sit in vehicles during lunch.

Students driving or riding without permission will be warned after the first violation.
Second violation will result in two weeks without open lunch privileges.
Further violations will result in consequences at the discretion of the building principal.

**A signed waiver will be required for any student driver.
All students and parents are expected to understand the rules and consequences for violations.**

DRIVING TO SCHOOL EVENTS

In regard to any school-related activity where transportation to and from the event is provided by the school, all students must ride on school-provided transportation. Exceptions to this policy are:

- 1) the parent contacts the coach or person responsible for the students at the activity and requests that the student rides home with PARENTS OR GRANDPARENT.
- 2) A parent requests in advance, in writing, to the principal, that the student ride to and from the event with the PARENTS OR GRANDPARENT. The student will notify the event supervisor.

CELL PHONES

Students will be able to use cell phones (texting only) between classes and in the Commons during lunch. **Once a student enters the classroom, their phone must be put away the entire class period unless directed by the teacher to use it for an assignment (i.e. creating a video assignment).** It will be the teacher's discretion to allow students to use electronic devices within the classroom. ~~Teachers have the right to exclude cell phones from the classroom.~~ Students should have their cell phones on silent or vibrate from 8:00 AM to 3:12 PM. Students will need permission from a staff member to talk on their phone during the school day. If students need to talk on their phone, they should do so in the office or outside of the building. Consequences for violating policy are as follows: 1) Warning: phone will stay in the office for the remainder of the day; 2) 30 Minute Detention; 3) 60 Minute Detention **and phone in office during school hours for three days** 4) Consequences determined by the Principal.

Dawson-Boyd Schools prohibits students from recording video or taking pictures of other students using cell phones or other recording devices on school property, in school vehicles, and at school related functions. This includes school activities and

events at other facilities. Examples include the school bus, locker rooms, and field trips. Possible student consequences include detention, loss of bus riding privileges, or other consequences deemed necessary by the high school principal. Students who are recording for school events would be exempt with proper permission.

EMERGENCY SCHOOL DISMISSAL

Dawson-Boyd High School has implemented a telephone broadcast system (JMC) that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start. School closings will continue to be announced on KLQP & KDMA radio and WCCO, KMSP, KSTP & KARE TV stations. All students who are bused must have emergency housing in town if buses are unable to travel.

HONESTY EXPECTATION

Students are to do their own work unless they are involved in a teacher-guided cooperative learning group activity. Students guilty of cheating, as determined by the teacher, will be subject to consequences that may include no credit for work, detention, and/or other consequences deemed appropriate by the teacher and/or building principal.

LOST AND FOUND

All articles found by students, teachers or custodians should be turned into the H.S. office. Report any loss to the high school office. If articles are not accounted for, they will be brought to a local thrift store or donated. Students should check with the high school office if they believe they are missing something. All items in the locker rooms should be locked and secured. The amount of time between finding and disposing of items can vary depending on time of the school year, the amount of accumulated items, or other factors.

LUNCH PROCEDURES

Students need to remain in the lunchroom or exit outside through the main auditorium entrance. If you eat in the commons and then go downtown, take your coat to the commons with you. Students are not allowed to return to the locker area for coats.

Students may leave the lunchroom ten minutes before the hour and return to the stairs by the academic area. Students should remain in the lower level until the bell rings. Band students can go to the band room at this time. Students may re-enter the school at ten minutes before the hour through the High School front doors if they leave for lunch.

Food and beverages are not allowed in classrooms during the school day. Food and beverages are only allowed in the lunchroom. Beverages and snacks will be available before/after school only. If these rules are not followed, detentions may be assigned. The only exceptions to this policy are on special occasions, which will be arranged with the principal or a faculty member.

STUDENT LOCKERS AND DESK AND STUDENT'S PERSONAL POSSESSIONS

KEEP YOUR LOCKERS LOCKED. Backpacks will be required to be in the lockers during the school day.

Students must provide their own lock for school and PE/athletic lockers. Students are responsible for keeping lockers neat and clean. Varsity lockers go to varsity athletes during the season based upon availability and seniority.

Students should not bring valuables or large amounts of money to school - if so, valuables should be checked into the office for safekeeping. Any valuables brought to school or left in lockers occurs at the students' risk. The school is not responsible for lost items.

SCHOOL VISITORS

INDIVIDUALS VISITING THE SCHOOL MUST REPORT TO THE PRINCIPAL'S OFFICE.

Parents and guardians are always welcome to visit and take part in the educational process. Please make prior arrangements to visit by contacting the building principal at least 24 hours in advance.

Student visitors are not allowed during the school year. Exceptions can be made for a student interested in attending Dawson-Boyd High School in the future. Parents of interested students must contact the principal to initiate this request.

BUS INFORMATION

COMMUNICATION

In the event of a significant busing delay, change or incident impacting pickup or dropoff of students, the JMC communication system will be used to communicate with parents and guardians.

Please have this information updated with the elementary or high school administrative assistant.

BUS AND BUS STOP RULES

The School District bus safety rules are posted on every bus. If these rules are violated, the School District's discipline procedures are followed. Consequences are progressive and may include losing bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Director and the proper school official.

RULES AT THE BUS STOP

1. Get to your bus stop 5 minutes before pick up time. The school bus driver will not wait.
2. Stay away from the street or road when waiting. Wait until the bus stops before approaching.
3. Move away from the bus after exiting.
4. If you must cross the street, cross in front of the bus where the driver can see you. Wait for the driver to signal you before crossing.
5. No fighting, harassment, or horseplay.
6. No use of alcohol, tobacco or drugs.

RULES ON THE BUS

1. Follow the directions of the driver
2. Sit in your seat facing forward.
3. Talk softly and use good language.
4. Keep all body parts inside the bus.
5. Keep your possessions to yourself.
6. No fighting, harassment, horseplay.
7. Do not throw objects.
8. Do not eat, drink, or use tobacco/drugs.
9. No weapons on the bus.
10. Do not damage the school bus.

LIST OF BUS CONSEQUENCES

- 1st: Warning; driver will call parents; seat may be assigned to the front of the bus.
2nd: Report filed with Safety Director & Principal; consequences, such as detention, may be given.
3rd: 5 Days loss of riding privileges.
4th: 20 Days loss of riding privileges.
5th: No riding the rest of the year.

OTHER BUS DISCIPLINE

More serious consequences may be imposed if the student's conduct is severe. Cases involving criminal conduct (i.e., assault, weapons, or vandalism), the Superintendent, police and the Dept. of Public Safety will be informed. Removal from school may result from bus misconduct.

Consequences for misconduct will apply to all routes. A student's ability to ride the bus to co-curricular events will be at the sole discretion of the School District. Parents/guardians will be notified of any suspension of bus privileges. Violations of District policies governing smoking, drugs, harassment or violence will be investigated and actions taken by District officials.

Consequences occurring from the investigation shall be in addition to those determined and resulting from bus/bus stop misconduct.

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Serious offenses will be reported to the Department of Public Safety.

VANDALISM/BUS DAMAGE

Students damaging school buses will be responsible for the damages. Failure to make arrangements to pay within 2 weeks may

result in the loss of bus privileges until damages are paid.

BUS BEHAVIOR EXPECTATIONS

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school events, activities, or functions. All school rules are in effect while a student is riding the bus or at the bus stop. The Principal will impose consequences for violations. All bus misconduct will be reported to the Transportation Safety Director. Serious offenses may be reported to local or county law enforcement.

PARENT AND GUARDIAN TRANSPORTATION INVOLVEMENT

1. Become familiar with Dist. Rules & regulations.
2. Help students learn bus safety & practice it.
3. Accept responsibility for their student's actions.
4. Support bus safety & district discipline efforts.
5. Help students board buses safely.
6. Support School District emergency procedures
7. Respect the rights of others.
8. Alert officials of safety concerns.
9. Help monitor bus stops.
10. Support bus safety improvements

SCHOOL VAN & BOYD ACTIVITY BUS

When being transported in the school vehicle, all students need to remain seated with their seat belts buckled in a secure position. Students need to sign up by 1:00 p.m. to ride the activity bus.

PARENT AND GUARDIAN NOTICE

A copy of the District bus and bus stop rules will be provided to each family at the start of the school year or when a child enrolls. Parents/guardians should review bus rules with their child.

SCHOOL BUS SAFETY TIPS FOR MOTORISTS

- Motorists must stop at least 20 feet from a school bus displaying red flashing lights and/or has its stop arm extended when approaching from the rear and from the opposite direction on undivided roads.
- Red flashing lights on buses indicates students are either entering or exiting the bus.
- Motorists are not required to stop for a bus if the bus is on the opposite side of a separated roadway (median, etc.) — but they should remain alert for children.
- Altering a route or schedule to avoid a bus is one way motorists can help improve safety. In doing so, motorists won't find themselves behind a bus and as a result, potentially putting children at risk.
- Watch for school crossing patrols and pedestrians. Reduce speeds in and around school zones.
- Watch and stop for pedestrians — the law applies to all street corners and both marked and unmarked crosswalks (all street corners) — every corner is a crosswalk.

DAWSON-BOYD HIGH SCHOOL FEE INFORMATION

ATHLETICS

Payment of fees must be made prior to the first practice of the season in each sport. Any student who cannot afford to pay an extra-curricular fee should contact the athletic director. No refund will be made to anyone who voluntarily quits or who is cut by the coach for violating training rules. No refund will be made to students who transfer out of the school district after the 1st competitive event. Refunds will be made when a student is prevented by illness or injury from remaining in the activity until the first competition.

Athletics	Grades 7-8	Grades 9-12
Football	\$50.00	\$75.00
Volleyball	\$50.00	\$65.00
Cross Country	\$50.00	\$65.00
Swimming	\$50.00	\$65.00
Girls Tennis	\$50.00	\$65.00
Dance	\$50.00	\$65.00
Basketball	\$50.00	\$65.00
Wrestling	\$50.00	\$65.00
Track	\$50.00	\$65.00
Softball	\$50.00	\$65.00
Baseball	\$50.00	\$65.00
Golf	\$50.00	\$65.00
Boys Tennis	\$50.00	\$65.00

Activities	Grades 7-9	Grades 10-12
Knowledge Bowl	\$50.00	\$50.00
1 Act / Drama	\$50.00	\$50.00
Speech	\$50.00	\$50.00
Robotics	\$50.00	\$75.00

Maximum Athletic Fees*	
Max per student	\$175.00
Max per family	\$300.00

Athletic Passes	
Adult Season Pass	\$75.00
Senior Season Pass (62+)	\$45.00
10 Event Punch	\$60.00
Single Event (Adult)	\$7.00
Single Event (DB Student)	\$1.00

Single Event (Senior and non-DB Student)	\$5.00
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Misc. Expenses	Grades	Fee
Orchestra Rental	7 - 12	\$35.00
Band Rental	7 - 12	\$35.00
Class Dues	7 - 8	\$20.00
Class Dues	9 - 12	\$25.00
Chromebook	9 - 12	\$30.00

NOTES:

1. Additional Trap League fees will be collected by coaches at the start of the season.
2. Athletics: Payment of fees must be made prior to the first practice of the season in each sport. Any student who cannot afford to pay an extra-curricular fee should contact the athletic director. No refund will be made to anyone who voluntarily quits or who is cut by the coach for violating training rules. No refund will be made to students who transfer out of the school district after the first competitive event. Refunds will be made when a student is prevented by illness or injury from remaining in the activity until the first competition.
3. Music: School-owned instruments will have a fee of 35.00/yr. If a director asks a student who already owns an instrument to play a school-owned instrument, there will be no charge. If a director asks a student who does not own an instrument or a student (owns a different instrument) requests to play a school-owned instrument, there will be a charge.
4. All fees, detentions, and other student responsibilities will carry over from year to year. Students will not be allowed to participate in prom or commencement without completing these responsibilities.
5. If the band or orchestra director asks a student who already owns an instrument to play a school-owned instrument, there will be no charge. If a director asks a student who does not own an instrument or a student (owns a different instrument) requests to play a school-owned instrument, there will be a charge.

All fees, detentions and other student responsibilities will carry over from year to year. Students will not be allowed to participate in prom or graduation commencement without completing these responsibilities.

STUDENT SERVICES

ALC

Referrals to the Alternative Learning Center may be made for a variety of reasons. Students at risk of graduating on time are highly encouraged to attend the ALC to remain on track academically. Dawson-Boyd students attending the Alternative Learning Center in Montevideo are allowed to participate in the graduation ceremony provided they attend graduation practice. Guidelines for other activities and events will be communicated with these students. ALC students are allowed to be a part of or participate in the following:

- Senior T-shirts
- Prom
- Graduation Ceremony
- Baccalaureate
- Yearbook

- Sports
- Class Rings

ACTIVITY TICKETS

Students may purchase a pass that entitles them to admission to all home athletic events for \$40.00. Student tickets are \$1 to each event. Music booster buttons for concerts are \$20.00 for adults and students. Individual tickets for concert events are \$7.00 for adults and \$1.00 for students.

BREAKFAST/LUNCH PROGRAM

Breakfast is available for students at the rate of 45 cents a meal from 7:45 to 8:25 a.m. The price of noon lunches is \$2.30 per meal for students in grades K-2 and \$2.40 for students in grades 3-12. Breakfast and lunch is free for all students. Students who choose to have second helpings/extra milk will need to pay provided sufficient funds are available. Ala Carte selections will be available as staffing allows. If students are using Ala Carte or second helping/extra milks to charge, parents must fill out a form to approve these purchases.

GRADING SCALE

A	4.0	100	A-	3.7	97			
	3.9	99		3.6	96			
	3.8	98		3.5	95			
B+	3.4	94	B	3.1	91	B-	2.8	88
	3.3	93		3.0	90		2.7	87
	3.2	92		2.9	89		2.6	86
C+	2.5	85	C	2.2	82	C-	1.9	79
	2.4	84		2.1	81		1.8	78
	2.3	83		2.0	80		1.7	77
D+	1.6	76	D	1.3	73	D-	1.0	70
	1.5	75		1.2	72		0.9	69
	1.4	74		1.1	71		0.8	68
F	0.0	67 and below						

The honor roll is computed by an average of all subjects. Any D, F, or incomplete causes honor roll ineligibility. Students need to receive grades for six classes (credits) in any one grading period to be eligible for the honor roll. Students taking classes outside of DBHS will not be eligible for the honor roll or class rank until the high school counselor has received grades. A and B Honor Rolls are published at the end of each quarter. Students must have a 2.9 average to qualify. In order for a student to be an honor graduate, they must maintain a 3.2 average, beginning in the 9th grade.

Weighted Grades Policy
Dawson-Boyd High School does not weigh grades.
All classes use the same grading scale.

GUIDANCE AND COUNSELING SERVICES

The guidance and counseling department is committed to helping students, parents and staff to develop attitudes and skills that will enhance students' self-esteem, contribute to lifelong learning and promote successful relationships.

Transcripts

Transcripts are available upon request from the Guidance Office.

Post High School Planning

High school students need to begin to plan for life after DBHS. It is wise to be looking at all options to determine which career path is most appropriate. Post-secondary institution admission requirements, including test results, high school G.P.A. and application deadlines will vary. It is important to gather your information as early as possible. Juniors and seniors will be allowed a maximum of two college visit days per year. You must produce a written note from the college verifying your visit. You can arrange an appointment at any school by contacting their admission office. Contact or stop by the guidance office for help.

Guidance and Counseling Services are available to help students make educational and vocational plans, as well as helping individuals resolve personal problems. Individual counseling is available to students.

Missing Student Work/Assignments:

Dawson-Boyd Schools will communicate missing work for all students in the following manner. The goal of this communication is to decrease the amount of missing work and to be consistent in our communication to parents and students.

Details include:

- Missing work will be entered into JMC by the teacher by 8:30 AM on Monday mornings - labeled as 'M' or 'MI'
- Missing work will be emailed to parents and students **every Tuesday**. ~~twice a week: Typically Mondays and Thursdays~~
- Missing work lists will be shared with study hall teachers twice a week: **Typically Tuesdays and Fridays**. ~~Mondays and Thursdays~~
- If the student has a late assignment, the highest score they will be able to attain will be determined by the classroom teacher.
- Significant missing work may result in further actions including but not limited to: Study hall time in the office, lunch detentions, after school detentions.
- **Students should be checking their JMC grades and email on a regular basis, as well as communicating with teachers about missing work.**

SPECIAL NEEDS SERVICES

Special services such as speech therapy, special education for students with learning and/or emotional problems, adaptive physical education, and chemical dependency counseling and referrals are available. Information on Section 504 plans may be found on the school's website or by contacting the high school office. The 504 coordinator is:

Ryan Stotesbery
High School Principal
848 Chestnut Street
Dawson, MN 56232
rstotesbery@dwby.k12.mn.us
320-769--2955

Section 504 is enforced by the U.S. Department of Education, Office for Civil Rights (OCR). If you need information about Section 504, the contact information is as follows:

Office for Civil Rights, Chicago Office (Region V)
U.S. Department of Education
500 W. Madison Street Suite 1475
Chicago, Illinois 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (312) 730-1609
Email: OCR.Chicago@ed.gov

A copy of Dawson-Boyd School District #0378 Restrictive Procedures Plan is available upon request from the building principal.

TEACHER ASSISTANCE TEAM (TAT)

The student assistance team meets on a regular basis to monitor students' progress and success. Students may be referred to this team for academic or behavioral reasons. Interventions may be implemented and studied to determine their effectiveness before the team decides on next steps for the student. The TAT team is composed of the building principal, social worker, school psychologist, and two teachers.

HEALTH SERVICES / SCHOOL NURSE

The model of nursing services in Stevens Elementary and Dawson-Boyd High School uses a full time registered nurse who serves in the health office performing health office clerical functions, first aid and episodic care (caring for ill and injured students), medication administration as well as the below functions. The school nurse works with families, students and staff to promote a healthy and safe environment.

Functions of the School Nurse:

- Coordinate, organize and manage all health services provided in the school district.
- Develop a system of first aid, illness, management, medication administration, emergency care and health related procedures.
- Assess and plan for students with health issues including training to teaching staff.
- Provide nursing care and care coordination for students with complex or chronic health needs.
- Provide care for students with mental health issues or severe mental illness that requires medical management and ongoing communication with school staff, health care providers and families.
- Participate as part of a special education team, providing nursing services as needed.
- Plan and provide a screen for health problems that impact a student's ability to learn (asthma, ADHD, vision, hearing, scoliosis) do follow-up with referral.
- Serve as a resource to staff, students, families regarding health concerns and health education and connect with resources in the community as needed.
- Coordinate prevention and control of communicable diseases.
- Provide immediate first aid and comfort to injured students.
- Provide care to students who become ill or have health concerns during the school day.
- Maintain documentation of immunizations and other health records.
- Administer medications and provide routine nursing care for students according to physician's orders and parent/guardian requests.

Education/Training:

- Bachelors of Science degree in Nursing -
- Licensed through MN Board of Nursing as Registered Nurse
- Licensed through MN Board of Nursing as Public Health Nurse
- Certified in CPR/First Aid

Health Screenings:

In Minnesota, no laws require periodic screening of students in the schools. We have determined that the health screenings offered to students will be hearing and vision, height, weight, color deficiency in boys, and scoliosis. These screenings will follow the guidelines recommended by the Minnesota Department of Health. The primary goal is to identify any difficulties that might impact a child's ability to learn with early detection and intervention. The purpose of periodic health screenings are to:

- Identify children who are not growing and developing normally
- Refer students with visual or hearing abnormalities that might interfere with their education or growth to health care professionals.
- Encourage parents to take responsibility for their child's growth, development, and follow up with referrals to health care professionals

Screening Schedule:

- Hearing, Vision, Heights and Weights for Students in grades K, 1, 2, 3, 5, 7, 8, 10 and 11 are completed in the fall
- Boys in Kindergarten grade will be tested for color deficiency (color blindness) in the fall
- Scoliosis screening of girls in 5th grade and 6th grade will be completed in the spring
- All new transfer students K-6th grade will be screened shortly after entering school as needed
- Any screening can be completed at any time if there are concerns by parent, teacher or the student themselves

ILLNESS AND KEEPING YOUR CHILD HOME:

The Dawson-Boyd School District uses recommendations from the Minnesota Department of Health (MDH), Center for Disease Control (CDC) and uses the [Hennepin County Child Care/School Manual](#) as a reference for exclusion and handling of infectious disease.

Often an early morning decision that parents have to make is whether their child is well enough to go to school. Not only may the child feel too sick to learn very much on those days, but they are also infecting other students and staff. Below are some guidelines, which will help you decide whether to send them or keep them home.

Fever: If a student has a temperature of 100 degrees or more, parents should keep their children home. If they have 100 degrees or more fever at school, parents will be called to come to pick up their child. They need to be fever-free for 24 hours before returning to school. Tylenol, Ibuprofen, and other similar medications will bring a fever down, but it does not mean that the child is still not sick. **They need to be fever free without taking medication for 24 hours.**

Often the temperature rises during the day. A slight fever in the morning will get much higher by noon. Often with a borderline temperature (99-100), kids might feel quite ill. Use your judgment about sending them when their fever is less than 100.

Vomiting and Diarrhea: Keep them home! Vomiting and diarrhea are not considered “normal”. Often children will feel better after vomiting, but will quickly become ill again. Keep them home until they are free of symptoms for at least 24 hours after the last episode of vomiting and/or diarrhea.

COVID-19: Please see the Dawson-Boyd ISD 378 Safe Learning Plan for current guidelines

Influenza: If your child comes down with symptoms of influenza or influenza-like symptoms they should be seen by a health care provider and remain out of school for the duration of time recommended by the physician. Symptoms include: fever, cough, body aches, headache, extreme fatigue, and sore throat.

Antibiotic treatment: If your child is on antibiotics for a communicable disease, such as strep throat, pink eye, etc, keep them home until they have been on the antibiotics for 24 hours. The exception would be for pertussis (whooping cough). They need to stay home for 5 full days of antibiotic treatment before returning to school. If they are going to continue on antibiotic treatment at school, be sure to follow the school’s medication policy.

Chicken pox: Students with chickenpox need to stay home until all of the pox marks have scabbed over-generally for 7 days. If the student gets chicken pox from the vaccine, it is usually a mild case. But they need to stay home until the pox marks are all scabbed over. If you suspect your child has chicken pox, a physician's note will be needed before they can return to school.

Pink Eye: Your child may have redness, itching, pain, & drainage from the eyes. Your child may have a fever. Keep your child home from school if fever is present or your child is not healthy enough to participate in routine activities. Keep your child home if they cannot keep their hands off of their eyes, if there is a lot of discharge or if your child is complaining of pain. Antibiotics or a note from a health care provider is not required to return to school.

Head lice: The Dawson-Boyd School District follows the recommendations of the Minnesota Department of Health (MDH), Hennepin County Epidemiologists, the American Academy of Pediatrics (AAP), the Centers for Disease Control (CDC), and the National Association for School Nurses (NASN) regarding how to handle head lice in school.

Based on current evidence, the experts recommend that students identified as having eggs and/or head lice remain in school and not be excluded (sent home).

If suspected lice or confirmed lice: If a teacher or another staff member suspects a student may have head lice, they will send them to the health office to be checked. If active lice or nits (eggs) are found, the parent will be confidentially notified. The student can remain in school. The health office staff can help provide information to the parent/guardian about proper treatment.

Head lice are very treatable. Everyone in the family and close contacts should be checked for head lice and treated if found. Many different treatment methods are available. Pamphlets on treatment are available in the school health office.

Head lice are a bother, but in the scheme of things, temporary. Anyone can get head lice, although head lice do not jump from one person to another. Encourage your children not to share combs, brushes, hats, headbands, or other hair clips. The best way to catch lice before it becomes an outbreak is to build regular head checks at home.

Keeping healthy: During the season of flu and colds, it is important to try to remain as healthy as possible. Adequate sleep and nutrition will help. Keeping sick children home when they are ill, will prevent others from becoming ill. Vital is encouraging good, frequent hand washing.

IMMUNIZATIONS

- Dawson-Boyd School District will enforce the Minnesota Immunization Law-Section 123.70 as amended by the 1998 legislature in respect to student immunization.
- Students enrolling in our school district will be required to provide the school district with an up-to-date immunization record at the time of registration. This record must contain minimum Minnesota school immunization requirements according to age/grade. Failure to do so will result in your child being sent home from school.
- If you, the parent, are conscientiously opposed to vaccinations you can file a notarized document with the school. The document can be obtained from the health office.
- Please visit the Minnesota [Department of Health Immunization Site](#) for more information.

REQUIRED PAPERWORK

Every year the following paperwork is required to start the school year. The forms can be found on the district website - teachers/staff - school nurse - website - forms:

- Annual School Health Information Form
- Seizure Action Plan - If your child has been diagnosed with seizures
- Asthma Action Plan - If your child has asthma
- Allergy Action Plan - If your child has a diagnosed allergy
- Diabetes Medical Management Plan - If your child has been diagnosed with diabetes
- Lactose Intolerance Form
- Authorization for Medication Administration - If your child need to take medication during the school day

MEDICATION

Medication Administration Guidelines for Students Attending Dawson-Boyd High School and Stevens Elementary

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However, some students require administration of medications during the regular school day. In those situations, the following procedure will be followed.

Parent/Guardian Needs to Bring the Medication to School

If the parent/guardian is unable to bring the medication to school, they should make contact with the school nurse prior to sending the medication and also note the quantity of the medication being sent.

Physician Order for Medication and Parent/Guardian Authorization

Before medication (including over-the-counter, herbal or food supplements) will be dispensed by the school nurse, the school health office must receive authorization from the student's physician and from the parent/guardian. These forms are available online and from the school health office. For those students that have specified health concerns (allergy, asthma, etc) an Emergency Care Plan must accompany the authorization form. Medication Authorization forms are required at the start of each school year and automatically expire at the end of that school year. Students are allowed to carry their inhalers and Epipens with physician and parent/guardian authorization.

Prescription Medications

Prescription medications must be supplied in the original prescription bottle and completely labeled with: date, student's name, name and dose of the medication, name of prescribing physician, route of administration, when to take, duration and expiration

date of medication. Prescription medications brought to school in any other container will not be administered. Questions regarding dosage and administration of the medications will be directed to the prescribing physician or the parent/guardian, at the discretion of the school nurse. Medications will be administered after questions have been resolved.

Over-the-Counter Medications

The school supplies a limited selection of over-the-counter medications such as acetaminophen, ibuprofen, Tums, cough syrup, anti-itch cream, cough drops and a few others. These items will only be administered to a student with parent/guardian permission found on the annual emergency contact form. All other over-the-counter preparations must be provided in the original labeled container. They will only be administered to the student according to physicians' orders and parent/guardian consent. Please forward any questions regarding specific over-the-counter medications and its use to the health office.

Sharing of Medications Prohibited

Students may not share prescription or over-the-counter medications with other students. Appropriate disciplinary action may be taken if necessary, upon the determination by the principal or his/her designee, after investigation that a violation of this procedure has taken place.

Unused Medications

When use of a medication has ceased or is no longer needed by the student, it is the parent/guardian's responsibility to retrieve unused medications from the school. Parents/guardians will receive a reminder that their student has medication left in the health office. If the parent/guardian does not come to pick up the medication, or call the health office to make other arrangements for the medication to be sent home, unused medications will be disposed of by the school. Medication will not be kept in the health office over the summer for the intent to be used the next school year.

Dispensing of Medication by the School Nurse

The Dawson-Boyd School District employs one full time RN. This RN is responsible for management of all medications and the administration. There will be a substitute if the employed RN is unavailable to work. The substitute will be trained by the school nurse in proper ways to administer medication. To give any medication in school, the parent/guardian must provide the school with a written order from a physician. The prescribing physician should have a copy of a form needed to send to the school. The parent/guardian must also sign a parent authorization form. Authorization must include:

- Student's Name
- Name of the medication
- Dosage
- Time of day it is to be taken
- Duration of time it is to be taken
- Physician's signature
- Parent signature

If there is a medication of any kind found in a student's possession, the teacher will contact the school health office. The parent/guardian will be asked to come and pick it up. The school's guidelines (listed above) will then be explained.

Medication Changes or Termination

It is the responsibility of the parent to notify the school when the medication changes or if the medication is terminated, and/or to obtain new orders.

Field Trips

The school nurse does not routinely accompany students on field trips. Prior to leaving the building, the nurse, teachers, parents/guardians, and students share in the responsibility for communicating health issues that may need to be addressed while on the field trip. If medication is needed during the time of the field trip, another district employee will be designated to assume this responsibility after receiving appropriate medication administration instruction. The student's parent/guardian may also choose to chaperone the field trip and dispense their child's medication.

You may call the school nurse if you have any questions about the health of your child. You may call 320-769-2955 or 320-769-4590 (Ext. 2312) and ask for Leah Prestholdt, school nurse .

GRADUATION REQUIREMENTS

JUNIOR HIGH REQUIREMENTS

Students in grades 7 and 8 must make satisfactory academic progress in order to pass. Students who fail 2 or more classes may be retained in that grade. At the end of the third quarter 7th, 8th, and 9th grade teachers will submit student names for consideration for retention of grade. The student, their parents, their teachers, and an administrator will meet to determine if retention is the best solution for meeting the students' needs. Reasons for retention could include lack of an adequate number of days of attendance or instruction, low skill development, inadequate preparation for the basic standards tests, or students demonstrating a lack of ownership in their education process showing little responsibility and personal accountability.

Summer School Policy for 7/8 Grade:

Students in 7th and 8th grade will be identified and recommended to attend Summer School based on being substantially below average on local achievement tests, academic failure in current classes, not demonstrating study skills and teacher recommendation. Achievement tests will include MCA test scores as well as local STAR assessment data.

Summer school is 2 weeks for each subject. If your child qualifies for summer school, you will receive a letter. Students are required to be present every day. If your child misses for any reason, you will need to sign a letter stating the reason why your child missed part of summer school. This letter will be placed in the student's cumulative file.

HIGH SCHOOL CREDITS FOR GRADUATION

Students will start accumulating credits when they successfully pass classes during their 9th grade year. Students in grades 9-12 will need to meet the following credit and class requirements.

DBHS students will be required to accumulate the following credits:

- 4 credits of English
- 3 credits of Math, which includes Geometry, Algebra 2 and PST.
- 3 credits of Science, which includes Physical Science, Biology and Chemistry.
- 4 credits of Social Studies which includes 1 credit of US history, 1 credit of Geography, 1 credit of World History, .5 credit of Government and Citizenship, and .5 credit of Economics.
- .5 credit of Health and .5 credit of Physical Education
- 1 credit of art
- .5 credit Personal Finance
- All other credits are elective.

To be considered a full time student at DBHS, students must be enrolled and making steady progress toward a minimum of seven classes per day. Students are allowed a maximum of one study hall per year. Exceptions will be made by the administration on a case by case basis. Students enrolled in fewer than seven classes would not be considered full time students and would not be eligible for academic honors earned by full time students. This would include class rank and honor student status. In addition, any enrollment level less than seven credits would be considered an 'F' for that credit hour. This would be reflected on the student transcript and could result in academic ineligibility due to falling grades.

Full time students are not allowed to take a credit from an alternative learning center unless they have taken the DBHS required course and failed it for the year. For example, a full-time student who refused to take English 11 at DBHS would not be able to take an English 11 ALC course and transfer the credits to DBHS to fulfill this graduation requirement unless they had already failed the course at DBHS. Any student who fails a course may either re-enroll in the course the following year or may take summer school to make up the credit.

Students dropping classes at DBHS prior to the end of the semester will receive a 55% as a final semester grade for the course. This grade will be averaged into the student's grade point average. The student will also be subject to the district's academic eligibility guidelines.

STUDENTS HAVE ONE WEEK AT THE END OF EACH QUARTER TO COMPLETE ANY INCOMPLETES, IF THE TEACHER WILL ACCEPT LATE WORK. IF THE WORK IS NOT MADE UP DURING THAT TIME PERIOD, THE GRADE FOR THAT QUARTER IS FINAL. SPECIAL CIRCUMSTANCES MAY RESULT IN A LONGER PERIOD OF TIME TO COMPLETE AN INCOMPLETE - AS DETERMINED BY ADMINISTRATION

STUDENTS STUDYING ABROAD SENIOR YEAR

Students who choose to study abroad their senior year will need to meet with the school counselor to ensure they are taking the classes they need to fulfill DBHS graduation requirements. Only credits will be accepted for classes that are taken overseas. Students will still be eligible to be an honor graduate if they have met DBHS requirements.

This is the current transition plan. However, DBHS reserves the right to change the requirements as needed to accommodate state/federal laws or school board action. If there are changes to this current plan, students and parents will be given ample notice to make sure that their son/daughter would have the opportunity to successfully graduate.

RELEASE OF INFORMATION

Public information shall include names and pictures of students participating in or attending extra-curricular activities, school events, and MSHSL activities or events. Release of information permission is included in the online JMC registration.

GRADUATION CEREMONY

Seniors in good standing (those who have finished all of their classroom obligations) are released from school five days before the school year ends. The senior class will meet with the principal in April to go over requirements for early dismissal and graduation. The building principal reserves the right to eliminate some or all of the early dismissal days as a disciplinary consequence. The student will receive a form that must be signed by all of the student's teachers, by the counselor, the principal and all outstanding fees must be paid. This form DOES NOT mean students have passed and will graduate, it means that everything is turned in to the teacher for the fourth quarter.

Seniors must accumulate 25 out of 26 credits to participate in the commencement ceremony. Students eligible to speak at commencement must be enrolled as a full time student for at least 5 semesters during grades 9-12 at DBHS.

Gold "high honor" cords will be awarded to students with a cumulative GPA of 97%-100%. White "with honor" cords will be awarded to students with a cumulative GPA of 92%-96.9%.

PSEO/ONLINE COURSES

Online courses: Students wishing to take a PSEO or online course must complete the following steps:

- Contact the counselor and principal before enrolling in courses at least 30 days before enrolling.
- If the course is offered at DBHS, a meeting is strongly encouraged to be held with student, parent, teacher, and counselor or principal.
- If students are under the age of 18, students must have written consent of a parent or guardian to apply for a PSEO or online learning course.
- **PSEO or online students who FAIL a course will receive a 0% for that class on their high school report card and transcript.**
- **PSEO or online students who WITHDRAW from a course will receive a 0% for that class on their high school report card and transcript.**
- Online classes - if quarter grades are available, they will be entered into the report card. Students who fail a PSEO or online class will not be eligible to participate in athletics for 2 weeks or 2 events.

If you are interested in an online course, please see the school counselor. A copy of the "Online Learning Options" policy is on file in the counselor's office.

PSEO

Sophomores may enroll in a career or technical education course at a MnSCU college or university if they have attained a passing score or met the 8th grade standard on the 8th grade MCA in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements.

Any eligible 11th or 12th grade student may choose to enroll in PSEO. According to state statute, a student should notify the

district of their intent to pursue this option by March 30th the school year before they are planning to attend a PSEO program. Prior to enrolling in a course, the student and the student's parents must sign a form that states they have been informed about the responsibilities of enrolling in this program. The student and the parent are **required** to visit with the counselor about the risks and possible consequences of enrolling in postsecondary courses. Students can appeal this policy with the H.S. Principal.

Any student taking PSEO courses must return the books to the college or they will be required to pay the cost of replacement for the books.

EARNING HIGH SCHOOL CREDIT BY ASSESSMENT

In accordance with the Minnesota Department of Education rule 120B.024 Sec. 6, Graduation Requirements, Course Credits, the opportunity to earn credit by assessment is provided as an option for students in grades 9 through 12. If interested in this option, please see Counselor, Rebecca Mortenson.

PROGRESS REPORTS

Report cards are available online through our JMC Parent Portal. Please see our District Administrative Assistant to set up your user name and password. Paper report cards (9 weeks) will not be distributed unless requested. Deficiency reports are usually sent at mid-quarter but can be sent at any time. An honor roll will be posted at 11-week intervals.

Email notices through JMC messaging will be sent at mid-quarter and quarter for students who are failing a class.

SCHEDULE CHANGES

Students will have until the end of the first week of each semester to change their schedule.

First Semester - Final Day for changes - September 1st

Second Semester - Final Day for changes - January 26th

Schedule change forms must be signed by a parent, the counselor and the teacher that the change will affect. Forms are located in the counseling office.

HONOR AWARD - POINT SYSTEM

The purpose of the honor point system is to recognize students, grades 7-12, who take part in many activities and excel in academics. 135 points are required for a student to earn an honor letter (8th grade will be at the 125 point total due to one less class than 7th grade). Letters are awarded in the spring at Class Night. **Points in all activities are awarded at the discretion of the teacher, supervisor, or coach.**

1. Academics: No Maximum

A> 4 pts, B> 3 pts, C>2 pts, D>1 pt, F>minus 1 pt.

The first 3 quarters are figured on actual grades. 4th quarter grades are an average of the first 3 quarters. Band, Choir, and Orchestra grades are excluded.

2. Attendance: Maximum of 20 points.

Perfect attendance each quarter = 5 pts. One or less unexcused absence for quarter = 3 pts.

3. Athletics: Maximum of 30 points.

7th & 8th grade	5 points	B-Squad	10 points
Varsity	15 points	Varsity Captain	5 points

4. Music: Maximum of 35 points.

7th & 8th grade Choir, Band, Orchestra	5 points each	9-12 Band	10 points
9-12 Choir	10 points	Orchestra	10 points

Check with your teacher for additional points.

5. Clubs & Activities: Maximum of 10 pts per club.

Points will be awarded according to participation. Clubs included are: FFA, FLA, Knowledge Bowl, Speech, Student Council, One-Act Play, Robotics, Trap Shooting, National Honor Society and Musical (if applicable).

WITHDRAWALS

When students withdraw from school, all fees must be paid and chromebook returned before records will be forwarded. A form needs to be signed by the parent and student when withdrawing.

STATE TESTING

TESTING

The following tests are currently required by the Minnesota Department of Education.

7 th Grade	Reading and Math
8 th Grade	Reading, Math and Science
10 th Grade	Reading and Science
11 th Grade	Math
7 th -12 th Grade	ACCESS testing for students who qualify as an English Language Learner student.

Below is the Parent/Guardian Guide to Statewide Testing. This document is also located on the school and Minnesota Department of Education website, and may be used by parents/guardians.



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student’s participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov >
Students and Families >
Programs and Initiatives >
Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 2022 to 2023 school year.)

Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- | | |
|---|--|
| <input type="checkbox"/> MCA/MTAS Reading | <input type="checkbox"/> MCA/MTAS Science |
| <input type="checkbox"/> MCA/MTAS Mathematics | <input type="checkbox"/> ACCESS/Alternate ACCESS |

Contact your school or district for more information on how to opt out of local assessments.

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ATTENDANCE

The Board of Education, administration and staff believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive, not punitive.

This policy recognizes that class attendance is a joint responsibility to be shared by the students, parents or guardians, teachers and administration. This policy will assist students in attending class. The philosophy of Dawson-Boyd High School is to place the responsibility on students and their parents to ensure that absences are infrequent, and that when they occur, they are caused by matters of extreme urgency. The responsibilities of the school are to provide students instruction, to inform parents of students who are not in attendance, and to enforce compulsory attendance laws as well as regulations. It is the student's responsibility to be in school. It is also the student's responsibility to attend classes regularly and follow the correct procedures when absent from school.

Religious Observance Accommodation

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. A school board must provide annual notice to parents of the school district's policy relating to a pupil's absence from school for religious observance.

Parents

Parents of absent students will call or email the school when their child will be absent. The school will call the parent during the

day if a student is not in school. These contacts will be made at the parent's residence or place of work. If the school is unable to reach the parent the day the student is gone, the procedure will be repeated the following day. If no contact is made, the absence will be recorded as unexcused, detentions/suspension will be assigned, and a note sent home. Parents who are unable to follow the above procedure need to contact the high school office.

When a student must leave the school during the school day:

1. If a student becomes ill during the day they must see the nurse, high school principal or counselor before leaving school. If the student goes home during the school day due to illness, they are not eligible to participate in activities or games the remainder of the day. This will be an excused absence.
2. If a student needs to leave school during the day for a reason other than illness, they must have a parent call, email or bring a note to the office. The office must issue them an "Out of Building Pass" if you leave the building. Students will need to show the pass to the teacher of the class that they are leaving. **Remember that students must sign in and out when leaving/returning to the building before the end of the day. Failure to sign in or out (except over noon) will result in detention.**
3. If students do not follow these policies, they will receive an unexcused absence and possibly other disciplinary actions. This decision will be at the discretion of the high school principal.

When a student plans to be gone from school:

1. The student must bring a note from a parent or a phone call/email must be made stating when the student will be gone from school and the reason they will be absent.
2. Get an "Advanced Make Up Slip" from the Attendance Office.
3. The student should have teachers sign their assignment slip.
4. Students will complete the assignments if possible by the due date on the make up slip.
5. Teachers will make an effort to provide advanced homework but it may be difficult for teachers to accurately determine what will be required a week or two in advance. Some work may need to be done upon the student's return to school.

Allowable Absences

Students who are in grades 7-12 are allowed a maximum of **six unexcused absences per quarter**. Even though an absence may be considered unexcused, it is still the responsibility of the parent to notify the school that their child will not be in school. On the seventh unexcused absence, student grades will be docked for lack of participation in school activities including daily classes. On the 7th failure to participate, a 7% grade reduction will occur in each class. Each additional failure to participate will lower the grade by 2% until the grade is 75%. Students will not fail as a result of this policy. No further deductions will occur below 75%.

Absences which are exempt from the maximum of six allowable absences per quarter are:

- Medical and dental appointments which are verified by notes from the clinic's office. If the appointment is not verified by a note the absence will be counted as an unexcused absence.
- Absences which are the result of a death in the student's family.
- Extended family vacations will count as one day regardless of the total number. School contact needs to be made PRIOR to the vacation. Teachers will make an effort to provide advance homework but it may be difficult for teachers to accurately determine what will be required a week or two in advance. Some work may need to be done upon return.
- School sponsored activities.
- Court. Students should bring in documentation to have it excused.
- Juniors and seniors will be allowed a maximum of two college visit days per year. Please provide documentation of visit.

It is the student and the parent's responsibility to be informed of the number of absences accumulated during each quarter. Information on each student's attendance status is available by contacting the high school office at 769-2955. Notices will be sent to parents when students accumulate 4 unexcused absences.

Students will have two days for each day absent to make up their work if it is illness related or a death of a family member. Students will have one day for each day absent to make up their work if they were absent due to a family trip, school sponsored activities, court, or college visits. Any exceptions to this are at the discretion of the teacher or the principal.

Truancy/Skipping

Continuing Truant: A student who is absent from class or study hall for three or more class periods on three days without a valid excuse. The school will notify the parent by phone and/or first class mail when a student reaches three or more class periods on three or more days. The parent or guardian will have the right to set up a meeting with school administration to discuss options and consequences for the student. If truancy continues, a CHIPS (Child in Need of Protection) petition will be filed with LqPV Family Services. The student and his/her parents will need to appear before a judge regarding the truancy petition.

Skipping: A student who is not in the class they are assigned to for that particular class period. Examples could include, but are not limited to the following: a student who leaves a classroom without permission, a student who is in the building, but not where they are supposed to be, etc.

Consequences for skipping/truants:

- 1) 1st offense: Detention (length of time skipping)
- 2) 2nd offense: Up to one day of in school suspension.
- 3) 3rd offense: Up to two days of in school suspension.
- 4) 4th offense: Consequences determined by administration.

Tardy Procedure

Students are expected to be in their scheduled classroom at the beginning of each school day and at the beginning of each class period. Students who are detained by an instructor are to obtain a pass from that instructor before attending the next class. Students who are late because of bus problems will not be counted tardy. Students who are tardy need to stop in the office and get a tardy pass to get into their class. Passes may be administered by teachers and administration only. Two tardies will equal an unexcused absence in that class - if a student wishes to remove 2 tardies from their attendance totals, an after school detention will need to be completed by the student.

If a student needs to see another teacher, the student needs to get a pass to go to another part of the building. Students needing to leave the building during school hours (except for lunch or an excused school activity) need to sign out in the office and have parental permission before they leave the building.

ISS (In School Suspension) and OSS (Out of School Suspension)

When a student serves an in school suspension, it will not count towards their maximum of six absences. If a student serves an out of school suspension, it will count towards the maximum of six absences. Students will have one full day after they return from an ISS or OSS to get their make up work completed. If it is not made up at that time, the teacher's late work procedure for their classroom will be enforced.

Students will be required to work and/or read during In School Suspension with the following conditions:

- Phones will not be allowed.
- Computers/chromebooks will only be used for classwork.
- Music/headphones will not be allowed.

STUDENT OPPORTUNITIES

Assemblies and Pepfests

Assemblies and pepfests are school functions and attendance is required. Students are to be seated in the auditorium as follows.

- 7th Grade - North - Front
- 8th Grade - North - Back
- 9th Grade - South - Front
- 10th Grade - South - Back
- 11th Grade - Center - Front
- 12th Grade - Center - Back

Respectful courtesy to the performers and to other members of the audience is expected and will be practiced.

Students can be excused from any lyceum or program. Students not wishing to attend must report to the high school office.

Extracurricular Activities

All students are urged to participate in at least one extracurricular activity each year. Extracurricular activities offer opportunities to improve skills in leadership, cooperation, initiative, sportsmanship, use of leisure time, and to make new friends.

Dawson-Boyd High School offers a variety of activities that complement our curriculum. Many of these activities are under the formal direction, rules, and regulations of the Minnesota State High School League. Students who participate in activities under the formal direction of the (MSHSL), must attend school on the day of the activity. For more information on the regulation of these activities, contact the Guidance Counselor.

DBHS also offers numerous activities during the school year. These include: FFA, FCCLA, band, choir, stage band, orchestra, drama, musicals, one-act play, knowledge bowl, speech, student council, robotics, trap shooting and athletic activities including: golf, football, boys' & girls' basketball, volleyball, boys' & girls' track, wrestling, cross country, girls' softball, dance team and baseball.

Dances

School policy does not permit 7-12 dances. Dances are permitted for grades 9-12 or 7-9.

The following rules apply:

1. The Principal is notified and approves at least 1 week in advance.
2. Provide an adequate number of chaperones.
3. Only students of Dawson-Boyd High School and guests are allowed to attend. Students/guests attending a 7th-9th dance must be in 7th-9th grade. Students/guests attending a 9-12th grade dance must be in 9-12th grade.
4. Dances must conclude no later than 10:45 p.m. for grades 7-9; and no later than 11:30 p.m. for grades 9-12; this does not include PROM.
5. Coats will not be worn into the dance. They will be left in the entry.
6. No pop or other containers can be brought to the dance.
7. Students should remain by the gym. Other areas are off limits.
8. If a student is suspected of being under the influence of alcohol/drugs, notify the head chaperone at once. The head chaperone will call the parents and the student will be required to leave the dance. The incident will be reported to the social worker, who is the head of the school's Chemical Pre-Assessment Team.
9. The police should be called if the head chaperone deems it appropriate.
10. CLEAN-UP 1. Notify the head custodian to provide tools. 2. Pick up large pieces of trash. 3. Damp mop any spills. 4. Dust mop the entire floor. 5. Make sure the stage and bathrooms are clean. 6. Flush all toilets
11. No re-admittance after leaving the dance. The prom policy allows alumni, out-of-town and current sophomore aged students to attend prom activities as guests. (No one over 20 years of age will be allowed to attend.) Any guest other than Dawson-Boyd juniors and seniors must pay a cover charge to be determined by the classes.

Field Trips

Field trips scheduled during the school year are part of the curriculum. Students must return a permission form signed by the parent/guardian in order to attend. The school will arrange supervision and transportation for the trip. All members of the field trip group are required to travel together, both coming and going, with a faculty representative. Students may be asked to bring money to cover the basic costs of the trip. If a student is not in good standing academically, behaviorally, or with attendance, the principal reserves the right to not allow a student to attend a field trip.

Knowledge Bowl

Knowledge Bowl competitions are academic contests designed for high school students. The DBHS Knowledge Bowl program is composed of both junior and senior high students. The program stresses higher-level thinking and teamwork. Membership is open to the entire school. Team participants are expected to be committed to team and school participation. They are required to attend practice one hour a week during November to March. They are also expected to complete their schoolwork in a timely and scholarly manner. Honor points are awarded to team members. Students interested in participating should sign up with the advisor, Mr. Greg Wyum.

National Honor Society (NHS)

Eligible juniors and seniors will submit materials for consideration of inclusion. A faculty council will determine whether students meet the qualifications for induction. The NHS advisor will oversee the chapter and work with students to develop goals and activities for the school year. Information related to eligibility requirements, review process, and other details will be posted on the school website. Faculty advisor is to be determined for the 2023-2024 school year.

Student Council

DBHS has a very active Student Council made up of students elected from grades 7-12. The Student Council elects officers.

The purpose of Student Council is:

1. To be the official representative organization of the student body to the whole school community.
2. To help promote harmonious relationships between all groups in the school community.
3. To help maintain an orderly direction of school activities. The Student Council organizes and participates in the Homecoming and Snow Week activities. The Council also schedules other DBHS student activities, such as a blood drive, as well as funding two scholarships for DBHS seniors.

The Student Council urges each student to participate in Council activities. Students are encouraged to talk to a Student Council representative about ideas, concerns, or issues. Advisor for the Student Council is Ms. Ashley Schacherer. Honor points are awarded for participants of a full year.

ATHLETICS, ARTS and ACTIVITIES ELIGIBILITY

Physicals

Dawson-Boyd provides a complete and comprehensive athletic program for students. Students who participate in athletics are required to have a current physical (every 3 years) on file. **Parents of 7th grade students should be aware that all 7th grade students are required to have an athletic physical before participating.** The parents must sign an annual health questionnaire.

Dawson-Boyd High School is a member of the Minnesota State High School League. Athletes are subject to the rules and regulations of the MSHSL. Parents and students are required to read and sign a form, stating they understand the rules. This includes all athletic competitions plus music, speech, knowledge bowl, FCCLA, FFA, Student Council, drama and robotics.

Students who participate in athletics are required to pay fees. Fee amounts are listed on page nine of this handbook. Students who have difficulty in paying the fees should see the athletic director. If you have any questions about athletics, please contact the Athletic Director, Mr. Tony Aafedt. All students participating in Minnesota State High School League (MSHSL) sanctioned activities must abide by MSHSL rules and school rules, as follows:

MOOD-ALTERING CHEMICALS **(NON MSHSL/MSHSL)**

MOOD-ALTERING CHEMICALS

If a student has been stopped by the police for a chemical violation, it is the student's responsibility to notify the athletic director on the next day that school is in session about the violation. If the violation occurs in the summer, the student must notify the school by phone or in person. If a student fails to notify the athletic director, additional disciplinary action may result.

I. PURPOSE

Every Dawson-Boyd student, whether participating in an extra-curricular activity OR not, referred for the first time to the pre-assessment team and who are determined to have been using or in possession of chemicals, will be required to participate in an awareness program set up by the school, or by the county officials where the student resides. The pre-assessment team consists of the building principal, athletic director, school counselor and high school social worker. The program set up by the school will be "INSIGHT", a four to seven hour, one-to-one awareness program. This program will be required after the first and second violations. However, Dawson-Boyd High School will not supersede any intervention programs required by local county officials or court systems. Following a third and subsequent violations, a student who voluntarily chooses to become a participant in a treatment program may become eligible for participation after a minimum period of 6 weeks after entering treatment if certain conditions are met. The Minnesota State High School League rules on alcohol, tobacco, drugs and marijuana **(including edibles)** will apply to all extra-curricular and to co-curricular activities as applicable. The INSIGHT program must be completed before a student can be reinstated into Dawson-Boyd High School activities. If a student is not involved in an extracurricular activity, the senior in good standing form will not be signed until the counseling is finished. If the student refuses to complete INSIGHT, they will not participate in the graduation ceremony.

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct as it relates to the use of mood-altering chemicals. Such compliance will enhance the school district's ability to maintain a positive educational culture.

The school district will take appropriate disciplinary action when students fail to adhere to the rules established by this policy.

II. GENERAL STATEMENT OF POLICY

All students participating in Minnesota State High School League (MSHSL) sanctioned activities must abide by MSHSL rules and school rules. During the calendar year, regardless of the quantity, a student shall not: (1) use or possess a beverage containing alcohol; (2) use or possess tobacco; or, (3) use or consume, have in possession, buy, sell, or giveaway any other controlled substance (including edibles). The policy applies continuously from the first signing of the student Eligibility Brochure. It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student's own use by her/his doctor.

III. DEFINITION OF POSSESSION

"Possession" shall be further defined as follows: When a student knows or reasonably should know that they are in the presence of, or in close proximity to, alcohol, tobacco or other mood altering chemicals (including edibles), the student is expected to immediately take reasonable steps to remove him/herself from the situation. If the student fails to remove themselves from the situation, the student shall be deemed to be in "possession" for purposes of MSHSL activities, regardless of whether or not the student used or consumed alcohol, tobacco or other mood altering chemicals.

If a student is able to provide proof from law enforcement that no physical possession or consumption of alcohol, tobacco or other mood altering chemicals took place, no chemical violation will be administered but a suspension of 1 week or one event whichever is greater will be enforced.

This provision does not apply to situations where the student is in the presence of their parent(s)/guardian(s), when the student is present at a scheduled event or gathering in which identifiable parents or adults are present or when the student is present in a public establishment regulated by Minn.Stat. § 340A.

IV. PENALTIES

Activities sponsored by the Minnesota State High School League and the DBHS High School are listed in two (2) categories: If students are found guilty of a chemical violation, they must serve a penalty for all categories they are involved with.

A. ACTIVITIES IN CATEGORY I

	<u>Boys</u>	<u>Girls</u>
Fall	Football Cross Country	Volleyball Cross Country Tennis Swimming
Winter	Basketball Wrestling	Basketball Dance
Spring	Golf Track Baseball Tennis	Golf Track Softball

First Violation Penalty – Category I

After confirmation of the first violation, the student will lose eligibility for the next four consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, of a season in which the student is a participant. **AS AN ALTERNATIVE:** With the completion of the INSIGHT Program and 10 hours of community service, the student will lose eligibility for the next two consecutive interscholastic contests or 2 weeks, 14 calendar days, whichever is greater, of a season in which the student is a participant. The alternative agreement must be signed by the student, parent/guardian and Activity Director within 10 days of the violation.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in.

Athletic fees will not be waived for any student serving a chemical violation.

Second Violation Penalty – Category I

After confirmation of the second violation, the student will lose eligibility for the next twelve consecutive interscholastic contests or 4 weeks, 28 calendar days, whichever is greater, of a season in which the student is a participant.

AS AN ALTERNATIVE: With the completion of the INSIGHT Program and 15 hours of community service, the student will lose eligibility for the next six consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, of a season in which the student is a participant. The alternative agreement must be signed by the student, parent/guardian and Activity Director within 10 days of the violation.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in.

Athletic fees will not be waived for any student serving a chemical violation.

Third and Subsequent Violation(s) Penalty – Category I

After confirmation of the third violation, the student shall lose eligibility for 12 months, or 365 days, from the date of the most recent infraction.

AS AN ALTERNATIVE: A student who voluntarily chooses to become a participant in a treatment program may become eligible for participation after a minimum period of 6 weeks after entering treatment if all of the following conditions are met:

- a. The student is assessed as chemically dependent,
- b. The student enters treatment voluntarily,
- c. The director of the treatment center certifies that the student successfully completed the treatment program.
- d. The treatment option cannot be used for the first or second violation.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. All costs associated with the assessment are the responsibility of the parent/guardian. Any other violations for which the penalty has not been satisfied must still be served in full.

Carry over from one activity to another: If a student does not serve their full penalty in one sport it will carry over to the next sport the student participates in.

Athletic fees will not be waived for any student serving a chemical violation.

B. ACTIVITIES IN CATEGORY II

Speech	One Act Play	Robotics
Band	Choir	Trap Shooting
Knowledge Bowl	Orchestra	National Honor Society

MASTER CALENDAR OF EVENTS

(If not in Speech/Knowledge Bowl)

- Large Group Choir Contest
- Large Group Orchestra Contest
- Large Group Band Contest
- Solos/Ensembles

School concerts are not included in the Master calendar of events for band, choir, and orchestra because the concert is part of the student's grade. The Master Calendar of Events for music is MSHSL sanctioned activities only.

PENALTIES FOR CATEGORY II ACTIVITIES

Penalties for Category II events must be served separately from Category I Activities.

First Violation Penalty – Category II

After confirmation of the first violation, the student shall lose eligibility for the next two (2) Master Calendar scheduled contests or two (2) weeks of a season in which the student is a participant, whichever is greater. Students in violation are not permitted to participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. in the designated two (2) weeks. No exception is permitted for a student who becomes a participant in a treatment program.

Second Violation Penalty – Category II

After confirmation of the second violation, the student shall lose eligibility in the next three (3) Master Calendar scheduled concerts or contests or six (6) weeks of the season in which the student is a participant, whichever is greatest. Students in violation are not permitted to participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. for the designated six (6) weeks. No exception is permitted for a student who becomes a participant in a treatment program. However, the student in violation must become involved in an approved treatment program before he/she can become reinstated in any school-sponsored activities. The director or a counselor of a chemical dependency treatment center must issue certification.

Third Violation Penalty – Category II

After confirmation of the third (3) or subsequent violation, the student shall lose eligibility for the next six (6) Master Calendar scheduled concerts or contests or nine (9) weeks of a season in which the student is a participant, whichever is greater. Students in violation are not to participate in small group performances such as madrigals/dinner theaters, requests by churches and service clubs, and etc. for the designated nine (9) weeks.

If after the third subsequent violation, the student on his/her own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in Minnesota State High School League Activities after a minimum period of (6) weeks. The director or counselor of the chemical dependency treatment center must issue such certification.

PUBLIC PERFORMANCE:

These are events that include but are not limited to homecoming court, conventions, or any event where the student is representing Dawson-Boyd Public Schools. A student in violation is ineligible to be on the homecoming court for at least one calendar year from the date of administration. A student in violation will be ineligible from any public performance events, if they have not fulfilled their penalties in both Category I and II. Missing a public performance event will count towards a Category II event.

NOTES:

Unfilled Suspension: Any part of an unfilled suspension will be applied to the next season in which the student participates.

MSHSL Clause: If the penalty does not meet the minimum first violation MSHSL policy, the student will serve the MSHSL penalty for first violations. Tournaments: In-season tournaments shall count as one scheduled event.

Denial Disqualification: A student shall be disqualified for nine (9) additional weeks of participation beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate, and then is subsequently found guilty of the violation.

Participation While Serving a Suspension: A student shall be required to practice for a minimum of one sport to fulfill their suspension. If the student athlete is out for more than one sport in a 12-month period, they would be highly encouraged to attend all practices in order to develop their skills for future participation. The coach shall have a meeting with the athlete to determine their level of participation while serving their suspension. The coach has discretion on the following items: 1) if the athlete will be issued a jersey, 2) if the athlete will practice, and 3) if the athlete will be allowed to attend games and sit with the team on the bench.

Accumulative Penalties: Penalties shall accumulate beginning with the student's first participation in a League activity and continuing through the student's high school career.

ACADEMIC ELIGIBILITY

Athletes must maintain academic eligibility to compete in interscholastic competition.

Failing Grades (F's):

A student who has one or more F's on his/her report card, is ineligible for interscholastic competition for two weeks or two contests, whichever is greater. The two weeks or two contests begin on the day after the F-lists are printed. In two weeks, if student progress is satisfactory in all classes, eligibility will be restored. If not, students shall be ineligible for two additional weeks or two contests, whichever is greater.

Mid-Term Report:

A student who has one or more F's reported on the mid-term report is ineligible for interscholastic competition beginning on the day after the mid-term report is printed. However, a student becoming ineligible under this clause may be made immediately eligible when each teacher reporting F grades signs off indicating sufficient progress has been made to upgrade the failing grade to a passing grade. If teachers do not sign off, students are ineligible for interscholastic competition for two weeks or two contests, whichever is greater.

Incompletes:

A student who has one or more Incompletes on the report card is ineligible for interscholastic competition until all Incompletes are amended. If an Incomplete becomes an 'F', procedure for eligibility will follow item #2- above. Restoring eligibility is the student's responsibility. When Incompletes are made up, the student must pick up a form in the principal's office and have all teachers sign off to confirm satisfactory progress. When teachers issuing incompletes have signed off, eligibility is restored.

Carry Over:

Ineligibilities shall carry over from the previous year (4th quarter marking period).

STUDENT LOCKERS, DESK AND STUDENT 'S PERSONAL POSSESSIONS

Students are responsible for keeping lockers neat and clean. ***KEEP YOUR LOCKERS LOCKED.*** Students should not bring valuables or large amounts of money to school. If so, valuables should be checked into the office for safekeeping. Students will provide their own locks for PE and athletic lockers. Varsity lockers go to varsity athletes during the season based upon availability and seniority. Any valuables brought to school or left in lockers occurs at the students' risk. The school is not responsible for lost items.

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker.

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks.

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person.

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

- D. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given the use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

BEHAVIOR EXPECTATIONS

STATEMENT OF POLICY

"It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's education. Without discipline in the schools, learning cannot occur. Therefore, this district-wide school discipline policy has been adopted. It is the responsibility of the school board, administration, and teachers to safeguard the health and safety of each student. The school board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with state statute, state board of education regulations, and this policy."-Dawson-Boyd School Board.

The discipline procedures used at DBHS are designed to meet two goals: 1) Provide an orderly environment where students may pursue an education without interference. 2) To provide corrective help and guidance toward self-discipline for each student who violates school policies or the rights of others.

PARENT/GUARDIAN INVOLVEMENT:

The ultimate responsibility for the behavior of a student rests with the student and their parents/guardians. The goal of the staff will be to correct the problem with a minimum of disruption to the life of the student. Persistent serious problems can result in conferences with the parents/guardians in an effort to find and implement a solution to the problem.

A school district may discipline a student for off-campus misconduct in either of the following situations:

- 1) misconduct is a continuation of or has a nexus with improper conduct that occurred on school grounds.***
- 2) the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of the students and faculty.***

DETENTION

The principal and teachers can assign detentions for the violation of classroom and school rules. The detentions will be sat with the principal **after school** in increments of 30 minutes or an hour. **Students must serve their detention within three days of when it was assigned. Detentions will not be allowed to accumulate.** If students do not serve the detention by the end of the three days, it will be doubled and must be served immediately. If a student does not serve their detention, they will serve an in-school suspension of up to one day. Students who ride the bus, participate in extracurricular activities, or hold after school jobs are held to the same disciplinary measures as students who are not involved in these activities.

OUT-OF-SCHOOL SUSPENSION, EXCLUSION AND EXPULSION

The Pupil Fair Dismissal Act covers suspension and expulsion. These actions are used in response to serious disruptions or chronic, inappropriate behavior by the student and are measures of last resort. The Pupil Fair Dismissal Act shows your rights and responsibilities as a parent. A copy is available in the H.S. office.

CLASSROOM/STUDY HALL EXPECTATIONS

Students are expected to behave. Students should:

1. Do your best.
2. Respect and work with others.
3. Stay on task.
4. Have regular attendance.

In addition, each teacher has their own rules and expectations for students. Failure to follow rules will result in consequences.

All study halls will have the following guidelines:

1. Students will either be working on homework or making progress towards AR requirements.
2. No phones will be allowed in study halls.
3. Chromebooks, laptops and other types of computers will be used for educational purposes.
4. Noise level should be kept to a minimum to allow all students the best atmosphere to study and work.
5. No food or drink is allowed in study halls.

CODE OF STUDENT CONDUCT

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials.
3. Gambling, including, but not limited to, playing a game of chance for stakes.
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing, or distributing tobacco or tobacco paraphernalia;
8. Using, possessing, distributing, or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district Weapons Policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
14. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Possession of nuisance devices or objects which cause distractions including, but not limited to, pagers, radios, and phones;
20. Violation of school bus or transportation rules or the school bus safety policy;
21. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
22. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
23. Possession or distribution of slanderous, libelous or pornographic materials;
24. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
25. Criminal activity;
26. Falsification of any records, documents, notes or signatures;
27. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
28. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion;
29. Impertinent or disrespectful language toward teachers or other school district personnel;
30. Sexual and/or racial abuse and/or harassment;
31. Actions, including fighting or any other assaulting behavior, which causes or could cause injury to the student or other

- persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
32. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
33. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
34. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
35. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
36. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
37. Violation of school rules, regulations, policies, or procedures;
38. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor/school district personnel, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Suspension from extracurricular activities;
- G. Detention or restriction of privileges;
- H. Loss of school privileges;
- I. In-school monitoring or revised class schedule;
- J. Referral to in-school support services;
- K. Referral to community resources or outside agency services;
- L. Financial restitution;
- M. Referral to police, other law enforcement agencies, or other appropriate authorities;
- N. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Expulsion under the Pupil Fair Dismissal Act;
- R. Exclusion under the Pupil Fair Dismissal Act; and/or
- S. Other disciplinary action as deemed appropriate by the school district.

REMOVAL OF STUDENTS FROM CLASS

If a student is removed from class, the teacher will instruct the student to go directly to the office. The student must make contact with one of the office administrative assistants. If a student fails to do this they will be subject to detention or suspension unless otherwise noted in an IEP plan. The student should also have a discipline referral form that was filled out by the teacher. Appropriate consequences will be administered if deemed necessary by the administration. A student will return to the class with a pass from the office. Students must have a pass to be admitted back to class. If a student is removed from class for disciplinary reasons, the student's parents will be notified in writing and/or by phone.

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have

the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which at the discretion of the teacher or administration, requires removal of the student from class.

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

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

Specific Conduct Violations

1. Students will not be insubordinate to employees.
2. Students will not assault students, teachers, or other district employees.
3. Students will not steal or damage property of the school or others.
4. Students will not possess or use any articles, or commit any acts that are illegal or cause harm.

WEAPONS POLICY

No person shall possess a weapon in school. Weapons (not limited to firearms) include: clubs, airguns, blades, poison, explosives, ammunition, propellants, lasers, and look alike weapons. Objects modified or used as a weapon (belts, pencils, scissors, laser pointers, etc.) are part of this definition. Consequences are listed in the school weapons policy in the district office.

ALCOHOL, TOBACCO, DRUG POLICY

The use and/or possession of alcohol, tobacco and other controlled substances is prohibited by Dawson-Boyd students at any time on school property or at any school sponsored activity regardless of location. Violation of this policy by underage users will result in suspension/or diversion. Students under suspicion of using controlled substances will be examined by the school nurse and released to their parents pending further investigation/or testing. The violation will be reported to the police. Tobacco users that have reached the age of consent that violate this policy will be assigned consequences by the building principal.

HAZING POLICY

All hazing activities connected to school functions on or off school property are prohibited. Any possible act of hazing should be reported to Mrs. Mortenson, the human rights officer OR Mr. Stotesbery, the principal. Any person violating the hazing policy will be subject to disciplinary consequences. The complete state policy on hazing may be obtained in the high school office.

POLICY AGAINST RELIGIOUS, RACIAL, & SEXUAL HARASSMENT & VIOLENCE

All people at District 378 have a right to feel respected and safe. Students or adults will not tolerate harassment. Harassment related to religion, sex, race or gender may include name-calling, graffiti, notes, unwelcome touching, offensive pictures, posters & book covers, and any words or actions that make you feel uncomfortable. Any act of harassment should be reported to Mrs. Mortenson, the human rights officer and Mr. Stotesbery, the principal. Any person violating the harassment policy will be subject to appropriate disciplinary action. The complete state policy on harassment may be obtained in the high school counselor's office.

BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

The term "bullying," specifically includes cyberbullying as defined in this policy.

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

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

- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Acts (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. "On school premises, on school district property or at school functions or activities or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

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

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy, and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or

disciplinary action, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program, (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

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

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

VIII. NOTICE

- The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

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

CLOTHING EXPECTATIONS (Previous language)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - Clothing appropriate for the weather.
 - Clothing that does not create a health or safety hazard.
 - Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - Clothing must cover the midriff, chest, shoulders, back and buttocks when seated or standing.
 - Shirts must have sleeves. Shorts must be at mid-thigh or longer. Sagging pants should not

- show or reveal under garments and should be secured with a belt or drawstring.
 - Clothing and/or accessories bearing a message that is lewd, vulgar, obscene, or otherwise deemed inappropriate by administration.
 - Apparel promoting products or activities that are illegal for use by minors.
 - Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
 - Any apparel or footwear that would damage school property. Roller shoes will not be permitted within the school building.
- D. Caps, hats, hoods, bandanas, etc. are not allowed during the school day in the building except with the approval of the building principal (i.e., students undergoing chemotherapy; medical situations).
- E. It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration on a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications. If the student does not comply, consequences will result. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendations to the administration for approval.

Consequences for violating this policy are as follows:

First offense: Warning, change into appropriate clothes, parents will be notified. Shirts will be provided for students to wear for the day. The shirt should be returned to the office at the end of the day. If a student wears inappropriate shorts, skirts, or pants, the student’s parent will need to bring appropriate clothes for their child to school or the child will need to borrow shorts/pants from another student.

Second offense: Detention for 30 minutes, change into appropriate clothes, parents will be notified. Shirts will be provided for students to wear for the day. The shirt should be returned to the office at the end of the day. If a student wears inappropriate shorts, skirts, or pants, the student’s parent will need to bring appropriate clothes for their child to school or the child will need to borrow shorts/pants from another student.

Third offense: Detention for 60 minutes, change into appropriate clothes, parents will be notified. Shirts will be provided for students to wear for the day. The shirt should be returned to the office at the end of the day. If a student wears inappropriate shorts, skirts, or pants, the student’s parent will need to bring appropriate clothes for their child to school or the child will need to borrow shorts/pants from another student.

Fourth Offense: Up to one day of In-School Suspension, change into appropriate clothes, parents will be notified. Shirts will be provided for students to wear for the day. The shirt should be returned to the office at the end of the day. If a student wears inappropriate shorts, skirts, or pants, the student’s parent will need to bring appropriate clothes for their child to school or the child will need to borrow shorts/pants from another student.

Student Dress & Grooming (Proposed new language)

Dawson-Boyd dress code expectations are intended to promote excellence and a safe learning environment for every single student. We believe that part of identity development is also expressing oneself through clothing and style choices. However, there also must be parameters around the way we interact with one another and present ourselves within our learning environment. As such, our dress code is intended to be inclusive and responsive in reference to race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income and body type/size. The Dawson-Boyd dress code will be enforced during regular school hours. Coaches/club advisors may make appropriate adjustments for practice and performance attire.

Standard of Excellence: Certain body parts must be covered for all students at all times.

The following body parts must be fully covered with opaque fabric: genitals, buttocks, chest, and undergarments (visible straps are allowed). All items listed in the “must wear” and “may wear” categories below must meet this basic standard of excellence.

Students Must Wear, while following the basic standard of excellence above:

A shirt (with fabric in the front, back, and on the sides under the arms), AND
Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
Shoes

Students May Wear, as long as these items do not violate the standard of excellence as state above:

Religious, cultural headwear, head wraps/scarfs/do-rags.

Students Cannot Wear:

Clothing or accessories that:

Hats and hoodie sweatshirts (hoods on head) (staff discretion in classrooms as outlined in syllabus/classroom rules).

Depict violent images or language.

Has images or language depicting drugs or alcohol (or any illegal item or activity)

Creates a hostile or intimidating environment based on any protected class or marginalized group.

Could be considered dangerous or could be used as a weapon.

Bandanas

Swimsuits (except required in class or athletic practice).

Blankets, towels, or large coverings or draping.

INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the

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

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law;
4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
7. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or

provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

B. A student or employee engaging in any of the foregoing unacceptable uses of the Internet when off school district premises and without the use of the school district system also may be in violation of this policy as well as other school district policies. In situations when the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district shall investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

VI. FILTER

A. All School District computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.

B. All School District computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing the use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and email files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and email files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

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

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

A. All users shall be notified of the school district policies relating to Internet use.

B. This notification shall include the following:

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

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

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

XIII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.

D. Because of rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

STEVENS ELEMENTARY

Dawson-Boyd Public Schools



Small School. Big Opportunities.

2023-2024

Parent/Student Handbook

"Finding JOY in the journey.
That's how we ROLL!"



Independent School District No. 378



848 Chestnut Street, Dawson, Minnesota 56232

“Small School...Big Opportunities”

Dear Parents and Students,

This handbook has been designed to familiarize you with Stevens Elementary School. Feel free to communicate your concerns or questions at any time.

Thank you for the part you play in making Dawson-Boyd Public Schools an exceptional learning community.

Please take time to read through the handbook with your children. The time you spend will help to set the tone for the school year. As you look at our handbook I want to note the following important items:

- Please remember to call or email the elementary office by 8:30 if your child will be tardy or absent [320-769-4590 (press 4 for attendance)/sandih@dwby.k12.mn.us]. Review the section of the handbook that refers to attendance. It will guide you as to attendance expectations. Attendance is key to your child’s success. **Please try to schedule appointments and such outside of the school day.**
- Remember electronic devices are the responsibility of the student when in the school setting. School will not be responsible for lost or damaged items. Please visit with your child before you send any items of value to school. Devices may not be used during the school day unless under the supervision of the classroom teacher - this includes WATCHES used to text and communicate.

I look forward to partnering with you for a successful year of growth for the students and staff of Stevens Elementary.

Sincerely,

Amy Hiedeman

Stevens Elementary Principal | Dawson-Boyd School District

ahiedeman@dwby.k12.mn.us

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." -MLK, Jr

Holly Ward, Superintendent of Schools
Phone – (320)769-2955

Rebecca Mortenson, Counselor
Phone – (320)769-2955

Amy Hiedeman, Elementary Principal
Phone – (320)769-4590

Ryan Stotesbery, Secondary Principal
Phone – (320)769-2955

An Equal Opportunity Employer

STEVENS ELEMENTARY WILL HONOR AND UPHOLD ALL POLICIES AS SET FORTH BY THE DAWSON-BOYD PUBLIC SCHOOL BOARD OF EDUCATION. ALL POLICIES ARE ON FILE IN THE DISTRICT OFFICE AT 848 CHESTNUT STREET IN DAWSON AND AVAILABLE UPON YOUR REQUEST.

THANK YOU FOR BEING A PARTNER IN THE EDUCATION OF THE YOUTH OF THE DISTRICT.



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District 378 Elementary Personnel List 2023-2024

Board of Education

Bruce LundChairperson

Brett Buer

Lynn Marotzke

Tonya Kelly

Clint Schindler

Cameron Jurgenson

Karla Perkins

Administration

Holly Ward

Ryan Stotesbery

Amy Hiedeman

Tony Aafedt

Superintendent

Secondary Principal

Elementary Principal

Community Ed Coordinator

Activities Director

Transportation Director

Elementary Staff

Jennifer Mork

Christina Wolner

Cali Anderson

Hailey Gritmacker

Alicia Croatt

Bethany Wager

Karla Erickson

Jeri Popma

Chelsea Ludvigson

Jami Sather

Patti Mork

Amber Omland

Tobi Kemen

Janelle Stender

Chris Lehne

Brandon Hurley

Kindergarten

Kindergarten

First Grade

First Grade

Second Grade

Second Grade

Third Grade

Third Grade

Fourth Grade

Fourth Grade

Fifth Grade

Fifth Grade

Sixth Grade

Sixth Grade

Music/Band

Music/Vocal

Allysa Hurley
Hank Ireland
Preston Schwegel
Kali Connor
Nichole Andrews
Ronda Krosch
Kallie Blascyk
Anne Jo Voorhees
Darla Swedzinski
Kassi Albertson
Stephanie Kelly
Amber Anderson
Leah Prestholdt
Sandi Hansen

Music/Orchestra
Physical Education
Physical Education
Speech/Language
Special Education
Special Education
Special Education
EC Special Education
Social Worker
DB Preschool/ECFE
DB Preschool/ECFE
DB Preschool
School Nurse
Administrative Assistant

Title I Support Staff

Amy Hiedeman, Title I Coordinator
Pam Lonnquist
Amy Schlemmer
Emily Busch
Ilse Olson

Library

Theresa Vogel

Food Service Director

Camey Maland

Custodians

Tim Stensrud
Todd Henneberg
Clint Blake
Ted Nelson
Mark Torgerson
Gene Jager

GENERAL INFORMATION

School District Policy Clarification: If a parent or guardian has a concern or question in regard to a school policy, please contact the Principal's office. If the question concerns class work, please contact the teacher. If the parent feels the problem is still unresolved, he/she should then contact the Principal.

Daily Schedule/Student Arrival: The school day begins at 8:28 and dismissal is at 3:00 p.m. for grades K-3 and 3:05 for grades 4-6. **Only those students having music lessons or those staying to do school work as requested by the teacher should remain after the regular dismissal times.** School age childcare is available at Junior Jacks.

School buses run a schedule that permits children to arrive at school at a regular time. **For those children who do not ride the school bus, we ask that they do not come to school until 8:10 a.m.** The only exceptions would be students who have music lessons or those who a teacher has asked to come early to do make-up work.

Junior Jacks is available for all students in grades pre-K through 6 that must arrive outside of the regular school hours. The hours of operation for Junior Jacks are 7:00 AM to 8:20 AM for the morning program and 3:00 PM to 5:30 PM for the after school program. Junior Jacks is available to preschool students on the days they are not in school. Enrollment information is available from the Community Education office/online.

Elementary students are not to wander in the halls of the high school building. If students have business in the high school during the school day or immediately before or after the day begins or ends they should make arrangements through the elementary office.

School and Activity Announcements: *Cancellations, time changes, emergency closings, late starts, early dismissals, etc. caused by weather or other reasons will be made public as early as possible. The JMC Messenger system makes notification via phone/text/email if contact information is submitted and current. Please listen to local radio stations (KLQP, KDMA, etc) for this information. Announcements are also made available through television announcements on KSTP, WCCO, KMSP, and KARE 11.*

Weather Related-School Closing Information

1. School opening and bus schedules may be delayed at any time due to changing weather conditions.
2. Announcements will be made before 7:00 a.m. whenever possible.
3. **Do not** send your child to school if you think that weather conditions are a threat to the safety of your child.
4. Early dismissal announcements due to rapidly changing weather conditions may occur at any time. Please listen to the radio stations and keep aware of phone messages/email if conditions look bad.

Attendance Policy: The Board of Education, administration, and staff believe regular school attendance is directly related to success in academics and in the growth of healthy social relationships. Absence from school can never really be made up. Students must not only complete school work successfully, but also maintain a good attendance record. Attendance is a responsibility shared by the students, parents or guardians, teachers and administration. The goal is to ensure absences are **infrequent**. It is the responsibility of the school to enforce the compulsory attendance laws and the students' responsibility to be in school. The following procedures will assist in developing good communication between the home and school in matters of school attendance.

- 1) **Please call/email the Stevens Elementary office by 8:30 am** if your child is absent or tardy for any reason. The elementary number is (320)769-4590. We have a voice mail system that is active 24 hours a day. We will attempt to call those families from whom we do not receive calls. We complete well-child checks if we have not heard from families and have been unsuccessful in reaching household members.
- 2) If an absence/tardy is anticipated, please inform the **elementary office** in advance to help your child's teacher plan for the absence. If you are sending a note, please address it to the **office**. If you're notifying the classroom teacher via email, please include our administrative assistant, Sandi - sandih@dwby.k12.mn.us.
- 3) On occasion, you may need to take your child out of class for a short period of time before the end of the school day. **Please come to the office and sign them out.** No child will be allowed to leave his/her classroom early without clearance from the school office.
- 4) Regular attendance is essential for success in school: therefore, **absences shall be excused only for necessary and important reasons** including illness, bereavement, other family emergencies, doctor/dentist **appointments that cannot reasonably be scheduled during non-school time.** If you are missing school and attending an appointment, please turn in documentation of your appointment. Recurring and ongoing illness may require doctor verification. You will be contacted by the building principal with a request for this documentation when necessary.

Reasons for absences/tardies that will be recorded as **unexcused** include, but are not limited to:

Oversleeping, missing the bus, bus suspension, shopping, visiting friends, haircuts, staying home to care for a sibling or take care of housekeeping, family vacations (unless they are arranged 48 hours in advance and the student does not have excessive prior absenteeism), and reoccurring or on-going illness without the requested medical documentation after request from the Stevens Elementary office.

- 5) If your child is strongly resisting coming to school, we encourage you to contact your child's teacher for suggestions. If the problem persists please call the building principal, Amy Hiedeman, to talk about support and assistance available to you to help improve attendance. She can be contacted at (320)769-4590, Ext. 2309.

<p>PLEASE CALL/EMAIL THE ELEMENTARY SCHOOL OFFICE BEFORE 8:30 a.m. IF YOUR CHILD IS ABSENT OR TARDY FOR ANY REASON.</p>
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Three unexcused absences will result in classifying the student as “continuing truant.” Families will be notified by the school office when this happens. Seven or more unexcused absences will result in classifying the student as “habitual truant” and may result in filing truancy with the county attorney. Families will be notified via mail of reports made to the county attorney.

Excessive **excused** absences may also result in necessary action from the elementary office. Chronic Absenteeism is based on the total days of school missed, including both excused and unexcused absences. This is critical; the number of days missed matters, not why they miss them – the detrimental impacts of missing school occur if a student misses - period. We define chronic absenteeism as missing 10 percent or more of school days per session. This roughly translates to four or more days a quarter or 17 days a year. Students who have been absent 10 percent or more school days should expect to provide documentation of reasons for absences. Families who have students with issues regarding chronic absenteeism will be contacted by the building principal via phone and in writing. If the problem persists, all stakeholders will be asked to meet to try to resolve the issue. Ultimately, attendance is the parents’ responsibility at the elementary level. If no resolution is found after the meeting, the building principal will contact family services and the county attorney.

Students are required to be in the classroom at the beginning of each class session. All tardy students will report to the office for a pass documenting the reason for their lateness. If the tardiness persists, students may be classified as “habitually tardy”. This may result in further action from the elementary office.

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. A school board must provide annual notice to parents of the school district's policy relating to a pupil's absence from school for religious observance. EFFECTIVE DATE. This section is effective for the 2021-2022 school year and later.

Make-Up Work: If a student cannot be at school, we appreciate having parents or other relatives stop by to get make-up work. Any work that is of such a nature that it can be done independently at home will assist the child in keeping up. If possible, please call before stopping in so we may have the make-up work ready for you. Children must expect to do make-up work when they have been absent. Usually this work is done during the regular day, at noon, or before or after school. Each teacher will develop his/her own policy in the length of time given to complete the make-up work - typically two days for every day absent. **Teachers are not expected to prepare work prior to a vacation or planned absence. Plans change and vary, therefore making it difficult to pre-assign work. Students will be responsible to make up work upon return to school.**

Classroom placements: All registered students will be given their classroom placements mid-August. Classroom teachers make suggestions for class lists for the following year based on the academic needs, behaviors, and social skills of the students in that grade level. This is done in May. Parent requests or concerns should be discussed with the elementary principal by the end of the second week of May to allow teachers sufficient time to make recommendations for class lists. A letter will be issued to each family to allow for parental considerations (this comes as part of the May Newsletter).

Clothing (previous language): We believe neat and proper clothing contributes to positive attitudes and success in school. The school staff and administration will be responsible for promoting appropriate dress. Children should wear clothing that is neat, clean, and exhibits good taste. Halter and other tank tops with thin straps should always have another layer of clothing worn with them. Clothing advertising alcohol, drugs, tobacco, using profanity or are suggestive will not be permitted. This is the joint responsibility of the student and the student's parent(s) or guardian(s). (Students are not allowed to wear caps/hats in school during normal school hours. The exception will be with the approval of the principal for special events or if required by a student in a medical situation.)

Roller Shoes are not allowed on the playground or in the school building. Parents are responsible for ensuring students are dressed appropriately for the weather and conditions.

Student Dress & Grooming (Proposed new language)

Dawson-Boyd dress code expectations are intended to promote excellence and a safe learning environment for every single student. We believe that part of identity development is also expressing oneself through clothing and style choices. However, there also must be parameters around the way we interact with one another and present ourselves within our learning environment. As such, our dress code is intended to be inclusive and responsive in reference to race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income and body type/size. The Dawson-Boyd dress code will be enforced during regular school hours. This is the joint responsibility of the student and the student's parent(s) or guardian(s). Parents are responsible for ensuring students are dressed appropriately for weather and conditions. Coaches/club advisors may make appropriate adjustments for practice and performance attire.

Standard of Excellence: Certain body parts must be covered for all students at all times.

The following body parts must be fully covered with opaque fabric: genitals, buttocks, chest, and undergarments (visible straps are allowed). All items listed in the "must wear" and "may wear" categories below must meet this basic standard of excellence.

Students Must Wear, while following the basic standard of excellence above:

A shirt (with fabric in the front, back, and on the sides under the arms), AND
Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
Shoes

Students May Wear, as long as these items do not violate the standard of excellence as state above:
Religious, cultural headwear, head wraps/scarfs/do-rags.

Students Cannot Wear:

Clothing or accessories that:

- Hats and hoodie sweatshirts (hoods on head) (staff discretion in classrooms as outlined in syllabus/classroom rules) - Hats may be worn with approval by the principal for special events or if required in a medical situation.
- Depict violent images or language.
- Has images or language depicting drugs or alcohol (or any illegal item or activity)
- Creates a hostile or intimidating environment based on any protected class or marginalized group.
- Could be considered dangerous or could be used as a weapon.
- Bandanas
- Swimsuits (except required in class or athletic practice).
- Blankets, towels, or large coverings or draping.

Local Newspaper & School Publicity: Stevens Elementary is proud to inform the community of school events through the use of newspapers, radio, online tools, and letters. Public information shall include names and photos of students participating in or attending extra-curricular activities, school events, and engaging in classroom instruction. Please contact the elementary office if you have concerns about the use of names and photos used to promote our school to the community. Consent is given on the Media Release Form.

Pets: Children who bring pets to school must do so with office approval. Pets cannot remain at school all day so an understanding must come between the parent and the child as to when the pet is to be taken back home. We will follow local board policy in relation to animals visiting campus.

Lockers and Desks: Lockers and desks are school district property. School district personnel may inspect the interiors of lockers and desks at any time. Elementary school lockers do not lock nor are students to use padlocks on lockers. Parents and students should take note of this policy when personal possessions are involved. Do not leave money or other valuables in your locker or desk. It is best to leave items of value at home. The school is not responsible for replacement of personal items lost or taken from lockers or desks.

Visitors: Visitors are welcome in our school. **All visitors must stop by the office before your visit to receive a visitor's pass.** We will also have you sign a sign in sheet. Visitors are required to check out as well. If you wish to have a special conference with your child's teacher, please make arrangements through the Principal's office. Please do not interrupt during class time. If children who are relatives or friends of students in the elementary school plan to visit, arrangements need to be made through the elementary office BEFORE the child comes for the visit. If arrangements can be made without disrupting the academic school day, we will try to accommodate.

Telephone Calls: Children are to make arrangements for after school activities before they arrive at school each day. Use of the office telephone by students for social reasons will be discouraged.

Lost and Found: Parents are encouraged to label items that come to school. Writing a name on a coat, baseball glove, sweatshirt, eyeglasses, etc. will help all lost items to be returned to the owner. All articles found by students and school staff will either be in the lost and found by the main entrance or in the elementary office. Please do your best to monitor your things. We have several items that go unclaimed. They are donated locally each quarter.

STUDENT OPPORTUNITIES AND SPECIAL SERVICES

Field Trips: Class trips are sometimes scheduled to enrich units of work that are being studied in the classrooms. All class trips must be cleared and planned through the principal. You will be notified when your child's class is planning a trip outside of Dawson's city limits. You will be asked to give your permission for him/her to go with the group. The children may be asked to bring money to cover the basic costs of the trip. If financial assistance is needed, please contact the principal.

Please make sure your child is on time for the field trip. Schedules for trip days are very tight and cannot be delayed by a tardy student. Also, please make sure your child knows what to do when the bus arrives back in town if the trip extends beyond the school day. If they will not be picked up at school please send a note notifying the teacher of alternative plans.

School Parties: Three seasonal parties are planned on a cooperative basis by pupils and teachers. Birthday parties must be organized outside the school hours to eliminate hard feelings for youngsters not invited. Party invitations must be distributed outside of school. Children are permitted to bring their classmates a treat on their birthday. Treats must be purchased rather than homemade and meet USDA Smart Snack school nutrition guidelines. More information is available in the district's wellness policy. Please contact the school if you have questions.

Music Lessons: Students may begin playing an orchestra instrument as early as 3rd grade. Parents wanting information about the possibility of their child taking lessons on a stringed instrument should contact the elementary office (769-4590, Ext. 2308). The orchestra director will then contact you.

If your child wishes to start lessons on other band instruments, you should contact the band instructor at the high school office (769-2955). Students are expected to pay for

their musical supplies and a music fee for program participation. Lessons begin the summer before the 5th grade year.

The participation fee for participation in band and/or orchestra is \$10 per student. All students must purchase their own practice books.

Lyceum/Program Attendance: Students can be excused from any lyceum or program. Parents must send a written and signed note requesting a student to be excused. Students must report to the elementary office during the excused period.

Sporting Events: Students are reminded that they are spectators at sporting events. No rough play or throwing of objects is allowed. Students should pick up their mess before they leave the event. This will assist the custodians and show respect for our school. Be considerate of everyone around you. We want the event to be enjoyable for everyone in attendance. Students are to respect the requests of supervisors.

No rough and tumble games will be allowed at High School football games. Students' footballs and other equipment will be confiscated. Students can pick up their property at the end of the 3rd quarter of the game.

Admission prices for athletic events:

Athletic Passes	
Season Pass (Adult)	\$75.00
Season Pass (62+ and Student)	\$45.00
10 Event Punch	\$60.00
Single Event (Adult)	\$7.00
Single Event (62+ and non-DB Student)	\$5.00
Single Event (DB Student)	\$1.00

Guidelines for Internet Use: Access to the internet is governed by the same guidelines that govern the use of any computers in the district. All technology must be used in a responsible manner. Failure to follow these guidelines will result in loss of privileges. Written parental consent must be provided at the start of each school year.

Guidelines to keep in mind when using the school internet are:

*It is a privilege, not a right, to access the internet in our school.

* Student internet use outside of the school day that impacts the educational environment in a negative way may be cause for disciplinary action. Examples: spreading rumors, cyberbullying, etc.

* While on the internet students should stay focused on the topic they are researching, and log out when done.

* Any information downloaded should be classroom related.

*Students may not use impolite or abusive language via email, etc.

*Students must never give out any personal information over the internet.

*No review or downloading of material that is obscene, vulgar, sexually explicit or offensive in terms of race, sex, or religion will be tolerated.

Violation of these guidelines may result in loss of access, as well as other disciplinary or legal action.

Child Study Procedures: If a classroom teacher finds a student is having a problem academically, medically, behaviorally, socially, or emotionally, he/she will first refer the child to the Teacher Assistance Team. The team will assist in planning interventions to address the problems. If further evaluations are needed after failed interventions, the child is referred to the Child Study Team. The team reviews the problem/s and decides the types of evaluations that need to be done. After all the evaluations are completed, the parents and all staff members who have contact with the child will meet to discuss the problems and seek appropriate solutions. All members at the staffing cooperatively reach decisions as a team on the most appropriate programming for the child.

Special Services/Programs: Programs are available in the school to assist in meeting individual student needs. They are listed here:

- **School Social Worker:** The district employs two school social workers, one in the Elementary and one in the Secondary, that are available to you and your child. Parents having questions about what a school social worker can offer please contact the elementary office.
- **Title I**—the Title I Program is available for students in K-5 who qualify in the area of reading and math. It offers supportive instruction to those students needing an extra boost in these areas.
- **Education Express:** This is an after school and summer program for qualifying students for the purpose of reinforcement of reading, math, and writing skills.
- **Speech services**—are provided in an individualized or small group setting. The program focuses on the needs of the individual child, primarily in the areas of articulation and total language development.
- **Adaptive Phy Ed**—the regular physical education program is supplemented with adaptive skills for students with special needs in this area.
- **Special Education**—special education is provided for students who need those services. In special education, a child's program is planned cooperatively with the classroom teacher, special education staff, and the child's parents. Social and emotional skills, as well as academics, are an important part of these programs. Staffings are held with staff and parents to evaluate progress and to plan the program components.
- **Early Childhood Special Education**—a preschool program is provided for children, ages birth to kindergarten, who have special needs. This is an inter-agency program for all qualifying children in the county. Services are typically provided in the mainstream setting.
- **Dawson-Boyd Preschool**—Dawson-Boyd Community Education offers a couple options for preschool – 4 year old 3 day, 4 year old 4 day, and 3 year old 2 day. Information for preschool can be obtained from Tony Aafedt, Dawson-Boyd Community Education Coordinator, at 320.769.2955.
- **Early Childhood Family Education (ECFE)**—this is another early childhood option funded through community education.

Physical Education: Physical education classes will be conducted for the students in grades K-6. Students should have a good pair of tennis shoes to wear to class. Students should also wear suitable clothing. Parents will be notified in advance of units requiring special dress (swimming, etc.). Reminding students to bring proper clothing will be most helpful.

A student will be excused from participation in physical activities only if a written note from the parent is received. The note should include a written explanation of why the student should be excused, the date, and the signature of the parent. The elementary office may require medical documentation to excuse students from participation.

FOOD SERVICES

Food Service Contact Information: Questions about food services and billing may be directed to Camey Maland, Dawson-Boyd Food Service Manager at 320-312-2314.

Ala Carte: A La Carte selections are available for students in grades 5 and 6 at the lunch hour. If students are using ala carte to charge, parents must fill out a form to approve a la carte purchases. This form is located online in “Documents & Forms – Food Service” and is also available in both the high school and elementary offices.

Milk with Sack Lunch: Students bringing their own lunch may purchase milk for the cost of 40 cents a carton (\$0.40). Students may either purchase a strip of 10 milk tickets in the office for \$4.00 or the price of a carton of milk can be deducted from their lunch account.

Breakfast/Lunch Program:

Breakfast and lunch are free for all students. Students who choose to have additional helpings/extra milk will need to purchase these items. Parents/guardians must fill out a form to approve these purchases and money should be deposited in the student’s lunch account.

Every family will receive an Educational Benefits form. Every family is encouraged to fill out the form regardless of income. This is a confidential form and only viewed by the school officials in charge of this part of the lunch program and those whom parents/guardians give permission to through a release. Parts of school funding and fees for programs are connected to the educational benefits qualification. Qualifying families may choose to accept/deny any financial assistance. We would appreciate every family completing this paperwork. This paperwork is used for reduced activity fees, preschool tuition and fees, summer food programs, etc.

Lunchroom and Playground Expectations: Staff will see that all students use the restroom and wash their hands before going to the lunchroom.

Students are encouraged to **try** the food they take or receive on their trays. Please notify the school nurse and food service if your child has a food allergy or special diet requirements. There is special paperwork that must be completed for accommodations.

Students must display good manners and appropriate behavior while in the lunchroom. They must at all times follow the direction of the noon hour supervisors and assistants. Failure to follow the rules and the direction of the supervisor and/or high school assistants **may result in before/after school detention loss of noon hour privileges such as playground time.** Appropriate consequences will be applied as determined by the noon hour supervisor, classroom teacher, and/or Principal.

General lunchroom rules may include:

- Keep hands and feet to yourself
- Keep your feet on the floor

- Use inside voices
- No running in the halls
- No one is to leave the lunch tables without the permission of the lunchroom supervisor

Outdoor Play: The school requires children to play outdoors during the noon hour when the weather permits. The temperature with a wind chill of zero degrees or below is used as a general guide as to whether students are inside or outside during the noon break. Students also stay inside on rainy days or if the playground is extremely muddy. Our first choice will always be to play outside. If for some reason a child is to stay in, a note from the doctor or parent dated that day is expected by the teacher. Excessive “staying in” shouldn’t be necessary. During cold weather, children should be properly dressed to play outdoors. CHILDREN ARE TO WEAR BOOTS DURING RAINY OR SNOWY WEATHER.

General playground rules for recess may include:

1. No throwing pea rock or other items
2. No pushing
3. Do not block slides when others are coming down
4. No walking up slides
5. No walking or crawling on the outside of tubes
6. No fighting
7. No tattling. If you need help, make sure you let the noon hour aide know. Their job is to help you. Are you trying to help or trying to get somebody in trouble?
8. Show respect to everyone on the playground...students and adults
9. Remember Sorry is Good but Change is Better
10. No tackle football (Touch only)
11. Baseball/softball can be played only with soft balls and school issued bats
12. Please label the equipment you bring from home with your first and last name
13. No wandering in the hallways
14. STOP, THINK, ACT

Winter Guidelines

1. No throwing snowballs
2. Boots, hats, mittens, snow pants, and warm coats are a must
3. Students will stay indoors if the temperature/wind chill is zero degrees or below

Inside Gym Rules

1. No climbing in or around the bleachers
2. No dodge ball, football, or baseball/softball playing in the gym

Note: Any student who chooses not to follow the rules will lose the right to have limited noon hour privileges and may result in before/after school detention.

HEALTH SERVICES / SCHOOL NURSE

The model of nursing services in Stevens Elementary and Dawson-Boyd High School uses a full time registered nurse who serves in the health office performing health office clerical functions, first aid and episodic care (caring for ill and injured students), medication administration as well as the below functions. The school nurse works with families, students and staff to promote a healthy and safe environment.

Functions of the School Nurse:

- Coordinate, organize and manage all health services provided in the school district.
- Develop a system of first aid, illness, management, medication administration, emergency care and health related procedures.
- Assess and plan for students with health issues including training to teaching staff.
- Provide nursing care and care coordination for students with complex or chronic health needs.
- Provide care for students with mental health issues or severe mental illness that requires medical management and ongoing communication with school staff, health care providers and families.
- Participate as part of a special education team, providing nursing services as needed.
- Plan and provide a screen for health problems that impact a student's ability to learn (asthma, ADHD, vision, hearing, scoliosis) do follow-up with referral.
- Serve as a resource to staff, students, families regarding health concerns and health education and connect with resources in the community as needed.
- Coordinate prevention and control of communicable diseases.
- Provide immediate first aid and comfort to injured students.
- Provide care to students who become ill or have health concerns during the school day.
- Maintain documentation of immunizations and other health records.
- Administer medications and provide routine nursing care for students according to physician's orders and parent/guardian requests.

Education/Training:

- Bachelors of Science degree in Nursing -
- Licensed through MN Board of Nursing as Registered Nurse
- Licensed through MN Board of Nursing as Public Health Nurse
- Certified in CPR/First Aid

Health Screenings:

In Minnesota, no laws require periodic screening of students in the schools. We have determined that the health screenings offered to students will be hearing and vision, height, weight, color deficiency in boys, and scoliosis. These screenings will follow the guidelines recommended by the Minnesota Department of Health. The primary goal is to identify any difficulties that might impact a child's ability to learn with early detection and intervention. The purpose of periodic health screenings are to:

- Identify children who are not growing and developing normally
- Refer students with visual or hearing abnormalities that might interfere with their education or growth to health care professionals.
- Encourage parents to take responsibility for their child's growth, development, and follow up with referrals to health care professionals

Screening Schedule:

- Hearing, Vision, Heights and Weights for Students in grades K, 1, 2, 3, 5, 7, 8, 10 and 11 are completed in the fall
- Boys in Kindergarten grade will be tested for color deficiency (color blindness) in the fall
- Scoliosis screening of girls in 5th grade and 6th grade will be completed in the spring
- All new transfer students K-6th grade will be screened shortly after entering school as needed
- Any screening can be completed at any time if there are concerns by parent, teacher or the student themselves

ILLNESS AND KEEPING YOUR CHILD HOME:

The Dawson-Boyd School District uses recommendations from the Minnesota Department of Health (MDH), Center for Disease Control (CDC) and uses the [Hennepin County Child Care/School Manual](#) as a reference for exclusion and handling of infectious disease.

Often an early morning decision that parents have to make is whether their child is well enough to go to school. Not only may the child feel too sick to learn very much on those days, but they are also infecting other students and staff. Below are some guidelines, which will help you decide whether to send them or keep them home.

Fever: If a student has a temperature of 100 degrees or more, parents should keep their children home. If they have 100 degrees or more fever at school, parents will be called to come to pick up their child. They need to be fever-free for 24 hours before returning to school. Tylenol, Ibuprofen, and other similar medications will bring a fever down, but it does not mean that the child is still not sick. **They need to be fever free without taking medication for 24 hours.**

Often the temperature rises during the day. A slight fever in the morning will get much higher by noon. Often with a borderline temperature (99-100), kids might feel quite ill. Use your judgment about sending them when their fever is less than 100.

Vomiting and Diarrhea: Keep them home! Vomiting and diarrhea are not considered “normal”. Often children will feel better after vomiting, but will quickly become ill again. Keep them home until they are free of symptoms for at least 24 hours after the last episode of vomiting and/or diarrhea.

COVID-19: Please see the Dawson-Boyd ISD 378 Safe Learning Plan for current guidelines

Influenza: If your child comes down with symptoms of influenza or influenza-like symptoms they should be seen by a health care provider and remain out of school for the duration of time recommended by the physician. Symptoms include: fever, cough, body aches, headache, extreme fatigue, and sore throat.

Antibiotic treatment: If your child is on antibiotics for a communicable disease, such as strep throat, pink eye, etc, keep them home until they have been on the antibiotics for 24 hours. The exception would be for pertussis (whooping cough). They need to stay home for 5 full days of antibiotic treatment before returning to school. If they are going to continue on antibiotic treatment at school, be sure to follow the school's medication policy.

Chicken pox: Students with chickenpox need to stay home until all of the pox marks have scabbed over-generally for 7 days. If the student gets chicken pox from the vaccine, it is usually a mild case. But they need to stay home until the pox marks are all scabbed over. If you suspect your child has chicken pox, a physician's note will be needed before they can return to school.

Pink Eye: Your child may have redness, itching, pain, & drainage from the eyes. Your child may have a fever. Keep your child home from school if fever is present or your child is not healthy enough to participate in routine activities. Keep your child home if they cannot keep their hands off of their eyes, if there is a lot of discharge or if your child is complaining of pain. Antibiotics or a note from a health care provider is not required to return to school.

Head lice: The Dawson-Boyd School District follows the recommendations of the Minnesota Department of Health (MDH), Hennepin County Epidemiologists, the American Academy of Pediatrics (AAP), the Centers for Disease Control (CDC), and the National Association for School Nurses (NASN) regarding how to handle head lice in school.

Based on current evidence, the experts recommend that students identified as having eggs and/or head lice remain in school and not be excluded (sent home).

If suspected lice or confirmed lice: If a teacher or another staff member suspects a student may have head lice, they will send them to the health office to be checked. If active lice or nits (eggs) are found, the parent will be confidentially notified. The student can remain in school. The health office staff can help provide information to the parent/guardian about proper treatment.

Head lice are very treatable. Everyone in the family and close contacts should be checked for head lice and treated if found. Many different treatment methods are available. Pamphlets on treatment are available in the school health office.

Head lice are a bother, but in the scheme of things, temporary. Anyone can get head lice, although head lice do not jump from one person to another. Encourage your children not to share combs, brushes, hats, headbands, or other hair clips. The best way to catch lice before it becomes an outbreak is to build regular head checks at home.

Keeping healthy: During the season of flu and colds, it is important to try to remain as healthy as possible. Adequate sleep and nutrition will help. Keeping sick children home when they are ill, will prevent others from becoming ill. Vital is encouraging good, frequent hand washing.

IMMUNIZATIONS

- Dawson-Boyd School District will enforce the Minnesota Immunization Law-Section 123.70 as amended by the 1998 legislature in respect to student immunization.
- Students enrolling in our school district will be required to provide the school district with an up-to-date immunization record at the time of registration. This record must contain minimum Minnesota school immunization requirements according to age/grade. Failure to do so will result in your child being sent home from school.
- If you, the parent, are conscientiously opposed to vaccinations you can file a notarized document with the school. The document can be obtained from the health office.
- Please visit [Minnesota Department of Health Immunization Site](#) for more information.
-

REQUIRED PAPERWORK

Every year the following paperwork is required to start the school year. The forms can be found on the district website - teachers/staff - school nurse - website - forms:

- Annual School Health Information Form
- Seizure Action Plan - If you child has been diagnosed with seizures
- Asthma Action Plan - If your child has asthma
- Allergy Action Plan - If your child has a diagnosed allergy
- Diabetes Medical Management Plan - If you child has been diagnosed with diabetes
- Lactose Intolerance Form
- Authorization for Medication Administration - If your child need to take medication during the school day

MEDICATION

Medication Administration Guidelines for Students Attending Dawson-Boyd High School and Stevens Elementary

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However,

some students require administration of medications during the regular school day. In those situations, the following procedure will be followed.

Parent/Guardian Needs to Bring the Medication to School

If the parent/guardian is unable to bring the medication to school, they should make contact with the school nurse prior to sending the medication and also note the quantity of the medication being sent.

Physician Order for Medication and Parent/Guardian Authorization

Before medication (including over-the-counter, herbal or food supplements) will be dispensed by the school nurse, the school health office must receive authorization from the student's physician and from the parent/guardian. These forms are available online and from the school health office. For those students that have specified health concerns (allergy, asthma, etc) an Emergency Care Plan must accompany the authorization form. Medication Authorization forms are required at the start of each school year and automatically expire at the end of that school year. Students are allowed to carry their inhalers and Epipens with physician and parent/guardian authorization.

Prescription Medications

Prescription medications must be supplied in the original prescription bottle and completely labeled with: date, student's name, name and dose of the medication, name of prescribing physician, route of administration, when to take, duration and expiration date of medication. Prescription medications brought to school in any other container will not be administered. Questions regarding dosage and administration of the medications will be directed to the prescribing physician or the parent/guardian, at the discretion of the school nurse. Medications will be administered after questions have been resolved.

Over-the-Counter Medications

The school supplies a limited selection of over-the-counter medications such as acetaminophen, ibuprofen, Tums, cough syrup, anti-itch cream, cough drops and a few others. These items will only be administered to a student with parent/guardian permission found on the annual emergency contact form. All other over-the-counter preparations must be provided in the original labeled container. They will only be administered to the student according to physicians' orders and parent/guardian consent. Please forward any questions regarding specific over-the-counter medications and its use to the health office.

Sharing of Medications Prohibited

Students may not share prescription or over-the-counter medications with other students. Appropriate disciplinary action may be taken if necessary, upon the determination by the principal or his/her designee, after investigation that a violation of this procedure has taken place.

Unused Medications

When use of a medication has ceased or is no longer needed by the student, it is the parent/guardian's responsibility to retrieve unused medications from the school. Parents/guardians will receive a reminder that their student has medication left in the health office. If the parent/guardian does not come to pick up the medication, or call the health office to make other arrangements for the medication to be sent home, unused medications will be disposed of by the school. Medication will not be kept in the health office over the summer for the intent to be used the next school year.

Dispensing of Medication by the School Nurse

The Dawson-Boyd School District employs one full time RN. This RN is responsible for management of all medications and the administration. There will be a substitute if the employed RN is unavailable to work. The substitute will be trained by the school nurse in proper ways to administer medication. To give any medication in school, the parent/guardian must provide the school with a written order from a physician. The prescribing physician should have a copy of a form needed to send to the school. The parent/guardian must also sign a parent authorization form. Authorization must include:

Student's Name, Name of the medication, Dosage, Time of day it is to be taken, Physician's signature, Parent signature

If there is a medication of any kind found in a student's possession, the teacher will contact the school health office. The parent/guardian will be asked to come and pick it up. The school's guidelines (listed above) will then be explained.

Medication Changes or Termination

It is the responsibility of the parent to notify the school when the medication changes or if the medication is terminated, and/or to obtain new orders.

Field Trips

The school nurse does not routinely accompany students on field trips. Prior to leaving the building, the nurse, teachers, parents/guardians, and students share in the responsibility for communicating health issues that may need to be addressed while on the field trip. If medication is needed during the time of the field trip, another district employee will be designated to assume this responsibility after receiving appropriate medication administration instruction. The student's parent/guardian may also choose to chaperone the field trip and dispense their child's medication.

You may call the school nurse if you have any questions about the health of your child. You may call 320-769-2955 or 320-769-4590 (Ext. 2312) and ask for Leah Prestholdt, school nurse .

STUDENT SAFETY

Student Release Forms: No teacher is to allow a child to be released from school unless the party calling for the child is known and properly identified and the Release Form has been completed. The school and the home are to teach children not to accept treats or rides from a "friendly" stranger.

Emergency Procedures: Stevens Elementary will hold drills for emergency procedures during the school day throughout the year. This will include but not be limited to fire drills, tornado drills, and lock down/evacuation procedures. Students should be aware of school exits and proper procedures in each of these emergency situations.

Bicycles: Please discuss these bicycle safety rules with your children. Students who violate these rules may lose this privilege.

1. Bicycles **must be left in the bicycle racks** immediately after arriving at school.
2. Bicycles must not be ridden on the playground during the times immediately before, during, and after school.

Snowballs: Students may **not** throw snowballs on the playground. We regard it as a dangerous activity. Students could be injured by chunks of hard snow and ice.

Leaving School Grounds: Once here, a student is expected to remain at school until dismissed. Students are not allowed to return home for any reason once they have arrived at school except with parent permission. Students may not return home to get homework, swimsuits, etc. without the consent of an authorizing adult. A note and/or a telephone call to release the child from school are necessary. When the parent comes to pick up the child, it is necessary to sign the child out in the elementary office. This form must be completed in order for the child to be released. When picking up your child, please use the main entrance to the elementary building. **WE NEED TO KNOW WHERE CHILDREN ARE AT ALL TIMES.**

Weapons Policy: No person shall possess a weapon in school. Weapons (not limited to firearms) include: clubs, airguns, blades, poison, explosives, ammunition, propellants, lasers, and look alike weapons. Objects modified or used as a weapon (belts, pencils, scissors, laser pointers, etc.) are part of this definition. Consequences are listed in the school weapons policy in the district office.

STUDENT BEHAVIOR EXPECTATIONS

Student Conduct: We believe a sound educational program cannot be achieved without appropriate student conduct and behavior. The main objective is to encourage the students to pursue continual growth in self-discipline and self-regulation. The emphasis will be on building upon the positive behavior of the students through effective role modeling by parents and staff members. We expect this good conduct will take place not only in the classroom, but also the lunchroom, playground, and hallways of our school.

We respect each student's rights and expect the students will, in turn, respect each classmate and staff members as well. This includes cooks, custodians, teachers, assistants, Title I personnel, noon hour supervisors, or anyone else employed here.

We also expect students to practice good manners in school. We expect the following to become an important part of every child's vocabulary: PLEASE, THANK YOU, I'M SORRY, and YOU'RE WELCOME. It helps a great deal if these words are stressed at home as well.

All of the above can only be accomplished if there's good cooperation between the home and the school. We NEED to work as a team.

The theme for Stevens Elementary this year will be "Finding JOY in the journey! That's how we roll!" As in past years we plan to focus on growth in learning - taking risks, trying new things, embracing challenges, and encouraging others; however, we also want to foster JOY and excitement in new learning. We want to create an environment for healthy growth for ALL students – academically, physically, mentally, and socially – in partnership with classmates, our school, our

community, and ourselves. There will be roadblocks, but how we learn to get up and move on will define who we are as learners. We must work together to help our students develop their passion for learning and LOVE themselves and their experience at Stevens Elementary!

STATEMENT OF POLICY

"It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's education. Without discipline in the schools, learning cannot occur. Therefore, this district-wide school discipline policy has been adopted. It is the responsibility of the school board, administration, and teachers to safeguard the health and safety of each student. The school board and district administrators will support district personnel who, in dealing with students on disciplinary matters, act in accordance with state statute, state board of education regulations, and this policy."-Dawson-Boyd School Board.

The discipline procedures used at Dawson-Boyd Public Schools are designed to meet two goals:

1) Provide an orderly environment where students may pursue an education without interference. 2) To provide corrective help and guidance toward self-discipline for each student who violates school policies or the rights of others.

PARENT/GUARDIAN INVOLVEMENT:

The ultimate responsibility for the behavior of a student rests with the student and their parents/guardians. The goal of the staff will be to correct the problem with a minimum of disruption to the life of the student. Persistent serious problems can result in conferences with the parents/guardians in an effort to find and implement a solution to the problem.

DETENTION

The principal and teachers can assign detentions for the violation of classroom and school rules. The detentions will be served in coordination with the principal's office **before or after school** in increments of 15 minutes or a half hour. **Students must serve their detention within three days of when it was assigned. Detentions will not be allowed to accumulate.** If students do not serve the detention by the end of the three days, it will be doubled and must be served immediately. If a student does not serve their detention, a parent/guardian meeting will be scheduled. Students who ride the bus or participate in extracurricular activities are held to the same disciplinary measures as students who are not involved in these activities.

DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor/school district personnel, and verbal warning;
- B. Parent contact;
- C. Parent conference;
- D. Removal from class;
- E. In-school suspension;
- F. Detention or restriction of privileges;
- G. Loss of school privileges;
- H. In-school monitoring or revised class schedule;
- I. Referral to in-school support services;
- J. Referral to community resources or outside agency services;
- K. Financial restitution;
- L. Referral to police, other law enforcement agencies, or other appropriate authorities;

- M. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- N. Out-of-school suspension under the Pupil Fair Dismissal Act;
- O. Preparation of an admission or readmission plan;
- P. Other disciplinary action as deemed appropriate by the school district.

Alcohol, Tobacco, and Drug Policy: The use and/or possession of alcohol, tobacco, and other controlled substances (including edibles) is prohibited by the Dawson-Boyd School District at any time on school property or at any school sponsored activity regardless of location. Violation of this policy by underage users will result in appropriate consequences.

The Complete policy is on file in the district office and available upon your request.

Electronic Devices: Personal electronic devices are not allowed during the school day. Examples could include, but are not limited to the following: headphones, iPods, MP3 players, DS, video games, cell phones, Apple Watches (or the like) etc. These items will not be allowed for use during the hours of 8:10 AM to 3:05 PM. Students are allowed to have these items in their lockers during the day; however, misplaced/stolen valuables are not the responsibility of the school. *If a student needs to use their cell phone for an emergency, please go to the office to get permission to use it.*

Using Electronic Devices to Record Other Students: Dawson-Boyd Schools does not allow students to record other students using cell phones/other personal recording devices on school property, in school vehicles, and at school related functions. Students who are recording for school events would be exempt with proper permission.

Bus Policy: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions, or events. All school rules are in effect while a student is riding the bus or at the bus stop.

Consequences for school bus/bus stop will be imposed by the Building Principal or her designee. In addition, all school bus/bus stop misconduct will be reported to the District's Transportation Safety Director. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

A. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are violated, the School district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Director and proper school official.

B. Rules at the Bus Stop

1. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Stay away from the street, road, or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
3. After getting off the bus, move away from the bus. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
4. No fighting, harassment, intimidation, or horseplay.
5. No use of alcohol, tobacco, or drugs.

C. Rules on the Bus

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidation, or horseplay.
7. Do not throw any object.
8. No eating, drinking, or use of tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the bus.
10. Do not damage the school bus.

D. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events will be in the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges.

Violations of the School District policies governing smoking, the use of chemicals, sexual, religions, or racial harassment, or violence will be investigated and receive the appropriate action by School District officials. Consequences occurring from such investigations shall be in addition to those determined and resulting from school bus/bus stop misconduct.

1. Misconduct and Consequences

1st Offense-Warning.-Student may be assigned seat by driver.

2nd Offense-Report filed with Transportation Safety Director and Principal; consequences, such as detention, may be given (parent notified).

3rd Offense-Five day loss of riding privileges.

4th Offense-Twenty day loss of riding privileges.

Parental conference required before privileges are reinstated.

5th Offense-Loss of riding privileges through the end of the year.

2. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

3. Records

Records of bus misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety.

4. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks, may result in the loss of bus privileges until damages are paid.

5. Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus, and both rules and consequences will be periodically reviewed with students by the driver.

Parent and Guardian Involvement

1. Become familiar with District rules and policies.
2. Assist students in understanding safety rules and encourage them to abide by them.
3. Recognize their responsibilities for the actions of the students.
4. Support safe riding practices and reasonable discipline efforts.
5. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
6. Support procedures for emergency evacuation and procedures in emergencies as set up by the School District.
7. Respect the rights and privileges of others.
8. Communicate safety concerns to school administrators.
9. Monitor bus stops, if possible.
10. Support all efforts to improve school bus safety.

Parent and Guardian Notification

A copy of the school district bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls, if this occurs during the school year. Parents and guardians are asked to review the rules with their students.

Pupil Fair Dismissal Act: The Pupil Fair Dismissal Act establishes grounds and procedures for the suspension, exclusion, and expulsion of students.

Suspension is an action taken by the school administration, which prohibits a student from attending school for a period of no more than five school days. Each suspension includes a readmission plan and alternative programs to be implemented during or following readmissions.

Exclusion is an action taken by the school board to prohibit enrollment or reenrollment of a student for a period not extending beyond the school year.

Expulsion is an action taken by the school board to prohibit an enrolled student from further attendance for a period up to but not extending beyond one year.

Grounds for dismissal from school include:

- a. Willful violation of any reasonable school board regulation.
- b. Willful conduct which materially and substantially disrupts the rights of others to an education.
- c. Willful conduct which endangers the student, other or the property of the school.

This is a summary of the Pupil Fair Dismissal Act. A complete description is available by contacting the school office.

Bullying Prohibition Policy – ISD #378

I. PURPOSE

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

responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

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

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

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

The term "bullying," specifically includes cyberbullying as defined in this policy.

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

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

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

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

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

E. "On school premises, on school district property or at school functions or activities or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

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

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy, and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program, (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides

information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following;

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

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

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

VIII. NOTICE

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

IX. POLICY REVIEW

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

STATE TESTING

TESTING

The following tests are currently required by the Minnesota Department of Education.

3rd & 4th Grade	Reading and Math
5th Grade	Reading, Math and Science
6th Grade	Reading and Math
K-6th Grade	ACCESS testing for students who qualify as an English Language Learner student.

Below is the Parent/Guardian Guide to Statewide Testing. This document is also located on the school and Minnesota Department of Education website, and may be used by parents/guardians.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 2022 to 2023 school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- | | |
|---|--|
| <input type="checkbox"/> MCA/MTAS Reading | <input type="checkbox"/> MCA/MTAS Science |
| <input type="checkbox"/> MCA/MTAS Mathematics | <input type="checkbox"/> ACCESS/Alternate ACCESS |

Contact your school or district for more information on how to opt out of local assessments.

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STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES

Minnesota West Community & Technical College

INCOME CONTRACT

POSTSECONDARY ENROLLMENT OPTIONS (PSEO) BY CONTRACT

This contract is by and between *School District, address* (hereinafter "SCHOOL DISTRICT") and the State of Minnesota, acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of Minnesota West Community and Technical College, 1450 College Way, Worthington, MN 56187, (hereinafter "COLLEGE/UNIVERSITY"). This contract does not apply to concurrent enrollment courses.

WHEREAS, the SCHOOL DISTRICT has a need for a specific service provided by COLLEGE/UNIVERSITY in accordance with Minnesota Statutes §124D.09 and Minnesota State Board Policy 3.5 and System Procedure 3.5.1; and applicable COLLEGE/UNIVERSITY policies.

WHEREAS, the COLLEGE/UNIVERSITY, is empowered to enter into contracts pursuant to Minnesota Statutes, Chapter 136F;

NOW, THEREFORE, it is agreed:

1. DUTIES OF SCHOOL DISTRICT. The SCHOOL DISTRICT agrees to provide the following:
 - a. The school district will assist the student in applying to the college and provide test scores (Accuplacer or ACT) and transcripts to the college.
 - i. Accuplacer testing can be coordinated through the college at no cost to the high school
 - ii. Multiple measures placement will also be used; the school district should confer with college advisors on placement questions
 - b. Students need to complete the colleges PSEO STUDENT REGISTRATION FORM
 - i. The school district does not need to complete the MDE (Minnesota Department of Ed) form.
 - ii. Classroom kits/supplies that are required for a Career Technical Education (later referred to as CTE) course may be paid for through Rural CTE Legislative grant funds. These grant funds must be accessed through SWSC or the local school districts LYFT Pathway grant award.
 - iii. Students are responsible for the cost of certification test (i.e. Certified Nursing Assistant CNA), background checks, and/or vaccinations (unless alternative arrangements have been made)

2. DUTIES OF COLLEGE/UNIVERSITY. COLLEGE/UNIVERSITY agrees to provide the following:
 - a. College advisors provide guidance on placement questions
 - b. PSEO CTE students do not need to complete a registration form, the college K-12 Collaboration Manager will directly work with students for course registration
 - c. The college will provide guidance and deadlines for textbook return and work with the school district to arrange returns as needed

3. DUTIES OF COLLEGE/UNIVERSITY and SCHOOL DISTRICT. Both the SCHOOL DISTRICT and the COLLEGE/UNIVERSITY agree to:
 - a. PSEO coursework is offered to high school students through Minnesota West Community & Technical College during the 2023-2024 school year.
 - b. The contract covers both traditional PSEO and PSEO CTE courses
 - c. The 2023-2024 state rate for PSEO tuition will be charged (\$236.30 per semester credit), subject to change if the state MDE rate is updated.
 - d. Books for PSEO coursework will be printed editions when available. Per statute 124D.09, textbooks are the property of the college.
 - i. The school district will be billed for any textbooks that are not returned to the college within two weeks after the course ends. Any books that are returned in an unsellable condition will be billed to the school district at the rate charged at the Minnesota West Bookstore.
 - ii. Lab kits, access codes, workbooks, or other consumables will be billed at the rate charged at the Minnesota West Bookstore. These items are considered one student use items. They will be billed at the beginning of the term with tuition.
 - iii. In the event that a student drops a course at the beginning of the term during the add/drop period the school district will return the books and materials immediately. Books and materials not returned to college within one week of the drop deadline will be billed for replacement at the beginning of the term. Books and materials must be returned in the same condition they were sold. Access codes, kits, & other one time use items will be billed to the school district if the student alters the condition of the material.
 - iv. Books are shipped from our college fulfillment center and are ordered online. Student will use their student identification number to charge books to the PSEO program, school districts will be billed for shipping for each package sent. Current rates are \$10.00 (ten dollars) per package. Rates are subject to change.
 - e. Perform all duties as required by the Postsecondary Enrollment Options Act (M.S. 124D.09) (<https://www.revisor.mn.gov/statutes/cite/124D.09>) and Minnesota State Board Policy 3.5 (<https://www.minnstate.edu/board/policy/305.html>) and System Procedure 3.5.1 (<https://www.minnstate.edu/board/procedure/305p1.html>)

4. CONSIDERATION AND TERMS OF PAYMENT.

- a. Consideration for all services performed by the COLLEGE/UNIVERSITY pursuant to this contract shall be paid by the SCHOOL DISTRICT:
 - i. The SCHOOL DISTRICT will be invoiced by the COLLEGE/UNIVERSITY at the respective academic year rate for tuition, fees, and textbook per credit hour per student as follows:
 - ii. Rate based on MDE rate, subject to change if current legislature makes a change to school districts general education funding.
 - iii. Some courses may have additional lab fees and the cost per credit will be more than the noted rate.

Academic Year	Rate
2023-2024	\$236.30 (two hundred thirty six and 30/100) Per credit hour

- iv. Other non-required costs related to course specific software and tools are the responsibility of the student.

5. Terms of Payment. Payments shall be made by the SCHOOL DISTRICT as follows:

- a. Invoices will be sent by the COLLEGE/UNIVERSITY to the SCHOOL DISTRICT after the 15th day of the fall and spring semester start.
- b. Payments to the COLLEGE/UNIVERSITY by the SCHOOL DISTRICT for the tuition/fees/textbooks charge for each semester will be made within forty five (45) days of the SCHOOL DISTRICT receiving the invoice.

6. TERM OF CONTRACT. This contract shall be effective on July 1, 2023, or upon the date that the final required signature is obtained by the COLLEGE/UNIVERSITY, whichever occurs later, and shall remain in effect until June 30, 2024, or until all obligations set forth in this contract have been satisfactorily fulfilled, whichever occurs first. The COLLEGE/UNIVERSITY understands that NO work should begin under this contract until ALL required signatures have been obtained, and the COLLEGE/UNIVERSITY is notified to begin work by the SCHOOL DISTRICT's Authorized Representative.

This agreement is effective for the 2023-2024 Academic Year(s).

7. CANCELLATION. Termination by the SCHOOL DISTRICT shall be allowed only at the end of a semester. The SCHOOL DISTRICT must provide the COLLEGE/UNIVERSITY with written notice prior to the following semester starting.

8. AUTHORIZED REPRESENTATIVES.

- a. COLLEGE/UNIVERSITY'S AUTHORIZED REPRESENTATIVE. The COLLEGE'S Authorized Representative for the purposes of administration of this contract is:

Name and title: Kayla Westra or his/her successor

Address: 1450 College Way, Worthington, MN 56187

Telephone: 507-372-3408

E-Mail: kayla.westra@mnwest.edu

- b. SCHOOL DISTRICT'S AUTHORIZED REPRESENTATIVE. The SCHOOL DISTRICT'S Authorized Representative for the purposes of administration of this contract is:

Name and title: _____ or his/her successor

Address:

Telephone:

E-Mail:

Fax:

The SCHOOL DISTRICT'S Authorized Representative shall have final authority for acceptance of the COLLEGE/UNIVERSITY services and, if such services are accepted as satisfactory, shall so certify on each invoice submitted pursuant to Clause 5, paragraph b.

9. ASSIGNMENT. The SCHOOL DISTRICT shall neither assign nor transfer any rights or obligations under this contract without the prior written consent of the COLLEGE/UNIVERSITY.
10. LIABILITY. Each party will be responsible for its own acts and behavior and the results thereof. The COLLEGE/UNIVERSITY and the SCHOOL DISTRICT's liability is governed by the Minnesota Tort Claims, Act, Minn. Stat. § 3.736, and other applicable laws.
11. AMERICANS WITH DISABILITIES ACT COMPLIANCE (hereinafter "ADA"). The SCHOOL DISTRICT is responsible for complying with the ADA Act, 42 U. S. C. 12101, et seq. and regulations promulgated pursuant to it for educational services it provides to its students. The COLLEGE/UNIVERSITY will inform students of support services available at COLLEGE/UNIVERSITY but IS NOT responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services, or other areas covered by the ADA.

12. AMENDMENTS. Any amendments to this contract shall be in writing and shall be executed by the same parties who executed the original contract or their successors in office.
13. GOVERNMENT DATA PRACTICES ACT. Both parties must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by either party in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by either party in accordance with this contract. The civil remedies of Minnesota Statutes Section 13.08 apply to the release of the data referred to in this Article by either the SCHOOL DISTRICT or the COLLEGE/UNIVERSITY. In the event either party receives a request to release the data referred to in this Article, the receiving party must immediately notify the other and receive instructions from the other party concerning the release of the data to the requesting party before the data is released.
14. JURISDICTION AND VENUE. This contract shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this contract, or the breach thereof, shall be in the state or federal court with competent jurisdiction in Ramsey County, Minnesota.
15. AUDITS. The books, records, documents, and accounting procedures and practices of either party relevant to this contract shall be subject to examination by the contracting department and the Legislative Auditor for the COLLEGE/UNIVERSITY and the State Auditor for the SCHOOL DISTRICT.
16. FORCE MAJEURE. No party to this Contract shall be responsible for any delays or failure to perform any obligation under this Contract due to acts of God, strikes or other disturbances, including, without limitation, war, insurrection, embargoes, governmental restrictions, acts of governments or governmental authorities, and any other cause beyond the control of such party. During an event of force majeure the parties' duty to perform obligations shall be suspended.
17. OTHER PROVISIONS. (Attach additional page(s) if necessary): NONE

The remainder of this page intentionally left blank.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED:

1. SCHOOL DISTRICT:

School District certifies that the appropriate person(s) have executed the contract on behalf of the School District as required by applicable articles, by-laws, resolutions, or ordinances.

By (authorized signature)
Title
Printed Name
Date

2. MINNESOTA STATE COLLEGES AND UNIVERSITIES

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

By (authorized college/university initiating agreement)
Title
Printed Name
Date

3. MINNESOTA STATE COLLEGES AND UNIVERSITIES

AS TO FORM AND EXECUTION:

By (authorized college/university initiating agreement)
Title
Printed Name
Date

Hello Holly

It was nice meeting you today. After looking into things Dawson is not currently a member of our MARSS services. Below outlines the MARSS contract. I can get a contract from our business office but I believe for Dawson it would cost \$1817.75 . The MARSS training I mentioned is included as part of our membership.

I have included Wendy on this email as she is the main contact for MARSS and could help explain what support she can offer. If you'd like to talk about what that would look like please let me know.

Page 11 of membership agreement

4. MARSS/Other Revenue Reporting Services; Fees.

- a. **Fixed Operations, Training & Workshop.** Fixed Operations, Training & Workshop covers the overall fixed operations costs and membership and includes attendance at MARSS Trainings.
- b. **MARSS/Other Revenue Reporting and Services.** MARSS/Other Revenue Reporting and Service offsets the cost of staff time used to support the Member with multiple submissions of FYE (June 30) and Fall semester MARSS data (phone support, codes and procedures, MARSS edits, submissions, etc.), and includes training and support of the MARSS Web Edit Program which is used at the district level for editing and reporting of local MARSS data.
- c. **Additional Charges.** The following non-exclusive list of additional charges may be billed separately to the Member:
 - i. Paper and postage will be billed at cost.
 - ii. MARSS training and emergency services not covered in basic fee will be charged or \$80.00 per hour (billed in one-half hour increments) when provided at the Member's district office, plus the IRS mileage rate; or will be charged \$70.00 per hour (billed in one-half hour increments) when provided at the RMIC Office.
 - iii. Small Group Training - \$120.00/half day and \$200.00/full day.
- d. **MARSS/Other Revenue Reporting Worksheet.** If applicable, the Member's MARSS/Other Revenue Reporting service fees shall be calculated as set forth below.

- i. FIXED OPERATIONS, LICENSE & WORKSHOP FEE: \$0.00
- ii. MARSS/OTHER REVENUE REPORTING SUPPORT & SERVICE FEE:
557 @ \$.75 per student = \$0.00

Thanks
Christine

Blackjack Child Care

2023-24 Parent Handbook

Blackjack Babies
Little Jacks
Junior Jacks



This handbook is intended to familiarize families with current policies, practices and standards. Dawson-Boyd Schools reserves the right to revise its policies, practices and standards as needed and families will be notified of any handbook updates. Handbooks are available to parents at any time and are in each classroom, Steven's Elementary Office, Dawson-Boyd District Office and on the school website.

Mission Statement

Blackjack Child Care strives to provide quality child care in a warm, welcoming, nurturing, and fun environment. Our Goals are to value the importance of character, commitment to the family, commitment to the community, respect for the individual, and celebrating our differences.

MN DHS Licensing/Certification Information

Blackjack Babies (#1098139) Infants and Toddlers is licensed by the Minnesota Department of Human Services, Division of Licensing. 651-431-6500. A copy of Minnesota Administrative Rules 9503.005-9503.0170 and Minnesota Statutes 245A, 245C and 626.556 are available for parents to view at any time. Little Jacks and Junior Jacks (#1106065) Programs are certified by the Minnesota Department of Human Services, Division of Licensing. A copy of our Child Care Program Plan, Risk Reduction Plan, Child Care Emergency Plan and Mandated Reporting Policies are available to view at any time as well.

Blackjack Babies Infant and Toddler programs are licensed (#1098139) by the Minnesota Department of Human Services. The Littles and Junior Jacks classrooms are certified (#1106065) by the Minnesota Department of Human Services.

SERVICE CAPACITY: We are currently licensed to serve up to 33 children at a time in the infant and toddler classrooms: 12 infants & 21 toddlers. The maximum child:staff ratio is 4:1 Infants, 7:1 Toddlers, 10:1 Littles, 15:1 Juniors.

AGE LIMITS: Blackjack Babies Infants 6 weeks-16 months, Toddlers 16 months-33 months, Little Jacks provides care to children 33 months to kindergarten and Junior Jacks is school age children.

Location and Contact Information: Blackjack Child Care 848 Chestnut Street Dawson, Mn 56232
DB Community Education Office Tony Aafedt Email: Carrie Kleven Email: ckleven@dwby.k12.mn.us, Phone - 320-312-2318.

Hours of Operation: Blackjack Babies & Little Jacks Monday - Friday 7:00am to 5:30pm , Junior Jacks Before & After School Hours: 7:00am to 8:15am & 3:00pm to 5:30pm, Non-School days/Summer Hours: 7:00am to 5:30pm

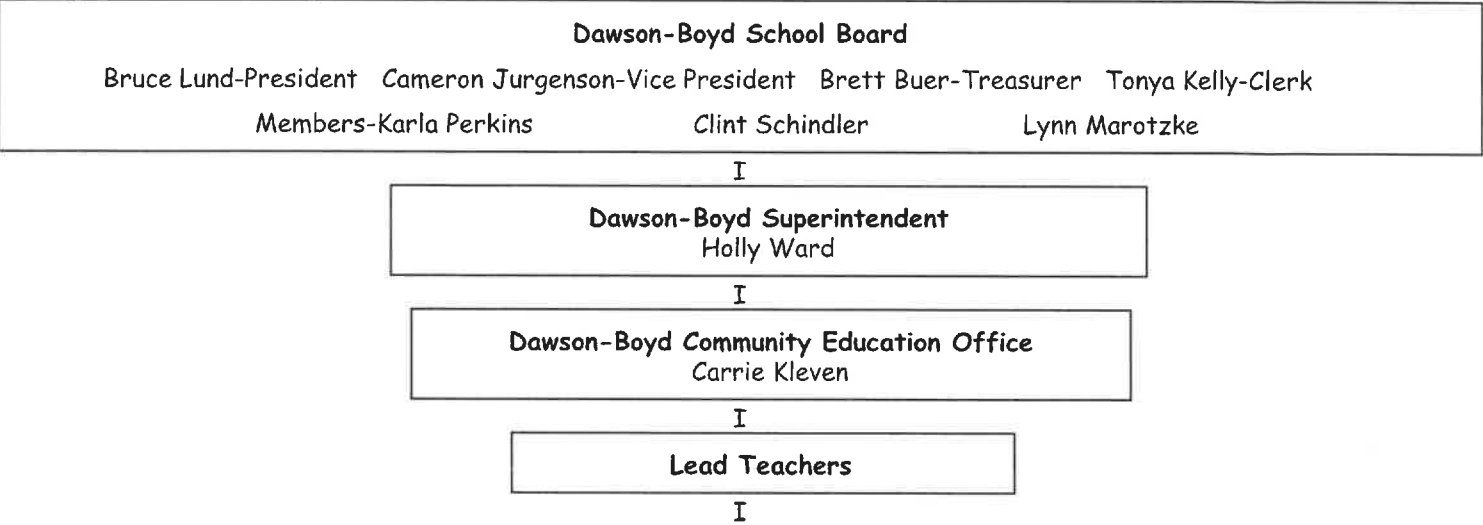
NO EARLY DROP OFFS OR LATE PICKUPS

Snow Day Hours for all programs: 8:00am to 4:00pm

Blackjack Babies, Little Jacks and Junior Jacks will provide child care on days that Dawson-Boyd Schools opens late, closes early and/or closes for the day due to weather with certain provisions. Please see Weather Related Policy for exact details.

Blackjack Child Care Programs will be closed on: New Year's Day, Easter, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Day. If one of these holidays falls on a Saturday we will be closed the Friday before, if the holiday lands on a Sunday we will be closed the Monday after. We will also be closed 1-2 days each calendar year for professional development days. You will be notified well in advance of these days.

Blackjack Child Care Organizational Chart



Assistant Teacher

I

Aides

Staffing Ratios

- The first staff member needed to meet the required staff to child ratio must be a teacher
- The second staff member must have at least the qualifications of a childcare aide
- The third staff member must have at least the qualifications of an assistant teacher
- The fourth staff member must have at least the qualifications of a childcare aide

Blackjack Child Care Rules & Regulations

- Blackjack Babies, Little Jacks & Junior Jacks does not discriminate against race, creed, color, national origin, religion, or gender.
- Blackjack Child Care Programs are covered by liability insurance provided through the Dawson-Boyd School District.
- Blackjack Child Care Program Plan will be reviewed annually by the Director to evaluate and redevelop low focus areas and adapt the program plan according to those needs. A copy of the Child Care Program Plan is given to parents at enrollment and may be seen at the center at any time.
- Blackjack Child Care Risk Reduction Plan and Child Care Emergency plan will be reviewed annually by all staff.
- All children will be supervised at all times when they are present and under the care of the Blackjack Child Care Programs.
- Child enrollment forms and contracts will be updated yearly at the end of August. Any updates to policies, procedures or changes in Tuition rates will also be revised at this time.

Program Enrichment

Blackjack Child Care Programs provides hands-on including learning opportunities and experiences based on the children's own interests. Children learn through experiences of movement, listening, seeing and hearing in order to process the experience fully. Children are encouraged to interact with other children as they explore the world through learning materials. This supports the development of healthy relationships. Children are encouraged to express their creativity. Each age category has a written plan for daily experiences designed to promote the intellectual, physical, social, and emotional development of each child in a manner consistent with their cultural background. Daily experiences will be offered in a variety of ways: quiet, active, teacher directed, and child initiated. A variety of tools, equipment and material will be used to enhance these daily experiences for children. Blackjack Child Care Programs will provide for the individual developmental growth of each child with a variety of enriched indoor and outdoor learning activities

Infants

Blackjack Babies support cognitive, physical, social, and emotional development by providing for the needs of our infants including: arrival and departure transitions, diapering, feeding, eating, and napping. Infants are moving around, learning to trust and explore in all their environments. Infant daily schedules/routines will vary based on each individual infant's needs.

Toddlers

Blackjack Babies supports cognitive, physical, social, and emotional development by providing for the needs of our toddlers by providing engaging hands-on learning opportunities for them to explore, learn and grow based on their interests. Fun, exciting, and engaging play activities are offered daily to assist each child in developing positive self-concept, tools to understand, cope, express, and regulate their own feelings while developing empathy for others. We entice each toddler's curiosity and desire to learn with daily indoor and outdoor activities incorporating small and large motor activities, stories, songs, creative movement, sensory play, science, imitating and pretending. We also offer pre-reading and pre-math skills to our toddlers with activities including sorting, colors, patterns, number, and letter sounds and recognition, classification, rhyming, and prewriting skills.

Little Jacks

Little Jacks supports cognitive, physical, social, and emotional development through engaging hands-on learning opportunities for them to explore, learn and grow based on their interests. Fun, exciting, and engaging play activities are offered daily to assist each child in developing positive self-concept, tools to understand, cope, express, and regulate their own feelings while developing empathy for others. We entice each toddler's curiosity and desire to learn with daily indoor and outdoor activities incorporating small and large motor activities, stories, songs, creative movement, sensory play, science, imitating and pretending. We also offer pre-reading and pre-math skills to our preschool age group with activities including sorting, colors, patterns, number, and letter sounds and recognition, classification, rhyming, and

prewriting skills.

Junior Jacks

Junior Jacks supports cognitive, physical, social, and emotional development through engaging hands-on learning opportunities for them to explore, learn and grow based on their interests. Homework help is provided. All children in attendance are encouraged to work on homework right after snack. Weather permitting, students go outside to play after homework time. On indoor play days, staff take students to the elementary gym, when available, for active indoor play. Students are offered a free choice of activities incorporating fine motor, gross motor, sensory experiences, literacy, math, science, and social/emotional skills.

Goals and Objectives

The Blackjack Child Care's goal is to promote physical, intellectual, social, and emotional growth and development through planning interactive lessons, hands-on exploration activities both indoors and outdoors, cultural experiences, a balance of quiet and active child-directed & teacher-directed activities. The staff provide each child with several opportunities to manipulate, discover, investigate, and engage in a variety of materials and equipment to enhance educational experiences and learning in the following areas:

- Creative Arts
- Construction/Blocks
- Dramatic Play
- Science
- Music and Movement
- Fine Motor Activities
- Large Motor Activities
- Sensory Stimulation Activities
- Literacy

Children in the center are observed and documentation is recorded to track each child's progression in the categories of cognitive, physical, social, and emotional development. Documentation is shared with parents supporting lesson development and activities to meet the individual needs for each child. Parent/Teacher conferences are conducted each spring and fall. Teachers or parents may call or email at any time to discuss concerns related to their child at any time.

Supervision of Children

"Supervision" means when a program staff person is within sight and hearing of a child at all times so that the program staff can intervene to protect the health and safety of the child. When an infant is placed in a crib room to sleep, supervision occurs when a staff person is within sight or hearing of the infant. Staff are always within hearing of sleeping infants in the crib room and will physically look in on sleeping infants regularly, at least every 15 minutes to ensure all components of supervision are taking place.

When a single preschool or school-age child uses the restroom within the licensed space, supervision occurs when a program staff person has knowledge of the child's activity and location, can hear the child, and checks on the child at least every five minutes. When a preschool or school-age child uses the restroom outside the licensed space, including but not limited to field trips, supervision occurs when staff accompany children to the restroom.

When a preschool or school-age child leaves the classroom but remains within the licensed space to deliver or retrieve items from the child's personal storage space, supervision occurs when a program staff person has knowledge of the child's activity and location, checking on the child every five minutes.

Staff are responsible for maintaining proper staff/child ratios at all times. Staff are trained to continuously take attendance of children to ensure all are present and accounted for. Staff are to position themselves in a manner that allows them to view all children at all times both indoors and outdoors.

Child Registration & Enrollment

Registration by a parent or guardian is required prior to a child's attendance at Blackjack Child Care. Registration Forms are available at the Dawson-Boyd School, on the Dawson-Boyd School website, under the Community Education tab or you may contact the Blackjack Child Care Director. All forms must be completed and returned.

Each child's file must contain the following information BEFORE their first enrolled date

- Child Registration Information Packet
- Contract for Services and Enrollment Form
- Health Care Summary
- Immunization Form
- Personal Information Form
- Topical Ointment Form
- Research & Transportation Permission Form

- Special Diet Statement (if applicable)
- Individualize Child Care Program Plan (if applicable)
- Infant Feeding Schedule (required for infants only)
- Infant Rolling Over Form (if applicable)
- Infant Swaddle Consent (optional)
- Physician Directive for Alternative Sleep Position (optional)
- Tuition Express

Tuition Fees and Payments

On your contract, please choose the specific days of the week that you want to reserve for your child. You are then charged for those days until you withdraw from the contract. All contracted childcare fees are prepaid and charged weekly on the Friday preceding the week through ProCare with Tuition Express. Invoices are available on your My Procare Account. Tuition for contracted days and hours will be charged whether the child is in attendance or not.

Any payments returned as NSF will result in a fee of \$35. Two or more returned payments will result in Cash only pre-payments to be accepted. Continued late or non-payment may result in services being terminated.

Blackjack Childcare Tuition fees are as follows per child:

- Infants (6 weeks-15 months) 5 day contract \$175, drop in \$45/day
- Toddlers (16 months-33 months) 5 day contract \$165, drop in \$45/day
- Littles (33 months-Kindergarten) 5 day contract \$150, drop in \$40/day
- Juniors(school age) 5 day before and after school contract \$50, before school \$4, after school \$8, drop in before school \$5, after school \$10, full day \$28, drop in \$40

Full & Part Time Schedules

Full-time care consists of 5 scheduled days each week regardless of the number of hours each day. Contracting for a full-time care schedule guarantees a space reserved exclusively for your child. Full-time spaces are guaranteed long-term and are given priority over part time childcare schedules.

Part time care consists of 3 or 4 days each week regardless of the number of hours each day. Contracting for part time care guarantees a space for your child during the days and hours specified in the signed contract.

Summer Schedule

If your child will not be attending Blackback Babies (infants & toddlers) or Little Jacks (preschool) for the summer months there will be a \$350.00 holding fee, to hold the spot for fall. If your child will be part time - with a schedule you will only pay the scheduled days.

Drop-In Care Schedule

Children may attend our program on a drop-in only basis or you may add drop-in care in addition to your contracted days. Drop-In care is completely dependent on classroom attendance and ratio guidelines for all programs. Junior Jacks must call and sign their child up for care 24 hours in advance. All registration forms must be completed and returned before they will be allowed to attend.

Late Pick-Up

Our licensing agreements specify the hours each program is allowed to provide care. Program opening/closing hours are set to ensure high quality care. We are only licensed to provide care between these hours and cannot provide care before 7am or after 5:30pm. If a child is in our care past the arranged pick up time, the child's parents will be called to determine when the child will be picked up. If parents cannot be reached, the child's emergency contacts will be called to pick up the child. If the child is still in our care at 6 pm and no arrangements have been made for the child to be picked up, staff will call the local police for further assistance. If a child arrives before or stays later than their contracted time, without prior approval, an overtime fee of \$10 will be charged per incident. If this happens more than once, parents' will be asked to update their contracted hours. If the situation continues unresolved, service may be terminated.

Unauthorized Pick-Up

Blackjack Child Care Staff will only release your child to you, the emergency contacts listed, and the individuals listed on the authorized to pick up list in your child's registration packet. If someone else is picking up your child, you must inform the child care programs of this change in writing. This can be done by sending a message on Brightwheel, ProCare, or by calling the phones in the rooms. When someone other than a parent or guardian picks up a child, staff must verify the individual's identity using the individual's photo id. If the individual is unable/unwilling to provide a photo id, the child will not be released. Authorized pick up people must be at least 18 years of age. Staff will not release a child to someone under 18.

Late Payment Fees

Upon enrollment, parents agree to have all contracted tuition fees automatically deducted weekly by 5pm on the Friday preceding each week that each child is enrolled. Payments will be made through ProCare with Tuition Express. If tuition payment and late fees are overdue for two consecutive weeks, child care services will be suspended until payment is received. If service is suspended for more than two weeks without payment, your child care services will be terminated.

Waitlist Fee

A non-refundable fee of \$25 per child is required with a completed waitlist form in order to have your name placed on the waitlist. This fee does not guarantee enrollment. The Blackjack Child Care will contact you when space is available. When the next space opens, we will contact you again unless you request otherwise. Please let us know if you find alternative care and would like your name removed from our list. There is no waitlist for Junior Jacks.

Field Trip Fees

Blackjack Child Care programs will take field trips occasionally. Field trip fees may be charged in addition to weekly tuition fees. Parents may choose not to have their child participate in field trips and acknowledge that they are responsible for finding alternative care for their child during that time, at their own expense. Contracted tuition fees will be charged at regular contracted rates.

Holding Fee

When the Child Care program and parents agree to hold a spot for a child, we require a weekly, non-refundable holding fee. This fee will be equivalent to the full-time weekly rate of the requested age group. The fee will be charged weekly beginning on the date the opening becomes available. All holding fees must be prepaid weekly and are due by 5pm on the Friday preceding each week that the spot is being held. Holding fees are also required to ensure a continued spot for your child in the event of an extended leave for any reason, including but not limited to maternity leave, no summer care, etc. We do not hold spots in Junior Jacks.

Payment Process

Procure's Tuition Express is a payment processing system that allows secure, on time tuition and fee payments to be made from either your bank account or credit card. All services must be prepaid. Tuition fees will be processed on Friday for the following week. Please see the Procure forms in your registration packet for steps on how to set up your MyProcure account. For questions regarding Procure, Tuition Express, or your tuition fees or account, please contact Carrie Kleven or the Dawson-Boyd School Business Manager. Beginning September 1, 2023 all payments returned with NSF will result in a fee of \$35. If tuition payment and late fees are overdue for two consecutive weeks, child care services will be suspended until payment is received. If service is suspended for more than two weeks without payment, your child care services will be terminated.

Vacation Week

Children enrolled in Blackjack Child Care will receive 1 vacation day for the number of days per week they are contracted. If your child is enrolled 5 days/week, they will receive 5 vacation days, 4 days/week - 4 vacation days, 3 days/week - 3 vacation days. Vacation days must be requested at least 2 weeks in advance to ensure the weekly tuition is not billed through the Procure system. Vacation days do not carry over from year to year. Vacation days must be taken in consecutive days.

Daycare Closures

If Blackjack Child Care Programs need to close or shut down for a period of time, parents will be notified as soon as possible through Brightwheel or Procure. If you want to be contacted by another means, please let Blackjack Childcare know. If Blackjack Childcare shuts down due to staff illness, staffing shortages, building/facility maintenance, or due to inclement weather, families will not be charged for the days we are closed. If we are closed for any other reason; holiday, child illness, including covid, etc. families will be charged their regular contracted hours. If we need to shut down in the middle of the day, families will be charged for the whole day.

Winter Weather/School Closings

Blackjack Child Care programs will continue to operate in inclement weather, however may close if a no travel warning has been advised by Lac Qui Parle County or the National Weather Service. Blackjack Child Care will try to remain open with inclement weather, if staff allows. If school is 2 hours late, Blackjack Child Care Programs will open at 8am. If school gets out early, we will close at 4pm. If school is closed for the day we will be open 8am-4pm. Notifications will be sent out through JMC, Brightwheel, Procure & Facebook page for any changes in our regularly scheduled hours.

Termination of Services

Parents wishing to withdraw their child from Blackjack Child Care Programs must submit a written notice and give at

least a 10-working day notice. Payments must be made in advance. Blackjack Child Care Programs may terminate contract services at will. Reasons for termination may include, but are not limited to:

- Failure to pay tuition and/or late fees on time
- Failure to complete and return required forms
- Repeated late pickups
- Lack of Parent/Teacher cooperation
- Threats or abuse made toward a child or staff member by a parent/guardian
- Inability of Blackjack Child Care to meet the individual needs of a child
- Child's behavior that threatens the well being and safety of others at Blackjack Child Care Programs

CHILD CARE POLICIES AND PROCEDURES

Absence Notification

Parents must notify Blackjack Child Care Programs if their child is going to be absent from childcare. Parents may call Blackjack Babies, Junior Jacks, message on Brightwheel or ProCare. Parents must give Junior Jacks a 24 hour notice for all absences not related to illness. Failure to do so will result in a charge of your contracted hours for the date of absence.

Arrival and Departure

Blackjack Child Care staff ensure the safe arrival and departure of each child each day. Parents must stay with their child at drop off and pick up times until they are acknowledged by a staff member. Parents are responsible for the safe entry and exit of their child/children in and out of the building each day. It is extremely important that parents notify us if your child will be late, absent or of any change to their contracted schedule. If a child does not arrive within 30 minutes of their scheduled time without notification, staff will attempt to contact the child's parent to determine the whereabouts of the child.

Outside Play/Playground

We try to play outdoors daily unless it is raining, the wind-chill is below zero, the heat index is over 100 degrees, or if the air quality is poor. Please provide outerwear that is appropriate for Minnesota's ever-changing weather. We will utilize the Dawson-Boyd Community Center or our classroom for gross motor exercise when we are unable to be outdoors. Blackjack Child Care programs utilize the playground area provided on the Dawson-Boyd School campus. Staff are responsible for maintaining proper staff/child ratios at all times. Staff are trained to continuously take attendance of children to ensure all are present and accounted for. Staff are to position themselves in a manner that allows them to view all children at all times. Staff perform daily safety checks of the outdoor equipment and space to look for any safety hazards. A first-aid kit is available during all outdoor activities.

Child Friendly Clothing

We strongly recommend that your child wear play clothes that can get dirty. Actively playing children are often rough on their clothing. Please do not be surprised if your child comes home with tears or "messes" on their clothing from engaging in learning projects such as art, outdoor play, and other hands-on activities. We also recommend that your child wear clothing that he/she can easily manage. This enables your child to learn independence and develop self-help skills.

Items from Home

Children often want to bring special items and treasures from home to show their friends. Unfortunately, it is often more difficult to share a beloved item than children realize. These treasures can get broken or lost. To protect your child's special items and treasures we ask that your child does not bring items from home other than what is on the required supplies list.

Pets (Non-Service Animals)

With approval from the school's superintendent, animals are allowed into the building as long as there is supervision and/or training of these animals for proper behavior, there is no threat to persons in the building, and the owner provides documentation proving the animal is rabies free. Please let program staff know if your child has any pet allergies.

Special Events and Celebrations

If you would like to celebrate your child's birthday or a holiday with a special snack, please discuss it with a staff person in your child's room ahead of time. Staff will inform you at that time if we have any food allergies that need to be avoided. Our licensing requires us to only serve pre-packaged, store-bought food.

Services for Children with Special Needs

Blackjack Child Care Programs do provide services to children with special needs, granted the needs of the individual

child can be met adequately. When a child with a diagnosed special need is admitted into the program, staff shall develop an Individual Child Care Program Plan in an attempt to meet the child's individual needs within reason, of either program. The plan shall be developed in a joint effort with the child's parents, school district personnel, and medical or health personnel involved in the child's diagnosis or treatment. The plan shall be coordinated with the child's individual education plan (IEP) as developed by the school district or medical personnel.

Blackjack Babies and Junior Jacks are not designed to provide long-term 1:1 assistance for children. If a child receives personal care support outside of the classroom, has an identified special need, or has a behavior plan developed; it is the parents' responsibility to identify their child's needs on the appropriate forms at the time of enrollment. An individual conference to determine if we can meet the needs of the student may be necessary before enrollment is considered.

Supplies

All children will need seasonal outerwear. Such items include but are not limited to spring jackets and hats, rain boots or old pairs of shoes, winter jacket, snow pants, snow boots, winter hat and gloves, sun hat for warm sunny days etc. and comfortable shoes that provide good support.

We ask that parents provide the following for each child in care to leave at the center. All supplies brought from home MUST be labeled with the child's first AND last name. Breast milk must be labeled with the child's first and last name and the date it was expressed.

Little Jacks

- Pull Ups (if needed)
- Wipes
- Water Bottle
- Sunscreen/Bug Spray
- Extra Outfits
- Blanket & Pillow

Junior Jacks

- Water Bottle
- Sunscreen/Bug Spray

Blackjack Babies-Infants

- Diapers/Wipes
- 3 Bottles
- 3 full outfits
- Pacifier
- Blanket
- Formula or Breastmilk
- Baby Food
- Diaper Rash Cream
- Sunscreen/Bug Spray

Blackjack Babies-Toddlers

- Diapers/Pull Ups
- Baby Wipes
- 3 full outfits
- Blanket/Pillow/Crib Sheet for naptime
- Water Bottle
- Diaper Rash Cream
- Sunscreen/Bug Spray

Parent Communication and Involvement

Parents of enrolled children are welcome to visit Blackjack Child Care Programs at any time during hours of operation. We do ask that parents are mindful of rest/nap times at the center when planning to come in and visit or observe. Daily information/activity reports will be provided to parents through Brightwheel and ProCare. Parents are encouraged to download these apps onto their phones for daily communication between parents and staff. If communication needs to be provided in another language, we will utilize the resources from our school district, including the use of interpreter services.

Professionalism

Blackjack Child Care programs provide high-quality child care services and education for your child. We treat children with kindness and respect. We respect family culture, values, and parenting practices. Blackjack Child Care programs staff expect the same respect of enrolled children, parents, and families

No parent, staff, or adult is permitted to use curse words or other inappropriate language at any time at the center. Threats of any kind will not be tolerated, will be reported to the appropriate authorities, and will be prosecuted to the fullest extent of the law. Blackjack Child Care programs do not support nor condone corporal punishment of children. Such acts are not permitted in or on the programs property

Confidentiality

The privacy of all the families enrolled in the programs are important to us. Staff are trained to keep all information about children and their families strictly confidential and follow the confidentiality policy in the Blackjack Child Care Employee Handbook.

Custody Issues

Staff will not be involved in custody disputes between parents. We are unable to separate children's tuition accounts. It is the parent's responsibility to work out the scheduling and payments for childcare. The person who signs the Child Care Contract is responsible for making payments associated with the account.

Unsafe Pick Up

If a staff person determines that a child could be in danger if allowed to leave with someone who is not in a position to adequately supervise and care for that child, the staff person will call an emergency contact to pick up the child. If the

person insists on taking the child. Someone who is not in a position to adequately supervise and care for a child includes anyone who is mentally incapable, incapacitated or is suspected of abuse.

Chemical Use Policy

Dawson-Boyd Schools is a smoke, tobacco, drug & alcohol free campus. Smoking, tobacco use, drinking and drugs are prohibited in the building, on the grounds and in all parking areas. Blackjack Child Care staff are prohibited from being under the influence of any chemical that impairs the individual's ability to provide services or care for the enrolled children. All staff of Blackjack Child Care programs are informed and trained on this policy before their first day of contact with the enrolled children.

Grievance Procedure for Families

It is our goal to provide quality and excellence in the care of your child. Therefore, any positive comments or suggestions are greatly appreciated and can be made to the Director of the facility. We always welcome your input and feedback toward the care of your child. We appreciate questions or discussions of any kind that affect a positive outcome for your child. If you feel that there is a problem concerning the facility or a staff member, please follow the steps as listed:

- 1) Speak with the staff member involved with your child.
- 2) Allow follow-up from the staff member to you.
- 3) If you still are not satisfied with the results, please contact the lead teacher.
- 4) If you are still not satisfied, please make an appointment to personally talk with the Community Ed Office.

All comments made to staff members are passed on so that we are aware of any problems or issues. If a complaint is made, we will listen carefully to the issue, and attempt to work with the parent(s) to rectify the problem.

We feel communication is essential to the success of your child's care. We must make sure that we can openly share any concerns or questions that may arise. We believe in an open door policy and encourage parents to feel free to call and check on your child's day. We work hard to keep parents stress-free and self-assured knowing that their children are in our loving care.

PERMISSIONS

Media Release

Photographs and videos are taken during the normal course of a day, on special occasions such as birthdays, during holiday celebrations, and on community outings. We use these pictures/videos for teaching, sharing about your child's day, arts and crafts, photo albums, class books, and various other things. Parent permission must be obtained before any photos, videos or names are posted or shared. Permission for your child's name and/or picture to be displayed or submitted in the local newspaper, social media sites, in the school facility or to be used in marketing materials is included in the registration packet.

Research and Observation

In the event of possible research, observation, or experimental procedures involving enrolled children in our program, all parents would be required to give written permission for their child to participate, before each occurrence.

Water Play

Please be informed that water play/swimming is a high-risk activity and permission is required for children to participate in the activities. We participate in many water activities throughout the year which includes but is not limited to water table, water balloons/water guns, sprinkler, slip and slide, etc. Many precautions are taken at our center to help keep children safe. Children are always in sight and sound of staff when participating in water play. Permission for your child to participate in water play is included in the registration packet.

Transportation

When transporting children, Blackjack Child Care programs will ensure that the driver of the vehicle holds a valid driver's license appropriate to the vehicle driven. Blackjack Child Care programs comply with all seat belt and child passenger restraint system requirements and training. If transportation is required for your child during daycare hours, parental permission is required. Permission for your child to be transported by Prairie Five Bus Services or Dawson-Boyd School District during his / her contracted child care hours is included in the registration packet. If your child requires transportation by another means, written permission must be obtained before your child may be transported.

Field Trips

Blackjack Child Care programs participate in exploration and discovery in outdoor settings on a daily basis that includes outdoor play and community walks. Permission for your child to participate in these activities is included in the registration packet. In addition to community outings, Blackjack Child Care may participate in other field trips. Parent acknowledges that individual field trip permission forms will be requested before each field trip and field trips fees

may be charged in addition to weekly tuition fees. Parents may choose not to have their child participate in field trips and acknowledge that the parent will be responsible for finding alternative care for their child during that time, at their own expense. Contracted tuition fees will still be charged at regular contracted rates. A greater staff to child ratio will be maintained on all field trips. Children and staff will be broken up into small groups during field trips to ensure the safety of all children in attendance. Staff are responsible for maintaining proper staff/child ratios at all times. Staff are trained to continuously take attendance of children to ensure all are present and accounted for. Staff are to position themselves in a manner that allows them to view all children at all times. An emergency kit, emergency contact information, any ICCPP's, and any necessary child medications will be taken with on all field trips.

Nap and Quiet Time Policies

All toddlers & littles will have a scheduled quiet time in the afternoon. Infant nap schedules will be based on each individual child's needs. **NEW-we ask that you try to avoid dropping your child off during toddlers and littles nap time (11:30-2).**

Blackjack Babies/Little Jacks will provide a cot for toddlers & littles in a quiet area that is physically separated from children who are engaged in an activity that will disrupt a napping or resting child.

Separate bedding must be provided for each child in care. We require parents to provide each child with bedding and the parents will be responsible for taking the items home each week to be washed or when soiled or wet. Blankets must be washed or dry cleaned weekly and when soiled or wet.

Cots must be placed so there are clear aisles and unimpeded access for both adults and children on at least one side of each piece of napping and resting equipment. Cots must be placed directly on the floor and must not be stacked when in use.

A child who has completed a nap or rested quietly for 30 minutes must not be required to remain on a cot. They may play quietly for the remainder of the quiet time.

Infant Sleep Supervision

When an infant is placed in a crib room to sleep, supervision occurs when a staff person is within sight or hearing of the infant. Staff are always within hearing of sleeping infants in the crib room and will physically look in on sleeping infants regularly, or at least every 15 minutes to ensure all components of supervision are taking place.

Infant Safe Sleep Standards and Policies

A crib must be provided for each infant for which the center is licensed to provide care. Each infant in care will have a crib designated for only their use and will be labeled with the child's name. Cribs will be placed so there are clear aisles and unimpeded access for both adults and children on at least one side. Cribs must be placed directly on the floor and must not be stacked when in use.

Each crib's equipment must be safe, be of sturdy construction, and conform to federal crib standards under Code of Federal Regulations, title 16, part 1219 for full-size baby cribs, or part 1220 for non-full-size baby cribs. See Minnesota Statutes, section 245A.146, for additional crib safety standards including routine crib inspection requirements.

Blackjack Child Care completes monthly crib inspections and will check all cribs brand names and model numbers against the U.S. Consumer Product Safety Commission Website for unsafe cribs and maintain documentation for each crib available for use in the programs administration files.

Reducing the Risk of Sudden Unexpected Infant Death, Pursuant to Minnesota Statutes, section 245A.1435 the following are required and will be followed:

- When a license holder is placing an infant to sleep, the license holder must place the infant on the infant's back, unless the license holder has documentation from the infant's physician directing an alternative sleeping position for the infant. The physician directive must be on a form approved by the commissioner Physician's Directive for Infant Sleep Position form and must remain on file at the licensed location.
- An infant who independently rolls onto their stomach after being placed to sleep on their back may be allowed to remain sleeping on their stomach if the infant is at least six months of age or if Blackjack Babies has a signed form from the parent indicating that the infant regularly rolls over at home. If the infant rolls over in the crib, is under 6 months of age and no form is on file, staff are required to roll the infant back over onto their back.
- Infants will always be placed in a crib, directly on a firm mattress with a fitted sheet that is appropriate to the mattress size making sure the sheet fits tightly on the mattress and overlaps the underside of the mattress so it cannot be dislodged by pulling on the corner of the sheet with reasonable effort. Nothing will be placed in the crib with the infant except for the infant's pacifier, as defined in Code of Federal Regulations, title 16, part 1511.
- If an infant falls asleep before being placed in a crib, staff will move the infant to a crib as soon as practicable. Staff will keep the infant within sight and sound until the infant is placed in a crib.

- When an infant falls asleep while being held, the staff person will consider the supervision needs of other children in care when determining how long to hold the infant before placing the infant in a crib to sleep. The sleeping infant must not be in a position where the airway may be blocked or with anything covering the infant's face.
- Placing a swaddled infant down to sleep is not recommended for an infant of any age and is prohibited for any infant who has begun to roll over independently. However, with the written consent of a parent or guardian, Blackjack Babies staff may place an infant who has not yet begun to roll over on its own down to sleep in a one-piece sleeper equipped with an attached system that fastens securely only across the upper torso, with no constriction of the hips or legs, to create a swaddle. Prior to any use of swaddling for sleep, Blackjack Babies must obtain informed written consent from the parent or guardian of the infant on the Commissioner approved form Parent Consent for Swaddling an Infant.
- Separate bedding must be provided for each child in care. We require parents to provide each child with bedding and the parents will be responsible for taking the items home each week to be washed or when soiled or wet.

Meal & Food Policy and Procedures

All meals served at Blackjack Child Care programs are prepared and served by the Dawson-Boyd School District. All meals comply with USDA nutrition guidelines. Menus are posted in classrooms. If your child requires a special diet or has a food allergy, please discuss it with the Director at enrollment and additional forms will need to be completed. Parents of infants are asked to provide infant formula, breastmilk, infant cereal, and baby food. All items, including food, lunches, and bottles brought from home must be labeled with the child's first and last name and be dated. When a parent notifies the center that their infant is ready for table foods, Blackjack Child Care will provide these meals.

Feeding schedule forms are included in registration packets and must be completed and returned for all infants and toddlers. Please communicate with staff at drop off when your child last ate. If there are any changes or additions to your child's feeding you will need to complete a new form..

Food Temperature

Liquids and foods that are hotter than 110° are kept out of children's reach. If needed, infant staff members will use a hot water bath or bottle warmer to warm bottles. These bottles are monitored so the temperature does not reach higher than 110°. We check food temperatures when food arrives from the kitchen to ensure a hot food temp of 140° or higher. Food temperature notices are posted in the food preparation areas of the center.

Refrigerator Temperature

Refrigerator temps are kept at 40 degrees Fahrenheit or below. Refrigerator temperatures are logged daily by staff.

Breastfeeding

Blackjack Babies supports breastfeeding by: accepting, storing, and serving expressed breast milk for feedings. Breast milk in ready-to-feed sanitary containers labeled with the infant's name, mother's name and expressed date. Staff must ensure breastmilk has been stored in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0° F or below for no longer than three months. Staff gently mix the milk but never shake it before serving.

Infants

- Blackjack Babies does not offer solid foods and fruit juices to infants younger than six months of age, unless that practice is recommended by the child's health care provider and approved by families.
- Infants unable to sit are held for bottle-feeding. All others sit or are held to be fed. Infants do not have bottles while in a crib or bed and do not eat from propped bottles at any time. Staff offer children fluids from a cup as soon as the families and teachers decide that a child is developmentally ready to use a cup.
- Our staff will work with families to ensure that food is based on the infants' individual nutritional needs and developmental stage. Parents are asked to provide infant formula, breast milk, cereal, and baby food for their infant until they are ready to be served table foods.
- Except for breast milk, staff serve only formula and infant food that comes to the facility in factory sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars) prepared according to the manufacturer's instructions. Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice. Staff discard after one hour any formula or breast milk that is served but not completely consumed or has not been refrigerated. If staff warm formula or breast milk, the milk is warmed in a bottle warmer. No milk, including breast milk, and no other infant foods are warmed in a microwave oven.
- We offer whole milk to children ages 12-24 months. We do not offer cow's milk to children younger than 12 months. A request to differ from the latter policy would require a Special Dietary Statement from the child's health care provider.

Toddlers/Littles

- Well balanced meals and snacks will be offered daily, including; breakfast, lunch, and an afternoon snack. Meals are prepared and served by the Dawson-Boyd school district and follow USDA nutrition guidelines.
- We offer whole milk to children ages 12-24 months and 1% milk to children over 24 months.
- Toddlers/Littles are asked to bring a water bottle from home to refill.
- Blackjack Babies will follow written instructions obtained from the parents, at the time of enrollment, on each child's special diet or food needs.

Junior Jacks

- An afternoon snack will be served everyday at 3:15. All snacks follow USDA nutritional guidelines.
- During the summer months and non-school days, well balanced meals and snacks will be offered daily including; breakfast, lunch, and snacks. Meals are prepared and served by the Dawson-Boyd School District and follow USDA nutritional guidelines.
- We offer 1% milk to the children
- Drinking water will be available to the children and offered at frequent intervals throughout the day.
- All Junior Jacks are asked to bring a water bottle from home to refill.

Toilet Training Policies and Procedures

Blackjack Child Care programs will assist in toilet training a child when they are showing signs that they are ready and parents are consistently working with the child at home. Staff will take children to use the toilet in a consistent, timely manner. Staff will ask children often and take them when a child indicates they need to use the toilet.

Children should wear diapers or pull-ups at the center until they are a full week without accidents. At this time, staff will transition the child to wearing underwear at the center. It is our policy to put a diaper or pull up on toilet training children at rest time until they have consistently been accident free for a period of time.

Children should wear easy on and off pants during training. We prefer sweatpants or elastic waisted shorts or leggings until the child is physically capable of doing snaps and buttons on their own. Please do not send them in anything requiring us to remove the top to get to the bottom. If the child has regular accidents in their underwear, staff will switch them back to regular diapers and try again at another time.

Blackjack Child Care staff are committed to working with children and families during toilet training. There are items we are unable to accommodate toilet training due to licensing regulations and program goals. The following are things we will not do:

- We will not put children on a "potty schedule" where we need to set a timer and take them every so often. This would result in our entire day centering around the potty which is not realistic in our setting nor is it the goal of our early education program. We will take your child in a consistent, timely manner, as well as ask them often and take them when the child indicates they need to use the toilet.
- We will not limit food or drinks to certain times. We will not limit the amount of food or beverage below the state meal pattern requirements. We will maintain the same food and snack schedule during training. We will never withhold water from a child who is thirsty.
- We do not do laundry of any soaked or soiled clothes. Soiled clothing is bagged, placed in the child's locker, and returned to the parents at pick-up time.

Junior Jacks - Children must be toilet trained in order to attend the Junior Jacks Program.

Behavior Guidance Procedures

Staff will provide all children with a safe and positive environment modeling appropriate and acceptable behavior. Based upon the age of each child, the behavior expectations will be tailored to the developmental level of the children that the childcare is licensed to serve. Positive reinforcements for behaviors are the ultimate goal and implemented for children. Staff assist children with problem-solving techniques to support their learning and to resolve conflict between other children and staff. Staff redirect children and groups away from problems and toward constructive activity to reduce conflict while using positive reinforcement or behaviors. Staff will teach children how to use acceptable alternatives to problem behavior to reduce conflict. An example of this is staff teaching children to use words in an inside voice, not their hands or feet to solve a problem. Our childcare will provide a quiet calming area to de-escalate any problem behaviors and provide safety to children and staff. A child demonstrating unacceptable behaviors will be redirected, engaged in problem-solving conversations with staff, encouraged to apologize for their actions, and have consequences relating to their behavior. An example of a consequence is choosing another activity if the child is not cooperative with another child. All unacceptable behavior will be recorded by staff members on an unacceptable behavior log form that includes the child's first and last name, the date, behavior observed, staff name and staff response to the behavior.

Discipline Policy

We expect children to be safe and kind. We use logical consequences and redirection, we use red/green choices.

"Time-outs" are used and recorded for children who need a quiet space to calm down.

Persistent Unacceptable Behavior

If your child exhibits persistent unacceptable behavior, they will be placed on our persistent unacceptable behavior plan. Three instances of persistent behavior may be ground for dismissal from the program.

The following are persistent unacceptable behaviors.

- Striking a teacher
- Leaving the area without permission
- Theft
- Hitting/biting/kicking/pinching/scratching other students
- Constant Bullying
- Inappropriate touching of a person's body or belongings
- Excessive inappropriate language
- Any other infraction which jeopardizes the health, safety, or welfare of the students and staff

Parents will be notified, and communicated with on a regular basis if their child has consistent behavioral difficulties. If a child demonstrates unacceptable behavior in a day, the behavior and staff response will be recorded and placed in the child's file which will be available for parents to view. If the behavior continues or escalates within a period of 5 days, the child care director will meet with the child's parents, other staff persons and professionals when appropriate, to discuss possible concerns and appropriate problem-solving solutions to redirect and de-escalate the unacceptable behaviors. A follow up meeting will be scheduled for 14 days from the last meeting to review the child's progress. If no positive changes in behavior have been made, Blackjack Child Care programs have the right to terminate services. If a child demonstrates behavior that can cause serious physical harm to themselves, other children, staff or residents, parents will be called immediately to pick up their child.

Subjection of a child to corporal punishment, non-accidental infliction of physical pain is prohibited by or at the direction of a staff person. Corporal punishment includes but is not limited to the following actions:

- rough handling
- shoving
- hair pulling
- ear pulling
- shaking
- slapping
- kicking
- biting
- pinching
- hitting
- spanking

Staff are prohibited from subjecting a child to emotional abuse, the infliction of verbal or psychological abuse on a child by a caregiver. Emotional abuse includes but is not limited to: "emotional abuse" means the infliction of verbal or psychological abuse on a child by a caregiver.

- Name calling
- Ostracism
- Shaming
- Derogatory remarks about the child or child's family
- Using language that threatens, humiliates, or frightens the child.

Staff are prohibited from withholding the following from a child as a punishment for unacceptable behavior:

- Food
- Light
- Warmth
- Clothing
- Medical care

Discipline and punishment shall not be delegated to another child. No child shall be punished for toileting accidents. Separation of a child from a group except within rule requirements. The use of physical restraint other than to physically hold a child where containment is necessary to protect a child or others from harm is prohibited. The use of mechanical restraints, such as tying is prohibited.

Separation from a Group

- No child between the ages of 6 weeks and 16 months shall be separated from the group as a method of behavior guidance.
- No child shall be placed in a locked room to separate the child from the group.

- No child shall be punished for toileting accidents.

No child may be separated from the group unless the following has occurred

- Less intrusive methods of guiding the child's behavior have been tried and were ineffective.
- The child's behavior threatens the well-being of the child, other children, or program staff

When a child who requires separation from the group, separation must be in accordance with the following practices:

- Be appropriate to the age of the child and circumstances requiring the separation.
- Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person.
- The child's return to the group is contingent of the child's stopping or bringing under control the behavior that precipitated the separation; and
- The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops.

Any separation of a child from the group must be recorded in the child's file on the separation report as well as the facilities separation report. Separation reports must include the following

- Child's name
- Staff's name
- Time
- Date
- Information indicating what less intrusive methods were used to guide the child's behavior
- How the child's behavior continued to threaten the well-being of the child, other children, facility staff or residents.
- If a child requires separation from the group three or more times in one day, the child's parents will be notified via Brightwheel message or phone call. The Parents' notification will be documented on the separation report and filed in the child's file and the program's file. If a child is separated five times or more in one week or eight times in two weeks, procedures for persistent unacceptable behavior must be followed.

Biting is a common behavior among children from birth to age three. Staff will proactively take preventative measures. We respond to biting incidents by removing the biter from the incident location and telling them, without emotion, "biting hurts." We attend to the bitten child with TLC, wash the bite area with soap and water, and apply any additional first aid. An accident and incident report will be filled out in Brightwheel or ProCare. The director will maintain a log of all accidents and incidents in the administration files. Staff must keep the confidentiality of the other child involved. If biting becomes a persistent behavior for a child, we will follow the persistent unacceptable behavior policy as stated above.

HEALTH AND SAFETY POLICIES

Illness

Children who are ill with a contagious disease or have not been fever free without the aid of fever reducing medication may not attend the Child Care Programs. If a child becomes ill while attending the center, the child will be separated from the group for the health and safety of the other children. Parents will be called immediately. It is expected that a parent or guardian be at daycare within 1 hour to pick up the ill child. If a parent or guardian fails to pick up their child within one hour, staff will contact the listed emergency contact.

In the event of an emergency, 911 will be called, and decisions will be made by the paramedics as to the next procedures to be carried -out. Parents will be called immediately after the call to 911.

Exclusion from Child Care

Blackjack Babies and Junior Jacks must exclude a child from childcare for the following reasons:

- A reportable illness or condition that may be contagious.
- Chicken pox, until the child is no longer infectious or until the lesions are crusted over.
- Vomiting since admission that day or within the past 24 hours - a child must be free of vomiting for 24 hours before returning to the child care facility.
- Two or more abnormally loose stools since admission that day or within the past 24 hours - a child must be excluded for a minimum of 24 hours after stools return to normal.
- Contagious conjunctivitis (pink eye) or pus draining from an eye until medicine has been used for at least 24 hours.
- Bacterial infection such as streptococcal pharyngitis or impetigo until 24 hours of antibiotics has been completed.
- Unexplained lethargy or fatigue.
- Rash, other than mild diaper or heat related rash.
- Lice, ringworm, or scabies that is untreated or contagious.

- Who has a 100+ degree fever before fever reducing medicine is given - child must be fever free for 24 hours without the use of fever reducing medicine before returning to daycare.
- Significant respiratory distress.
- Inability to participate in normal activities with reasonable comfort.
- Requires more care than the staff can provide without compromising the health and safety of other children present.

Please notify Blackjack Child Care Programs if your child is/has experienced any of these health issues. The child may return to daycare 24 hours after resolution of symptoms without the use of symptom relievers and/or a full 24 hours period of antibiotic treatment. If you are unsure if your child is well enough to be at child care, please contact the childcare on Brightwheel or Procare.

Communicable Diseases

Parents are required to notify the Child Care Program within 24 hours when a child has a reportable disease. Staff will notify enrolled children's parents of all communicable and infectious diseases reported to the child care program via a note posted by the director and a message through Brightwheel and ProCare. Children who have been absent because of a communicable disease will only be readmitted into the child care programs with permission from a physician. Diseases required to be reported include, but are not limited to: influenza, RSV, coronavirus, chicken pox, strep throat, scarlet fever, German measles, mumps, measles, head lice, pink eye, or impetigo.

Health Consultant

Blackjack Child Care Programs utilize the services of the Dawson-Boyd School Nurse as our Health Consultant. The health consultant reviews our health and safety policies and procedures, reviews our infant policies, provides training and resources to ensure the health and safety at Blackjack Child Care Programs. If there is an outbreak of contagious illness at the center, the health consultant will assist with suggestions for reporting, excluding, and containment.

Medications

It is required by law that staff members not administer any medications without the parent's written permission. This includes all medications: prescription, nonprescription, and over the counter medications. Medications must be in the original container, labeled with the child's first and last name, and will be stored in a locked medication cabinet/drawer out of children's reach.

When administering medication, the primary concern is the safety and optimal health of every child. We have detailed procedures in place to ensure that every child receives the proper dosage of medication including:

- All marked medications will only be given to the child whose name is labeled.
- All medications (both prescription and over the counter) must be signed in daily on our medication authorization form.
- All medications will be stored in a locked area inaccessible to the children.
- The director or lead teacher will administer the medication.
- The administration of medication will always be witnessed by another staff member and recorded by the staff on the medication authorization form.
- We cannot administer any medication that has expired.
- Medicines, insect repellents, sunscreen lotions, and diaper rash control products must be stored according to directions on the original container.
- Sunscreen lotions and insect repellents supplied by the center may be used on more than one child.
- A product to control or prevent diaper rash, including moistened commercial wipes can only be used for the child that is stated on the product.

Prescription Medication

Prescription medication must be presented in its original container with a label attached bearing the doctor's name, child's first and last name, current date, time, and dose to be given, number of days to be administered, and pharmacy name. This constitutes the physician's written permission. Any unused proportions will be returned to the parent. An individual medication form must be filled out for each prescription medication and signed by the parent or legal guardian. Separate medication forms must be filled out for each medication, each time a medication is used. Completed forms must be kept in the child's record and are available for parents. Parents will be notified at the end of the day or via Brightwheel or ProCare that their child was given medication.

Over the Counter Medication

Over the counter medications should be treated with the same caution as prescription drugs. Oral over the counter medications such as but not limited to aspirin, ibuprofen, and cough medicine, can be administered only with the written permission of the child's parent or legal guardian and according to the manufacturer's instructions unless there are written instructions for their use provided by a licensed physician or dentist. Medication must be presented in its original container with manufacturer's instructions.

Topical applications, such as diaper rash ointment, petroleum jelly, suntan lotion and bug repellent may be administered with the parent's written consent. Directions provided on the manufacturer's label will be followed. All containers should be purchased by the parent and clearly labeled with the child's first and last name.

If a child requires medication for life-threatening conditions such as allergies or diabetes the prescription can be kept at the center and administered when necessary for as long as the child is enrolled. The child's parents or legal guardian and physician must sign an authorization form. Expired medication will be returned to the parent.

Lice

Any child found to have head lice or nits shall be removed from the daycare. The child must be treated immediately and be certified to be completely free of nits before readmission. A child having head lice discovered at home must be reported to the Director.

Lifting and Handling Children

Using proper techniques to lift and carry children can help prevent injuries to children and staff. The following techniques will be used by staff when lifting and handling children.

- Be careful when lifting and handling children
- Lift a child by grasping under the armpits
- Do not bend from hips, use legs and keep the child close
- Kneel or squat when possible
- Never twist while lifting
- Always lift and then turn

Blackjack Child Care staff should never:

- Pick up a toddler or infant by the hands or wrists.
- Swing a child by holding the hands or wrists of the child.
- Jerk an arm when pulling a child along, always be gentle when taking a child by the hand.

Allergy Prevention and Response

Allergy Prevention and Response Policies and Procedures must be provided to parents of all children at the time of their child's enrollment and must be available upon request. Staff informed of a child's allergy after enrollment must inform the director immediately so that the proper paperwork can be completed. Parents are encouraged to introduce new foods at home first.

Parents or legal guardians or the child's source of medical care will need to fill out a medical form to notify us of any allergy their child may have before admitting their child for care. We will maintain current information about the allergy in the child's record.

The Blackjack Child Care Programs will develop an Individual Child Care Program Plan as specified in Minnesota Rules 9503.0065, subpart 3 for each child with an allergy. The ICCPP must include but is not limited to:

- Description of the child's allergy
- Specific triggers
- Avoidance Techniques
- Symptoms of an allergic reaction
- Procedures for responding to an allergic reaction, including medication, dosages, and the doctor's contact information

ICCPs will be kept in the child's file and in the daycare's Allergy Prevention File that is stored in the center's locked file cabinet.

All staff and volunteers will be notified and made aware of any allergy that an enrolled child has. Each staff person who is responsible for carrying out the ICCPP must review and follow the plan. After reviewing the ICCPP daycare staff must sign the acknowledgement sheet in the Allergy Prevention File.

Blackjack Childcare will review the allergy related information every year in the months of January and June with parents. It is the parent's responsibility to notify the director of changes during the non-review months. Any changes made to allergy related information will be updated in the child's file, the child's ICCPP and the Daycare's Allergy Prevention File. All staff will be informed of the changes and must sign the acknowledgement of changes sheet in the Allergy Prevention File.

Allergy information will always be readily available including on-site, when on field trips or during transportation. A child's allergy information will be readily available to all staff where food is prepared and served to the child. If a child has an allergic reaction, the parents will be notified right away. When necessary we will call emergency services.

Handling and Disposal of Bodily Fluids

Any surface that encounters any potentially infectious bodily fluids, including blood and vomit, must be cleaned, and disinfected immediately according to Minnesota Rules, part 9503.0005, subpart 11.

- First Aid Kits, disposable gloves, disposable towels, disposable bags, and eye protection are readily available in each classroom. The following procedures will be followed when handling and disposing of bodily fluids:
- When handling any form of bodily fluids staff **MUST** wear disposable gloves.
- First wipe the area with disposable towels and discard into a plastic lined garbage bin. If it is blood, please use the red hazard bags to dispose of supplies.
- Once the area is free of bodily fluids, clean the area with soap and water.
- Wipe the area with disinfectant and let air dry.
- All soiled cleaning supplies will be placed in a plastic bag (red bag for blood), tied tightly, and disposed of immediately into the dumpster or red bags infectious waste container.
- Handwashing needs to take place before and after contact with the injured or ill child and after gloves are removed.
- Any sharp items used for a child with special care needs will be disposed of in a "sharps container." The sharps container is stored in a locked cabinet in the classroom and out of reach of the children.

Risk Reduction

A Risk Reduction Plan (attached) will be given to families during enrollment and available for viewing anytime. Blackjack Babies, Little Jacks and Junior Jacks will review and make any modifications annually and/or when needed.

Emergency Preparedness

A Child Care Emergency Plan (attached) will be given to families during enrollment and available for viewing anytime. Blackjack Babies, Little Jacks and Junior Jacks will review and make any modifications annually and/or when needed. The plan includes procedures for evacuation, relocation, shelter-in-place, and lockdown and how both programs will notify parents of the event and how to reunite when safe to do so.

Missing Child Policy

Statement of Intent: At Blackjack Child Care Programs, it is our intention to maintain children's safety as the highest priority at all times, both on and off the premises. Our goal is to ensure that every attempt is made, through following our Arrival & Departure policy, Outdoor play policy, Field Trip policy and Supervision policy procedures, to ensure the security of all children is maintained at all times. In the unlikely event of a child going missing, we will follow the following procedures:

Procedure for missing child

- All other children will be accounted for and secured in their classroom.
- The Director will talk to staff to establish when & where the child was last seen.
- The Director and staff will check all doors and gates to see if there has been a breach of security where a child could have wandered out.
- The Director and available staff will perform a thorough search of the building and outside area.
- If the child is not found the parent will be contacted and the missing child will be reported to the police.
- The key staff will write an incident report detailing.
 - Date & time of report
 - Which staff & children were in the group/outing at the time of the incident
 - When the child was last seen in the group/outing
 - What took place in the group/outing since the child was last seen
 - The estimated time that the child went missing

Follow-up procedures and meetings will take place to investigate how the breach of security took place and make necessary changes to the Child Care Plan and Policies to prevent it from occurring again.

Medication and Emergency Permission

Written parental permission is required in order for Blackjack Child Care staff to administer medications, first aid, or to obtain emergency medical services. Permission for your child to receive medications and emergency medical services is included in the registration packet. This permission includes all medications: prescription, nonprescription, and over the counter medications. Medications must be in the original container, and clearly labeled with the child's first and last name. Medications are stored in a locked medication cabinet/drawer out of children's reach.

Medical Emergencies

In the event of a medical emergency, a staff member will call 911. JMHS provides 24-hour emergency service using 911.

Administering First Aid

Blackjack Babies and Junior Jacks are both located in areas where several individuals are trained in first aid and CPR.

All program staff are trained in pediatric first aid and infant and child CPR within 90 days of hire. *At a minimum for initial licensure, there must be an individual trained in pediatric first aid and infant and CPR present in the facility during all hours of operation as well as on field trips and when transporting children.*

Blackjack Babies and Junior Jacks will ensure that a first aid kit is available within the center. The kit must contain sterile bandages, band-aids, sterile compresses, scissors, cold pack, an oral or surface thermometer and adhesive tape. A current first aid manual will be included. The first aid kit and manual must be accessible to the staff in the center and taken on field trips

If First Aid is required for a child, staff will tend to the issue according to their training and adhere to the following procedures:

- All Staff will be trained on pediatric first aid policies and procedures prior to first contact with children Staff will also be trained on safety policies and procedures required in MN Rules, part 9503.0110.
- Parents will be notified if a child becomes ill or an accident occurs.
- Within 24 hours of any accident, a staff member will complete an accident report.
- If a child is injured, staff will make the best judgment and call if they believe EMS is needed.
- Minor accidents will be treated by a staff person who has received pediatric first aid training.
- 911 will always be called if a child or staff is unconscious or unresponsive.
- Poison control will be called if there is an ingestion of harmful chemicals.
- All incidents will be reported to parents by a phone call, through brightwheel or procare and/or an accident report.

Fire Drills

Fire drills will be held monthly and recorded with the time, date and number of children and staff present.

- Staff will place infants and young toddlers in cribs, strollers and wagons.
- Older toddlers, preschool and school age children will line up at the exit door.
- Each classroom will evacuate through the evacuation routes that are posted in each classroom.
- Staff will take emergency kits and any necessary medications with them.
- Staff will lead children to the designated area and wait for further instruction from school administration or emergency responders.
- Staff will contact parents as soon as it is safe to do so.

Tornado Drills

Tornado drills will be held monthly and recorded with the time, date and number of children and staff present. Staff and children will follow the designated routes that are posted in each classroom.

- Staff will place infants and young toddlers in cribs, strollers and wagons.
- Older toddlers, preschool and school age children will line up at the exit door.
- Each classroom will proceed to the designated tornado shelter that is posted in each classroom.
- Staff will take emergency kits and any necessary medications with them.
- Staff will lead children to the designated area and have students sit in the tornado drill position, crouched on the floor with their hands clasped over the back of the neck/head.
- Staff will wait for further instruction from school administration or emergency responders.
- Staff will contact parents as soon as it is safe to do so.

Evacuation Drill

An Evacuation drill will be held annually with the Dawson-Boyd School District.

- Staff will place infants and young toddlers in cribs, strollers and wagons.
- Older toddlers, preschool and school age children will line up at the exit door.
- Each classroom will evacuate through the evacuation routes that are posted in each classroom.
- Staff will take emergency kits and any necessary medications with them.
- Staff will lead children to the designated evacuation site, Grace Lutheran Church.
- Staff will wait for further instruction from school administration or emergency responders and call parents to pick up their child as soon as it is safe.

Lock Down Procedures

Lockdown means keeping staff and children in a secure place within the building in response to an outside threat. In the event of a lockdown, we will follow the following procedure:

- Close and lock doors
- Turn off lights
- Close window blinds
- Take children to an area within the classroom that is away from doors and windows
- Keep children as quiet as possible
- Stay in lockdown until school administration or emergency responders give the all clear
- Contact families after threat has been resolved to notify them of the incident

Shelter in Place Procedures

Shelter in place means taking refuge in an interior room when an emergency occurs and that it is safer to be inside than to evacuate. In the event of a shelter in place, we will follow the following procedure:

- Staff will place infants & young toddlers in cribs, strollers and wagons.
- Line older children up at the interior exit doors.
- Proceed down the hallway to the library.
- Close and lock the door.
- Stay in a safe area until school administration or emergency responders give the all clear.
- Contact families after the threat has been resolved to notify them of the incident.

Maltreatment of Minors Mandated Reporting Policy

Per Minnesota Statutes, section 245A.145, subdivision 1, all licensed childcare providers must develop policies and procedures for reporting suspected child maltreatment that fulfill the requirements of section 626.556 and must develop policies and procedures for reporting complaints about the operation of a childcare program.

Blackjack Child Care Staff are legally required to report maltreatment. Maltreatment includes egregious harm, neglect, physical abuse, sexual abuse, substantial child endangerment, threatened injury, and mental injury. When a staff person witnesses, has reason to believe or suspect that maltreatment has occurred, the staff person will immediately, meaning as soon as possible, but in no event longer than 24 hours, contact and make a report to the following:

- Local Law Enforcement: 911
- LQP County Family Services: (320)598-7594
- Department of Human Services, Division of Licensing: (651)431-6600-suspected maltreatment
- Department of Human Services, Division of Licensing: (651)431-6500-licensing violations.

Internal Review

To ensure that an internal review is completed within 30 days and that corrective action is taken, if necessary, to protect the health and safety of a child in care when the facility has reason to know that internal or external report of alleged or suspected maltreatment has been made, the review must include an evaluation of the following:

- Related policies and procedures were followed.
- The policies and procedures were adequate.
- The need for additional training.
- Reported events are similar to past events with the child or services involved.
- The need for corrective action by license holders to protect the health and safety of enrolled children.

When an internal review is required it will be completed by the Community Ed Department. If this individual is involved in the alleged or suspected maltreatment it will be completed by the Superintendent. The center will document the completion of the review and provide it to the commissioner upon the commissioner's request.

2023-2024 Yellow Card

Student Name: _____ Grade: _____

Physical Date

MSHSL Eligibility & Health
Questionnaire

Fees Paid Fall Winter Spring

TURN THIS CARD IN TO YOUR COACH ON THE FIRST DAY OF PRACTICE

2023-2024 Yellow Card

Student Name: _____ Grade: _____

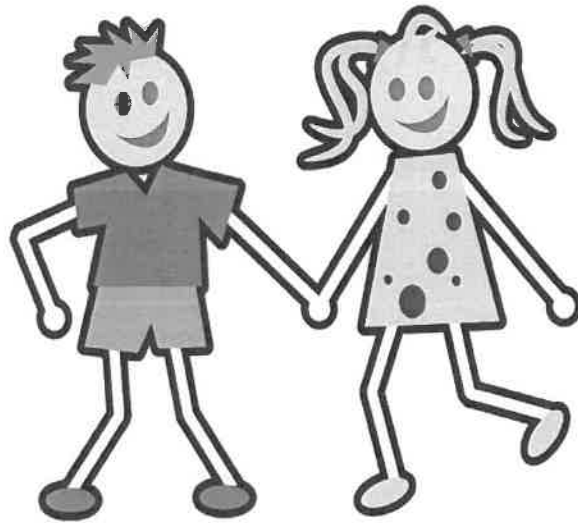
Physical Date

MSHSL Eligibility & Health
Questionnaire

Fees Paid Fall Winter Spring

TURN THIS CARD IN TO YOUR COACH ON THE FIRST DAY OF PRACTICE

Dawson-Boyd Preschool and School Readiness Parent Handbook 2023-2024



Four Year Old Teacher:
Four Year Old Teacher:
Three Year Old Teacher:
School Readiness and
EC/FE Coordinator:

Kassi Albertson
Steph Kelly
TBD

kassia@dwby.k12.mn.us
skelly@dwby.k12.mn.us

Community Ed Coordinator:
Community Ed Assistant:
Stevens Elementary

Tony Aafedt
Carrie Kleven

kassia@dwby.k12.mn.us
skelly@dwby.k12.mn.us
taafedt@dwby.k12.mn.us
ckleven@dwby.k12.mn.us
(320)769-4590

Many of the procedures are taken directly from the Stevens Elementary Handbook. Procedures that are listed or changes that are adopted in the Dawson-Boyd School or Stevens Elementary Handbooks will take precedence over procedures listed in this preschool handbook.

Dawson-Boyd Preschool/School Readiness Philosophy Program goals/objectives

Dawson-Boyd Preschool offers a wide variety of activities to encourage children with positive, growing experiences. The purpose of Dawson-Boyd Preschool is to provide all children with opportunities to participate in child development programs. This program's goal is to meet the individual needs of its students at appropriate levels of development in overall emotional, social, intellectual and physical development.

Dawson-Boyd Preschool/School Readiness activities encourage children attending to:

- Develop listening skills and participate in class activities.
- Develop self-help skills to be independent at school.
- Develop language and motor skills for school readiness.
- Develop social skills and interact with children the same age.

Parents can benefit from Dawson-Boyd Preschool/School Readiness by:

- Learning about your child's readiness skills.
- Discovering ways to support your child in school.
- Opportunities to share with other parents in informational classes.

Hours and Days of Operation

Three and Four Year Old Preschool/School Readiness classes begin in the fall when school starts. A calendar will be given out at the beginning of the school year. Classes begin at 8:30 a.m. and dismiss at 3:00 p.m.

Preschool Screening:

The early childhood years from birth to the start of kindergarten are an important time of rapid learning and growth. Early Childhood Screening is a check of how children are doing between the ages of 3 and 4. It identifies, at an early stage, possible learning or health concerns so that children can get needed help before starting school. Early Childhood Screening is not a kindergarten entrance test. All classes for Dawson-Boyd Preschool are partially funded with School Readiness dollars. Therefore, it is required that all children attending go through Preschool Screening within 90 days of admittance. Please make every effort to attend Preschool Screening on the scheduled date which is September 27, 2023. Parents will be contacted from the school prior to this date for appointments. There will be no preschool that day, as the teachers will be conducting the screening.

Four Year Olds: Children who are four by September 1 of the current year, are eligible to attend full day preschool. There are two options for this: 3-Days a week, Mon-Wed-Fri or 4-Days a Week, Mon-Tues-Thurs-Fri. Children will be split into the two classrooms.

Start dates will be released closer to the start of the school year. Hours of Operation are: 8:30 a.m.-3:00 p.m.

Drop-off: Students should be dropped off at the Elementary Doors no earlier than 8:15 a.m. Children dropped off before 8:15 should be registered for Little Jacks and attend that until school starts.

Pick-up: Paraprofessionals or teachers will bring the children to meet their parents at the doors for pickup.

Three Year Olds: Children who are three by September 1 of the current year, are eligible to attend the

whole day preschool on Tuesdays and Thursdays.

Start dates will be released closer to the start of the school year. Hours of Operation are: 8:30 a.m.-3:00 p.m. for whole days.

Drop-Off: Students should be dropped off at the Preschool Doors no earlier than 8:15 a.m. Children dropped off earlier than the buses come in should be registered for Kids Clubhouse and attend that until starting time.

Pickups: Paraprofessionals or teachers will bring the children to meet their parents at the doors for pickup.

Communication

All teachers will be using Seesaw to communicate with families and share what is happening in the classrooms.

It is important that you check your child's backpack every day. A communication folder will be sent home daily. This folder will be used to send important papers, calendars, etc. Please check and return to your child's backpack.

If you would like to communicate with your child's teacher, you may send a note in the folder or email the teacher.

FREE Breakfast and Lunch

All children enrolled in Preschool-12th grade will receive FREE Meals for the 2023-24 School Year.

Tuition Fee Schedule and Plan for Payment

Fee Schedule and sliding fees - See Fee Schedule.

Fees are due and payable on the first of each month.

Payment options:

1) Cash or check payment by September 1 for entire school year or

2) Use of the Procure app. This app will deduct payments from your credit card or debit card on a monthly basis.

If there is a concern regarding any of these pay systems or the parents' ability to pay, parents are asked to contact the Community Education Office immediately so that a solution may be worked out. If no such contact is made, non-payment can result in withdrawal of the child from the program.

NSF Checks

If a check is returned because of non-sufficient funds, cash will be required for the check amount and all bank processing fees.

Creative Curriculum is the curriculum used in all the preschool classrooms at Dawson-Boyd Preschool. Handwriting without Tears will also be used. Big Day for Pre-K curriculum will be used as additional resource material.

Immunizations

Current immunization records are required for all children in Dawson-Boyd Preschool. Minnesota Department of Health rules do not allow children to begin school without the immunization records on file.

Students with Special Needs

The preschool program works closely with the Stevens Elementary Special Education Department. As part

of the Dawson-Boyd Public School District's commitment to providing the best education for all students, and in keeping with the special education laws of the State of Minnesota and federal government, our preschool program ensures that children with special needs have the opportunity to interact with their peers on a regular basis. This process involves giving children who participate in a special education the opportunity to participate in general education preschool classrooms for both social and academic learning experiences. The benefit of this type of programming is significant for all students. Children with special needs learn best from their peers through role modeling of appropriate social and behavioral skills. Typically developing children have the opportunity to act as mentors to their peers while learning compassion, perspective taking, and patience by working with children with developmental delays.

If you have concerns about your child's development, please visit with your child's teacher or make a referral by calling 1-866-693-GROW (4769) or by completing the only form found at:



School Supplies

A blanket for rest time, a box of facial tissues, a take home folder, water bottle, a container of Clorox Wipes and a backpack. Please reach out to your child's teacher if you would like to donate additional supplies.

Parent Involvement

Parents are a child's first and most important teacher. Parents strengthen the quality of our program and are considered full partners in their child's development and learning. Research shows that early childhood programs involving both parents and children are more effective than programs that focus exclusively on the child. Children whose parents create a home environment that encourages learning and who are involved in their children's education are more successful in school.

Parents should also plan to:

- Participate in Early Childhood Screening with your child.
- Attend two parent-teacher conferences to discuss your child's development. The focus of the conference will be the child's development and educational needs. Conferences are approximately 15 minutes in length.

Parent/Teacher conferences will be held twice a year, fall and spring. If any concerns arise between conferences, please contact the preschool teacher as the first resource through email or by phone.

Teachers will notify parents about scheduled conference times. See the school calendar for conference dates.

Drop off/Pick up/Transportation

When bringing your child to school please drop your child off at the doors.

Heartland Bus: Heartland Bus riders will be dropped off and picked up at the main elementary doors. Parents need to make their own arrangements with the Heartland Bus.

Bus Policy: Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. Each family will receive a copy of the school district's School Bus Policy. Please familiarize your child with expectations on the bus.

Bus Pick Up: Students who reside in the city limits of Dawson are not eligible for bus pick-up, unless they reside north of Hwy 212. Students who reside 1 mile or more away from the school are eligible for bus pick

up at pre-established bus stops.

Approved Pick up person(s): Only those people who have been designated as pick-up persons on the registration form will be able to pick up children from preschool. Staff will ask for photo identification if the person picking up the child is unknown to the staff person.

Under the influence procedure: This procedure is to insure the safety of all Dawson-Boyd Preschool families. If a parent or authorized pickup person arrives at Dawson-Boyd Preschool and appears to be intoxicated (or under the influence of drugs or alcohol and demonstrating behavior that raises concern about the safety of the child), the following procedures will be used: Staff will express the concern to the parent or authorized pickup person confidentially.

Staff will offer assistance in calling someone on their emergency card to provide transportation home. If staff feels that the child's safety is in danger, they may call 911 after the parent or authorized person leaves and provide them with the following information:

- Description of vehicle, direction the vehicle is traveling, license plate number.

Behavior Guidance Plan

Staff will use positive guidance in working with children to help them develop independence, self-control, self-esteem and respect for others.

Staff will arrange the classroom to facilitate positive behaviors by creating a safe and inclusive learning environment.

The program staff will teach cooperation and interact calmly with children, using a positive tone of voice necessary when children will be redirected toward constructive play activities. Staff establish smooth transitions to support expected school behavior in the classroom, lunchroom, playground, and other school surroundings.

When redirection is not feasible or has not been successful, the discipline policy steps are as follows:

1. The child will be talked to by the teacher.
2. Time out for a few minutes.
3. Teacher will talk with the child and call the parents.

Emergency School Dismissal

If school should dismiss for weather or other reasons, it will be announced on KDMA, KLQP and WCCO radio. All students who are bused must have emergency housing in town if buses are unable to travel. You should also receive a phone call from the school through the phone messenger system.

Late Starts-The classes for four year olds and whole day three year olds will meet the same as the K-12 students on days with late starts.

Early Dismissal-No makeup days will be offered or held for early dismissal.

Emergency Procedures:

Fire-The preschool teacher will lead the class in an evacuation from the building. Specific escape routes are posted in the classroom. All classes will participate in fire drills with the K-12 school. Please go through the procedures for a fire drill with your child at home

Tornado-Children will be gathered together and led to the area designated for tornado evacuation for their classroom. Once in the designated area, children will sit with their heads down, away from windows and lights until the all-clear has been sounded. Please go through these procedures with your children and let them know that the tornado siren will be very loud. Tornado drills are conducted at school annually.

In the event of an actual tornado or fire, parents are asked to check-in with the classroom teacher or administration before taking their child from the building.

ALICE Drill-The school will have regular drills for emergency procedures that could involve an intruder in the building. Staff will be given training on possible responses in emergency situations, and will have training drills that involve all the children.

Illness Plan

Please notify us if your child is sick before 8:15 a.m. by calling the Stevens Elementary Office at (320)769-4590.

Please do not send your child if they are ill or you suspect that they are coming down with something. Do not send your child if they have a fever, need to be fever free for 24 hours, discharge from eyes or ears, undiagnosed rash, vomiting in a 24 hour period, or diarrhea.

Parents are required to notify Dawson-Boyd Preschool within 24 hours when a child has a contagious disease, lice, scabies, impetigo, ringworm or chicken pox.

Procedures from the Stevens Elementary Handbook will be followed if a student is identified as having lice in their hair. When they return, parents are to bring them to the health office to have their heads checked before going to class. They will be examined again at intervals to make sure no head lice were missed.

Plan for if a child gets sick at school-We will contact parents if a child becomes ill. You will be asked to pick up your child. If you are unable to pick them up immediately, the child will remain in the nurse's office.

Emergency Injury

In case of an emergency or injury at school which requires professional medical attention, beyond the care of the school nurse, parents will be notified immediately. If a parent cannot be reached, we will call the persons on the Emergency and Alternative Emergency Contact list. If necessary, we will immediately dial 9-1-1 and proceed with medical/dental help. Every effort will be made to contact parents as soon as possible.

Medications

If your child must take any kind of medication during school hours, please notify the school nurse and your child's teacher. The following is the procedure for medications, which are to be administered to students at school. The procedure is the same as listed in the Stevens Elementary handbook. If the procedure changes in that handbook, the Stevens Elementary Handbook will be followed.

1. Students requiring medications at school should be identified by the parents or a doctor. The school should then be notified.
2. Medications should be in the original bottle from the pharmacy. On the bottle should be listed the doctor's name, child's name, prescription name, and why the child is taking the medication.
3. The school must receive permission from the parent for the student to take the medication and a doctor's written order.

Substitute Staff

In the event that the preschool teacher must be absent, a substitute will be called from the list of Stevens' Elementary substitute teachers.

Personal Possessions

Label clothing that might be taken off at school (sweaters, hats, mittens, boots, snow pants, etc.) Any clothes that have been left at school and are not claimed will be put out on a table with the Elementary Lost & Found during conferences.

Appropriate Dress

Children will be painting and participating in a variety of activities. Please dress children appropriately for playground play as well as gym time and craft activities such as painting. Please make sure your child can also easily remove and do up their own clothes while toileting. An extra set of clothes should be kept at school in case of an accident.

Field Trips

Parent Permission slips will be sent home one week prior to the trip. Students must have a field trip form signed by a parent or guardian to be able to participate in a field trip. Parents are encouraged to attend field trips with their child.

Photo Release

A photo and media release form is included in the preschool forms. Photos may be used for news releases about field trips, special events, Community Education flyers or other publicity. If you do not want your child included in publicity, you may state that on the form.

Birthdays/Very Important Kid/Special Events/Sharing

Your child's birthday will be recognized on or close to the date. Summer birthdays will be noted as half-birthdays.

Very Important Kid dates will be noted on the monthly calendars. This is a special time for your child to shine! You may send family photos, share a favorite game or book.

Holiday parties are celebrated in Fall, Winter and on Valentine's Day.

Snacks

A snack is served to the children at afternoon classes. Parents may bring in snacks for special days. All food and drink items for snack, a school party, birthday or treat must be purchased at a store. Homemade food is not allowed in any classroom due to state laws. All snacks served should be from the approved food list for schools.

Suggestions for Healthy Snacks-Fresh fruit: apples, bananas, pears, etc. Fresh vegetables: carrots, broccoli, cauliflower, celery, baked tortilla chips and salsa; Baby carrots and low-fat dip; Low-fat string cheese and whole wheat crackers; Frozen juice bars; Yogurt; Graham Crackers; Unsweetened fruit cups; Unsweetened applesauce; Small boxes of Raisins, Dried fruit; Pretzels; Soy Nuts; 100% Juice; Water

Dawson-Boyd Preschool Curriculum focuses on the Early Childhood Indicators of Progress

Social and Emotional Development: The students are encouraged to play with each other to learn correct and appropriate behavior with peers, language when approaching other students, sharing of items/toys, and how to successfully express their thoughts and feelings. The students also discuss their feelings, thoughts, and talk through each situation when there is a problem or issue needing to be resolved. They learn through experiences in the classroom, outside, and in their daily routine.

Approaches to Learning: Students work on counting with math, patterns, science activities, and academic concepts such as letters, sounds of letters, writing their names, following directions, and using appropriate behavior. They also experience a repetitive day of activities based on the daily routine of school. Students gain skills to strengthen their knowledge of attitude, behavior and learning style in their environment.

Language and Literacy Development: The students learn the alphabet and writing through a curriculum called Handwriting without Tears. They also learn through repetition of flashcards, songs, books, and learning activities aligned with the letter of the week or theme for the week. Each child has the opportunity to share stories or experiences throughout the day to build sentence structure and memory by retelling a story. Each child works on rhyming, letters, sounds of the alphabet, and writing their names. Students will

learn to write their names in upper and lower case. Handwriting Without Tears teaches them to write other words in all uppercase block letters first and then transitions to lower case.

Creativity and the Arts: Students are able to express themselves through process art, and product art. The students are able to draw, evaluate, and explain their masterpiece, which allows them to have ownership and expand their thinking and reasoning skills. They are encouraged daily to draw, cut, and create open ended art pieces, and teacher directed projects. Students participate in music with movements and actions.

Cognitive Development: The students explore the alphabet, numbers, shapes, and colors; careers and community helpers. They also problem solve using math and science topics, and their experiences in the world. Students learn the basic components for Kindergarten and a school environment. Through themed activities and review of concepts, the students are better able to retain and demonstrate their new knowledge. Students are also able to demonstrate their abilities through conversation, writing, and picture identification.

Physical and Motor Development: Students are exposed to physical, gross motor (outdoor play) and fine motor activities (sensory activities and art/craft time) daily. Students participate in Stimulating Maturity through Accelerated Readiness Training, (SMART) curriculum engaging students in movement breaks, and a SMART course to increase their balance, core and body movement. Nutrition, safety and self-help skills are taught to ensure students understand living a healthy life and being independent.

The curriculum series used in the classrooms include: Creative Curriculum, Big Day for Pre-K, and Handwriting Without Tears. The primary assessment tool used is the Work Sampling System.

CERTIFICATION OF MINUTES RELATING TO
\$4,685,000 GENERAL OBLIGATION FACILITIES MAINTENANCE, TAX ABATEMENT
AND SCHOOL BUILDING BONDS, SERIES 2023A

Issuer: Independent School District No. 378 (Dawson-Boyd), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on August 14, 2023 at 6:00 p.m.
at the District Board Room.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$4,685,000 GENERAL OBLIGATION
FACILITIES MAINTENANCE, TAX ABATEMENT AND SCHOOL BUILDING
BONDS, SERIES 2023A; RATIFYING THE AWARD OF SALE, PRESCRIBING
THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT
THEREOF

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 14th day of August, 2023.

School District Clerk

It was reported that five (5) sealed proposals for the purchase of the District's General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A were received prior to prior to 10:00 A.M. CDT, on August 2, 2023, pursuant to the Preliminary Official Statement distributed to potential purchasers of the Bonds by PMA Securities, LLC, independent municipal advisor to the District. The proposals have been publicly opened, read and tabulated and were found to be as follows:

(See Attached)

Dawson-Boyd ISD #378
\$4,750,000 General Obligation Facilities Maintenance, Tax
Abatement and School Building Bonds, Series 2023A
(Minnesota School District Credit Enhancement
Program)

The following bids were submitted using *PARITY*[®] and displayed ranked by lowest TIC.
Click on the name of each bidder to see the respective bids.

Bid Award*	Bidder Name	TIC
<input checked="" type="checkbox"/> Reoffering	Piper Sandler & Co	3.619599
<input type="checkbox"/>	TD Securities	3.623368
<input type="checkbox"/>	Northland Securities, Inc.	3.657320
<input type="checkbox"/>	Robert W. Baird & Co., Inc.	3.670400
<input type="checkbox"/>	Stifel, Nicolaus & Co., Inc.	3.719735

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO \$4,685,000 GENERAL OBLIGATION FACILITIES MAINTENANCE, TAX ABATEMENT AND SCHOOL BUILDING BONDS, SERIES 2023A; RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 378 (Dawson-Boyd), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION; SALE AND RATIFICATION.

1.01. 1.01. Authorization and Election. (a) By resolution duly adopted on May 8, 2023 (the Abatement Approving and Parameters Resolution), this Board authorized the issuance of its General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A (the Bonds), in an aggregate principal amount not to exceed \$4,945,000, authorized PMA Securities, LLC, in Albertville, Minnesota (PMA), as independent municipal advisor to the District, to solicit proposals for the purchase of the Bonds, and further authorized and directed the Superintendent or Business Manager and any Board officer, in consultation with and upon the advice of representatives of PMA, to execute a contract on the part of the District for the sale of the Bonds with a purchaser to be selected by such officers, provided that the aggregate principal amount of the Bonds shall not exceed \$4,945,000 and the true interest cost does not exceed 5.00%.

A portion of the proceeds of the Bonds (\$1,890,000) (the Facilities Maintenance Bonds Portion) will be used to finance indoor air quality, roofing replacement and other deferred capital maintenance projects at various District facilities (the Facilities Maintenance Projects) as described in the District's ten-year facility plan for Fiscal Year 2024 (the Facility Plan) approved by both this Board and the Commissioner of the Department of Education of the State of Minnesota (the Commissioner). The District has published a notice in its official newspaper describing the Facilities Maintenance Projects, the amount of such Bonds, and the total amount of District indebtedness.

A portion of the proceeds of the Bonds (\$1,770,000) (the Tax Abatement Bonds Portion) will be used to finance parking lot improvement projects districtwide (the Tax Abatement Projects). Pursuant to the Abatement Approving and Parameters Resolution, this Board granted an abatement of property taxes to be imposed by the District on certain parcels in the District identified therein (the Abated Parcels) for a period of fifteen (15) years commencing with taxes payable in 2024 and concluding with property taxes payable in 2038 (the Tax Abatement), all pursuant to Minnesota Statutes, Sections 469.1812 to 469.1815, as amended. The revenues derived by the District from such Tax Abatement are referred to collectively herein as the Tax Abatement Revenue. The Tax Abatement Bonds Portion will finance the Tax Abatement Projects including every item of cost of the kinds authorized in Minnesota Statutes, Section 469.1814, subdivision 5, benefiting the Abated Parcels.

A portion of the proceeds of the Bonds (\$1,025,000) (the School Building Bonds Portion) will be used to finance the acquisition and betterment of school sites and facilities, as approved by the electors at a special election held on February 12, 2019 (the School Building Projects).

The Facilities Maintenance Projects, the Tax Abatement Projects and the School Building Projects are referred to collectively herein as the Project.

(b) The maturities of the Bonds are allocated between these purposes of the issue as follows:

<u>Year</u>	<u>Facilities Maintenance Bonds Portion</u>	<u>Tax Abatement Bonds Portion</u>	<u>School Building Bonds Portion</u>
2025	\$120,000	\$55,000	\$30,000
2026	160,000	90,000	50,000
2027	170,000	95,000	55,000
2028	180,000	100,000	55,000
2029	185,000	105,000	60,000
2030	90,000	110,000	65,000
2031	90,000	115,000	65,000
2032	95,000	120,000	70,000
2033	100,000	125,000	75,000
2034	105,000	130,000	75,000
2035	110,000	135,000	80,000
2036	115,000	140,000	80,000
2037	120,000	145,000	85,000
2038	125,000	150,000	90,000
2039	125,000	155,000	90,000

1.02. Sale. A proposal that meets the requirements set forth in the Abatement Approving and Parameters Resolution has been received from Piper Sandler & Co., in Minneapolis, Minnesota (the Purchaser). It is hereby determined to issue the Bonds at a purchase price of \$4,896,292.90 (representing the principal amount of \$4,685,000, plus an original issue premium of \$251,911.85, and less an underwriter's discount of \$40,618.95) plus accrued interest, if any, and upon the further terms and conditions on the further terms and conditions set forth herein.

1.03. Ratification of Award. Pursuant to the Abatement Approving and Parameters Resolution, the sale of the Bonds has been awarded by the Business Manager and Board Treasurer to the Purchaser. The sale of the Bonds to the Purchaser and the execution of the bond purchase agreement by the Business Manager and Board Treasurer for the sale of the Bonds with the Purchaser are hereby ratified in all respects.

SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.

2.01. Issuance of Bonds. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds

having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.

2.02. Maturities, Interest Rates and Denominations. The Bonds shall be originally dated as of August 31, 2023, shall be in denominations of \$5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest from date of issue until paid or called for redemption at the annual rates set forth opposite such years and amounts, as follows:

<u>Year</u>	<u>Amount</u>	<u>Rate</u>	<u>Year</u>	<u>Amount</u>	<u>Rate</u>
2025	\$205,000	5.000%	2032	\$285,000	4.000%
2026	300,000	5.000	2033	300,000	4.000
2027	320,000	5.000	2034	310,000	4.000
2028	335,000	5.000	2035	325,000	4.000
2029	350,000	5.000	2036	335,000	4.000
2030	265,000	5.000	2037	350,000	4.000
2031	270,000	5.000	2038	365,000	4.000
			2039	370,000	4.000

The Bonds shall be issuable only in fully registered form. Interest shall be computed on the basis of a 360-day year composed of twelve 30-day months. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of authentication shall be noted on each Bond so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing August 1, 2024, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.

2.04. Redemption. The Bonds maturing on and after February 1, 2032 shall be subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and within a maturity by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2031, and on any date thereafter, at a price equal to the principal amount thereof and accrued interest to the date of redemption. The Clerk shall cause notice of the call for redemption thereof to be published as required by law and, at least thirty (30) days prior to the designated redemption date, shall cause notice of the call for redemption to be mailed, by first class mail, to the registered owners of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and

payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

2.05. Appointment of Initial Registrar. The District hereby appoints Northland Trust Services, Inc., in Minneapolis, Minnesota, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company organized under the laws of the United States or one of the states of the United States and authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment and acceptance of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.

2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:

(a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.

(b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.

(c) Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.

(d) Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.

(e) Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and

that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

(f) Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

(g) Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.

(h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.

(i) Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, subdivision 1, as amended.

(j) Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this resolution as the Bonds surrendered upon such transfer or exchange.

2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such

officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual signature of the Registrar. The executed certificate of authentication on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

“Beneficial Owner” shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person’s subrogee.

“Cede & Co.” shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

“DTC” shall mean The Depository Trust Company of New York, New York.

“Participant” shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

“Representation Letter” shall mean the Representation Letter pursuant to which the District agrees to comply with DTC’s Operational Arrangements.

(b) The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of

and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC's Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

(c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.

(d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed, or if required to be re-filed with DTC, is hereby authorized and directed.

(e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

SECTION 3. FORM OF BONDS. The Bonds shall be prepared in substantially the form found at EXHIBIT A hereto.

SECTION 4. USE OF PROCEEDS.

4.01. General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A Construction Fund. There is hereby established on the official books and records of the District a General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A Construction Fund (the Construction Fund), and the District shall continue to maintain the Construction Fund until payment of all costs and expenses incurred in connection with the Project financed by the Bonds have been paid. Within the Construction Fund are established the following accounts:

(a) Facilities Maintenance Bonds Account. To the Facilities Maintenance Bonds Account there shall be credited from the proceeds of the Facilities Maintenance Bonds Portion an amount equal to the estimated construction costs and expenses of the Facilities Maintenance Projects, and from the Facilities Maintenance Bonds Account there shall be paid all such construction costs and expenses. The Clerk shall maintain the Facilities Maintenance Bonds Account until payment of all costs and expenses incurred in connection with the construction of the Facilities Maintenance Projects have been paid.

(b) Tax Abatement Bonds Account. To the Tax Abatement Bonds Account there shall be credited from the proceeds of the Tax Abatement Bonds Portion an amount equal to the estimated construction costs and expenses of the Tax Abatement Projects, and from the Tax Abatement Bonds Account there shall be paid all such construction costs and expenses. The Clerk shall maintain the Tax Abatement Bonds Account until payment of all costs and expenses incurred in connection with the construction of the Tax Abatement Projects have been paid.

(c) School Building Bonds Account. To the School Building Bonds Account there shall be credited from the proceeds of the School Building Bonds Portion an amount equal to the estimated construction costs and expenses of the School Building Projects, and from the School Building Bonds Account there shall be paid all such construction costs and expenses. The Clerk shall maintain the School Building Bonds Account until payment of all costs and expenses incurred in connection with the construction of the School Building Projects have been paid. All proceeds of the Bonds deposited in the School Building Bonds Account will be expended solely for the payment of the costs and expenses of the School Building Projects as required pursuant to Minnesota Statutes, Section 475.58, subdivision 4.

After payment of all such construction costs and expenses described in (a) through (c) above, the Construction Fund shall be discontinued and any Bond proceeds remaining therein shall be credited to the Debt Service Fund established by Section 4.02 hereof.

4.02. General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A Debt Service Fund. So long as any of the Bonds are outstanding and any principal of or interest thereon unpaid, the District shall maintain a separate debt service fund on the official books and records of the District to be known as the General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A Debt Service Fund (the Debt Service Fund), which the District agrees to maintain until the Bonds have been paid in full, and the principal of and interest on the Bonds shall be payable from the Debt Service Fund. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 5(c), the portion of long-term facilities maintenance revenue for bonded debt must be recognized in the Debt Service Fund. The moneys on hand in the Debt Service Fund from time to time shall be used only to pay the principal of and interest on the Bonds. The District irrevocably appropriates to the Debt Service Fund: (a) any funds received from the Purchaser upon delivery of the Bonds in excess of (i) the amount required by Section 4.01 above to be credited to the Construction Fund and (ii) the amount required to be set aside for payment of the costs of issuance of the Bonds; (b) the amounts specified in Section 4.01 above, after payment of all costs and expenses of the Project; (c) amounts, if any, transferred from the general fund account for long-term facilities maintenance to the Debt Service Fund, pursuant to Minnesota Statutes, Section 123B.595, subdivision 10(a)(4); (d) any long-term facilities maintenance equalized aid receivable under Minnesota Statutes, Section 123B.595,

subdivision 9; (e) all Tax Abatement Revenue received by the District; (f) all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board; and (g) all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time. If any payment of principal of and interest on the Bonds shall become due when there is not sufficient money in the Debt Service Fund to make such payment, the Clerk shall pay the same from any other available fund of the District, and such other fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of the Bonds when available. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 12, the portion, if any, of long-term facilities maintenance revenue not recognized in the Debt Service Fund shall be maintained with the general fund of the District in a reserve account pledged to the payment of Facility Plan costs not financed by the Facilities Maintenance Bonds Portion.

4.03. Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing power of the District shall be and are hereby irrevocably pledged. In order to produce aggregate amounts which, together with the Tax Abatement Revenue, will produce amounts not less than five percent in excess of the amounts needed to meet when due the principal of and interest on the Bonds as required by Minnesota Statutes, Section 475.61, subdivision 1, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and amounts as follows, as part of other general taxes of the District, as follows:

<u>Levy Years</u>	<u>Collection Years</u>	<u>Amount</u>
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(See attached levy computation)

The taxes shall be irrepealable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. If, as of the date tax levies are certified in any year, the sum of the balance in the Debt Service Fund plus any Tax Abatement Revenue to be received through the end of the following calendar year plus any ad valorem taxes theretofore levied for the payment of Bonds payable therefrom and collectible through the end of the following calendar year is not sufficient to pay when due all principal and interest to become due on all Bonds payable therefrom in said following calendar year, or the Debt Service Fund has incurred a deficiency in the manner provided in Section 4.02, an additional direct, irrepealable, ad valorem tax shall be levied on all taxable property within the corporate limits of the District for the purpose of restoring such accumulated or anticipated deficiency in accordance with the provisions of this resolution. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 6, if the debt service revenue required to pay the principal and interest on the Facilities Maintenance Bonds Portion exceeds the District's long-term facilities maintenance revenue for the same fiscal year, the District's general fund levy must be reduced by the amount of the excess.

4.04. Debt Service Fund Balance Restriction. In order to ensure compliance with the Internal Revenue Code of 1986 (the Code), and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt

service due in the following bond year, the excess shall (unless an opinion is otherwise received from bond counsel) be used to prepay or purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

SECTION 5. DEFEASANCE. When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Registrar on or before that date an amount equal to the principal, interest and redemption premium, if any, which are then due, provided that notice of such redemption has been duly given as provided herein. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank or trust company qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing or callable at the holder's option on such dates as shall be required to pay all principal and interest to become due thereon to maturity or earlier designated redemption date. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates or earlier designated redemption date.

SECTION 6. TAX COVENANTS, ARBITRAGE MATTERS, REIMBURSEMENT AND CONTINUING DISCLOSURE.

6.01. Restrictive Action. The Project will be owned and maintained by the District and used to carry out its program of public education. The District shall not enter into any lease, management agreement, use agreement or other contract with any nongovernmental entity relating to the Project or a portion thereof which would cause the Bonds to be considered "private activity bonds" or "private loan bonds" pursuant to the provisions of Section 141 of the Code. The District covenants and agrees with the registered owners of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations and covenants to take any and all actions within its powers to ensure that the interest on the Bonds will not become includable in gross income of the recipient under the Code and the Regulations.

6.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and

circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be “arbitrage bonds” within the meaning of the Code and the Regulations.

6.03. Arbitrage Rebate Exemption. (a) It is hereby found that the District has general taxing powers, that no Bond is a “private activity bond” within the meaning of Section 141 of the Code, that 95% or more of the net proceeds of the Bonds are to be used for local governmental activities of the District, and that the aggregate face amount of all tax-exempt obligations (other than private activity bonds) issued by the District and all subordinate entities thereof during calendar year 2023 is not reasonably expected to exceed \$5,000,000 plus the lesser of \$10,000,000 or so much of the aggregate face amount of the tax-exempt obligations as are attributable to financing or refinancing the construction of public school facilities. Therefore, pursuant to Section 148(f)(4)(D) of the Code, the District shall be treated as meeting the arbitrage rebate requirements of paragraphs (2) and (3) of Section 148(f) of the Code.

(b) If, notwithstanding the provisions of paragraph (a) of this Section 6.03, the arbitrage rebate provisions of Section 148(f) of the Code apply to the Bonds, the District hereby covenants and agrees to make the determinations, retain records and rebate to the United States the amounts at the times and in the manner required by said Section 148(f).

6.04. Qualified Tax-Exempt Obligations. The Board hereby designates the Bonds as “qualified tax-exempt obligations” for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions, and hereby finds that the reasonably anticipated amount of tax-exempt obligations, which are not private activity bonds (not treating qualified 501(c)(3) bonds under Section 145 of the Code as private activity bonds for the purpose of this representation) which will be issued by the District and all subordinate entities during calendar year 2023 does not exceed \$10,000,000.

6.05. Reimbursement. The District certifies that the proceeds of the Bonds will not be used by the District to reimburse itself for any expenditure with respect to the Project which the District paid or will have paid more than 60 days prior to the issuance of the Bonds unless, with respect to such prior expenditures, the District shall have made a declaration of official intent which complies with the provisions of Section 1.150-2 of the Regulations; provided that this certification shall not apply (i) with respect to certain de minimis expenditures, if any, with respect to the Project meeting the requirements of Section 1.150-2(f)(1) of the Regulations, or (ii) with respect to “preliminary expenditures” for the Project as defined in Section 1.150-2(f)(2) of the Regulations, including engineering or architectural expenses and similar preparatory expenses, which in the aggregate do not exceed 20% of the “issue price” of the Bonds.

6.06. Continuing Disclosure. (a) Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Bonds and the security therefor and to permit the Purchaser and other participating underwriters in the primary offering of the Bonds to comply with amendments to Rule 15c2-12 promulgated by the SEC under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12), relating to continuing disclosure (as in effect and interpreted from time to time, the Rule), which will enhance the marketability of the Bonds, the District hereby makes the following covenants and agreements for the benefit of the Owners (as hereinafter defined) from time to time of the outstanding Bonds. The District is the only obligated person in respect of the

Bonds within the meaning of the Rule for purposes of identifying the entities in respect of which continuing disclosure must be made. If the District fails to comply with any provisions of this section, any person aggrieved thereby, including the Owners of any outstanding Bonds, may take whatever action at law or in equity may appear necessary or appropriate to enforce performance and observance of any agreement or covenant contained in this section, including an action for a writ of mandamus or specific performance. Direct, indirect, consequential and punitive damages shall not be recoverable for any default hereunder to the extent permitted by law. Notwithstanding anything to the contrary contained herein, in no event shall a default under this section constitute a default under the Bonds or under any other provision of this resolution. As used in this section, Owner or Bondowner means, in respect of a Bond, the registered owner or owners thereof appearing in the bond register maintained by the Registrar or any Beneficial Owner (as hereinafter defined) thereof, if such Beneficial Owner provides to the Registrar evidence of such beneficial ownership in form and substance reasonably satisfactory to the Registrar. As used herein, Beneficial Owner means, in respect of a Bond, any person or entity which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, such Bond (including persons or entities holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of the Bond for federal income tax purposes.

(b) Information To Be Disclosed. The District will provide, in the manner set forth in subsection (c) hereof, either directly or indirectly through an agent designated by the District, the following information at the following times:

- (1) on or before twelve (12) months after the end of each fiscal year of the District, commencing with the fiscal year ending June 30, 2023, the following financial information and operating data in respect of the District (the Disclosure Information):
 - (A) the audited financial statements of the District for such fiscal year, prepared in accordance with generally accepted accounting principles in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota law, as in effect from time to time, or, if and to the extent such financial statements have not been prepared in accordance with such generally accepted accounting principles for reasons beyond the reasonable control of the District, noting the discrepancies therefrom and the effect thereof, and certified as to accuracy and completeness in all material respects by the fiscal officer of the District; and
 - (B) to the extent not included in the financial statements referred to in paragraph (A) hereof, the information for such fiscal year or for the period most recently available of the type contained in the Official Statement under the headings: Financial Information and Summary of Debt and Debt Statistics, which information may be unaudited.

Notwithstanding the foregoing paragraph, if the audited financial statements are not available by the date specified, the District shall provide on or before such date unaudited financial statements

in the format required for the audited financial statements as part of the Disclosure Information and, within 10 days after the receipt thereof, the District shall provide the audited financial statements. Any or all of the Disclosure Information may be incorporated by reference, if it is updated as required hereby, from other documents, including official statements, which have been submitted to the Municipal Securities Rulemaking Board (the MSRB) through its Electronic Municipal Market Access System (EMMA) or the SEC. The District shall clearly identify in the Disclosure Information each document so incorporated by reference. If any part of the Disclosure Information can no longer be generated because the operations of the District have materially changed or been discontinued, such Disclosure Information need no longer be provided if the District includes in the Disclosure Information a statement to such effect; provided, however, if such operations have been replaced by other District operations in respect of which data is not included in the Disclosure Information and the District determines that certain specified data regarding such replacement operations would be a Material Fact (as defined in paragraph (2) hereof), then, from and after such determination, the Disclosure Information shall include such additional specified data regarding the replacement operations. If the Disclosure Information is changed or this section is amended as permitted by this paragraph (b)(1) or subsection (d), then the District shall include in the next Disclosure Information to be delivered hereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

- (2) In a timely manner, not in excess of 10 business days, to the MSRB through EMMA, notice of the occurrence of any of the following events (each a “Material Fact,” as hereinafter defined):
 - (A) principal and interest payment delinquencies;
 - (B) non-payment related defaults, if material;
 - (C) unscheduled draws on debt service reserves reflecting financial difficulties;
 - (D) unscheduled draws on credit enhancements reflecting financial difficulties;
 - (E) substitution of credit or liquidity providers, or their failure to perform;
 - (F) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
 - (G) modifications to rights of Bond holders, if material;
 - (H) Bond calls, if material and tender offers;
 - (I) defeasances;
 - (J) release, substitution, or sale of property securing repayment of the Bonds if material;
 - (K) rating changes;
 - (L) bankruptcy, insolvency, receivership, or similar event of the obligated person;
 - (M) the consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination

- of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (N) appointment of a successor or additional trustee or the change of name of a trustee, if material;
 - (O) incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material; “financial obligation” means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of a debt obligation or any such derivative instrument; provided that “financial obligation” shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule; and
 - (P) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.

As used herein, for those events that must be reported if material, a “Material Fact” is a fact as to which a substantial likelihood exists that a reasonably prudent investor would attach importance thereto in deciding to buy, hold or sell a Bond or, if not disclosed, would significantly alter the total information otherwise available to an investor from the Official Statement, information disclosed hereunder or information generally available to the public. Notwithstanding the foregoing sentence, a Material Fact is also a fact that would be deemed material for purposes of the purchase, holding or sale of a Bond within the meaning of applicable federal securities laws, as interpreted at the time of discovery of the occurrence of the event.

For the purposes of the event identified in (L) hereinabove, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

For purposes of the events identified in paragraphs (O) and (P) above, the term “financial obligation” means (i) a debt obligation; (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii). The term “financial obligation” shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

- (3) In a timely manner, to the MSRB through EMMA, notice of the occurrence of any of the following events or conditions:

- (A) the failure of the District to provide the Disclosure Information required under paragraph (b)(1) at the time specified thereunder;
- (B) the amendment or supplementing of this section pursuant to subsection (d), together with a copy of such amendment or supplement and any explanation provided by the District under subsection (d)(2);
- (C) the termination of the obligations of the District under this section pursuant to subsection (d);
- (D) any change in the accounting principles pursuant to which the financial statements constituting a portion of the Disclosure Information are prepared; and
- (E) any change in the fiscal year of the District.

(c) Manner of Disclosure.

- (1) The District agrees to make available to the MSRB through EMMA, in an electronic format as prescribed by the MSRB, the information described in subsection (b).
- (2) All documents provided to the MSRB pursuant to this subsection (c) shall be accompanied by identifying information as prescribed by the MSRB from time to time.

(d) Term; Amendments; Interpretation.

- (1) The covenants of the District in this section shall remain in effect so long as any Bonds are outstanding. Notwithstanding the preceding sentence, however, the obligations of the District under this section shall terminate and be without further effect as of any date on which the District delivers to the Registrar an opinion of Bond Counsel to the effect that, because of legislative action or final judicial or administrative actions or proceedings, the failure of the District to comply with the requirements of this section will not cause participating underwriters in the primary offering of the Bonds to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended, or any statutes or laws successory thereto or amendatory thereof.
- (2) This section (and the form and requirements of the Disclosure Information) may be amended or supplemented by the District from time to time, without notice to (except as provided in paragraph (c)(2) hereof) or the consent of the Owners of any Bonds, by a resolution of this Board filed in the office of the recording officer of the District accompanied by an opinion of Bond Counsel, who may rely on certificates of the District and others and the opinion may be subject to customary qualifications, to the effect that: (i) such amendment or supplement (a) is made in connection with a change in circumstances that arises from a change in law or regulation or a change in the identity, nature or status of the District or the type of operations conducted by the District, or (b) is required by, or better complies with, the provisions of paragraph (b)(5) of the Rule; (ii) this section as so amended or

supplemented would have complied with the requirements of paragraph (b)(5) of the Rule at the time of the primary offering of the Bonds, giving effect to any change in circumstances applicable under clause (i)(a) and assuming that the Rule as in effect and interpreted at the time of the amendment or supplement was in effect at the time of the primary offering; and (iii) such amendment or supplement does not materially impair the interests of the Bondowners under the Rule.

If the Disclosure Information is so amended, the District agrees to provide, contemporaneously with the effectiveness of such amendment, an explanation of the reasons for the amendment and the effect, if any, of the change in the type of financial information or operating data being provided hereunder.

- (3) This section is entered into to comply with the continuing disclosure provisions of the Rule and should be construed so as to satisfy the requirements of paragraph (b)(5) of the Rule.

SECTION 7. CERTIFICATION OF PROCEEDINGS.

7.01. Filing with County Auditors. The Clerk is hereby authorized and directed to file with the County Auditors of Lac Qui Parle and Yellow Medicine Counties a certified copy of this resolution together with such other information as the County Auditors shall require and to obtain from the County Auditors a certificate that the Bonds have been entered upon the bond registers and that the tax for the payment of the Bonds has been levied as required by law.

7.02. Certification of Proceedings. The officers of the District and the County Auditors are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.

7.03. Official Statement. The Preliminary Official Statement relating to the Bonds and the Final Official Statement, listing the offering price, the interest rates, selling compensation, delivery date, the underwriters and such other information relating to the Bonds required to be included in the Official Statement by Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, prepared and distributed by PMA are hereby approved. The officers of the District are hereby authorized and directed to execute such certificates as may be appropriate concerning the accuracy, completeness and sufficiency of the Official Statement.

SECTION 8. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS. The District hereby covenants and obligates itself to notify the Commissioner of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota

Statutes, Section 126C.55 (the State Payment Law), to guarantee, to the extent permitted by law, payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted

Tax Levies

Levy Computation Sheet

Assessment Year	Collection Year	School Building	LTFM	LTFM/IAQ	Tax Abatment	Total
2023	2024	\$ 98,270.67	\$ 113,029.58	\$ 140,475.56	\$ 173,257.29	\$ 525,033.10
2024	2025	\$ 97,965.00	\$ 114,712.50	\$ 136,815.00	\$ 172,987.50	\$ 522,480.00
2025	2026	\$ 100,590.00	\$ 115,237.50	\$ 138,390.00	\$ 173,512.50	\$ 527,730.00
2026	2027	\$ 97,702.50	\$ 115,500.00	\$ 139,702.50	\$ 173,775.00	\$ 526,680.00
2027	2028	\$ 100,065.00	\$ 110,250.00	\$ 140,752.50	\$ 173,775.00	\$ 524,842.50
2028	2029	\$ 102,165.00	\$ -	\$ 141,540.00	\$ 173,512.50	\$ 417,217.50
2029	2030	\$ 98,752.50	\$ -	\$ 136,815.00	\$ 172,987.50	\$ 408,555.00
2030	2031	\$ 100,590.00	\$ -	\$ 137,340.00	\$ 172,200.00	\$ 410,130.00
2031	2032	\$ 102,900.00	\$ -	\$ 138,600.00	\$ 172,410.00	\$ 413,910.00
2032	2033	\$ 99,750.00	\$ -	\$ 139,650.00	\$ 172,410.00	\$ 411,810.00
2033	2034	\$ 101,850.00	\$ -	\$ 140,490.00	\$ 172,200.00	\$ 414,540.00
2034	2035	\$ 98,490.00	\$ -	\$ 141,120.00	\$ 171,780.00	\$ 411,390.00
2035	2036	\$ 100,380.00	\$ -	\$ 141,540.00	\$ 171,150.00	\$ 413,070.00
2036	2037	\$ 102,060.00	\$ -	\$ 141,750.00	\$ 170,310.00	\$ 414,120.00
2037	2038	\$ 98,280.00	\$ -	\$ 136,500.00	\$ 169,260.00	\$ 404,040.00

EXHIBIT A

UNITED STATES OF AMERICA

STATE OF MINNESOTA
LAC QUI PARLE AND YELLOW MEDICINE COUNTIES

INDEPENDENT SCHOOL DISTRICT NO. 378 (DAWSON-BOYD)

GENERAL OBLIGATION FACILITIES MAINTENANCE, TAX ABATEMENT AND SCHOOL
BUILDING BOND, SERIES 2023A

R-1 \$ _____

<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Date of Original Issue</u>	<u>CUSIP No.</u>
___%	February 1, 20__	August 31, 2023	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: [_____] DOLLARS

INDEPENDENT SCHOOL DISTRICT NO. 378 (DAWSON-BOYD), LAC QUI PARLE AND YELLOW MEDICINE COUNTIES, STATE OF MINNESOTA (the District), acknowledges itself to be indebted and for value received hereby promises to pay to the registered owner specified above, or registered assigns, the principal sum specified above on the maturity date specified above, and to pay interest thereon from the date of original issue specified above, or from the most recent interest payment date to which interest has been paid or duly provided for, at the annual rate specified above, payable on February 1 and August 1 in each year, commencing August 1, 2024, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month, all subject to the provisions referred to herein with respect to the redemption of the principal of this Bond prior to its stated maturity. The interest hereon and, upon presentation and surrender hereof at the principal office of the Registrar described below, the principal hereof, are payable in lawful money of the United States of America by check or draft drawn on Northland Trust Services, Inc., in Minneapolis, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the bond resolution described herein (the Registrar). For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

This Bond is one of an issue in the aggregate principal amount of \$4,685,000 (the Bonds), issued by the District to provide funds to finance indoor air quality, roofing replacement and other deferred capital maintenance projects at various District facilities; parking lot improvement projects at various District facilities (the Tax Abatement Projects); and the acquisition and betterment of school sites and facilities and is issued pursuant to and in full conformity with a resolution adopted by the School Board adopted on August 14, 2023 (the Bond Resolution), and authority conferred by more than the requisite majority vote of the qualified electors of the District voting on the question of its issuance at an election duly and legally called and held, and pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes Section 123B.595, Sections 469.1812 to 469.1815, as amended, and Chapter 475. The Bonds are issuable only in fully registered form, in denominations of \$5,000 or any integral multiple thereof, of single maturities.

The Bonds maturing on and after February 1, 2032 are each subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and, within a maturity, by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2031, and on any date thereafter, at a price equal to the principal amount thereof plus interest accrued to the date of redemption. The District will cause notice of the call for redemption to be published as required by law and, at least thirty (30) days prior to the designated redemption date, will cause notice of the call thereof to be mailed by first class mail to the registered owner of any Bond to be redeemed at the owner's address as it appears on the bond register maintained by the Registrar, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

The Clerk shall cause notice of the call for redemption thereof to be published as required by law, and at least thirty days prior to the designated redemption date, shall cause notice of call for redemption to be mailed, by first class mail, to the registered holders of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 of the Bond Resolution, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the owner without charge, representing the remaining principal amount outstanding.]

As provided in the Bond Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner's attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner's attorney, and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange, the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The Bonds have been designated by the District as "qualified tax-exempt obligations" pursuant to Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

Notwithstanding any other provisions of this Bond, so long as this Bond is registered in the name of Cede & Co., as nominee of The Depository Trust Company, or in the name of any other nominee of The Depository Trust Company or other securities depository, the Registrar shall pay all principal of and interest on this Bond, and shall give all notices with respect to this Bond, only to Cede & Co. or other nominee in

accordance with the operational arrangements of The Depository Trust Company or other securities depository as agreed to by the District.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen, to exist and to be performed precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District according to its terms have been done, have happened, do exist and have been performed in regular and due form, time and manner as so required; that, prior to the issuance hereof the District has pledged and appropriated to the debt service fund established for the payment of the portion of the Bonds that finance the Tax Abatement Projects, tax abatement revenue to be derived by the District from certain specified properties in the District; that, prior to the issuance hereof, a direct, annual, ad valorem tax has been duly levied upon all taxable property in the District for the years and in amounts not less than five percent in excess of sums, together with pledged tax abatement revenue, sufficient to pay the interest hereon and the principal hereof as the same respectively become due; that additional taxes, if needed to meet the principal and interest requirements of the Bonds, shall be levied upon all such property without limitation as to rate or amount; and that the issuance of the Bonds does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 378 (Dawson-Boyd), Lac Qui Parle and Yellow Medicine Counties, State of Minnesota, by its School Board, has caused this Bond to be executed on its behalf by the facsimile signatures of the Chairperson and Clerk.

INDEPENDENT SCHOOL DISTRICT NO. 378
(DAWSON-BOYD), MINNESOTA

(Facsimile Signature – Chairperson)

(Facsimile Signature - Clerk)

CERTIFICATE OF AUTHENTICATION

This is one of the Bonds delivered pursuant to the Bond Resolution mentioned within.

Date of Authentication: _____

NORTHLAND TRUST SERVICES, INC., as Registrar

By _____
Authorized Representative

CERTIFICATE OF LAC QUI PARLE COUNTY AUDITOR
AS TO REGISTRATION OF BONDS AND TAX LEVY

The undersigned, being the duly qualified and acting County Auditor of Lac Qui Parle County, hereby certifies that there has been filed in my office a certified copy of a resolution duly adopted on August 14, 2023, by the School Board of Independent School District No. 378 (Dawson-Boyd), Minnesota, setting forth the form and details of an issue of \$4,685,000 General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A, dated as of August 31, 2023, and levying taxes for their payment.

I further certify that the issue has been entered on my bond register and the tax required by law for their payment has been levied and filed as required by Minnesota Statutes, Sections 475.61 to 475.63.

WITNESS my hand and official seal this _____ day of _____, 2023.

Lac Qui Parle County Auditor

(SEAL)

CERTIFICATE OF YELLOW MEDICINE COUNTY AUDITOR
AS TO REGISTRATION OF BONDS AND TAX LEVY

The undersigned, being the duly qualified and acting County Auditor of Yellow Medicine County, hereby certifies that there has been filed in my office a certified copy of a resolution duly adopted on August 14, 2023, by the School Board of Independent School District No. 378 (Dawson-Boyd), Minnesota, setting forth the form and details of an issue of \$4,685,000 General Obligation Facilities Maintenance, Tax Abatement and School Building Bonds, Series 2023A, dated as of August 31, 2023, and levying taxes for their payment.

I further certify that the issue has been entered on my bond register and the tax required by law for their payment has been levied and filed as required by Minnesota Statutes, Sections 475.61 to 475.63.

WITNESS my hand and official seal this _____ day of _____, 2023.

Yellow Medicine County Auditor

(SEAL)

Adopted: _____

MSBA/MASA Model Policy 420

Orig. 1995

Revised: _____

Rev. 2022

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

E. Extracurricular Student Participation

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

F. Precautions

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

G. Information Sharing

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

H. Reporting

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

I. Prevention

The school district shall, with the assistance of the 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)

Dawson-Boyd Public Schools Policy #423

Adopted _____

Revised 7-10-2023

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.

Such safeguards include the following:

- ***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***
- ***keeping the teacher's desk in a sightline to the classroom door***
- ***Maintain visibility from the hallway into the classroom/office***
 - ***Exceptions: social worker, counselor, school nurse. Other case by case consideration with the approval of a principal and the superintendent.***

- 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 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)

Adopted: _____

MSBA/MASA Model Policy 507

Orig. 1995

Revised: _____

Rev. 2023

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student.

III. DEFINITIONS

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

IV. PROHIBITIONS

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

V. EXCEPTIONS

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

VI. VIOLATION

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

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)

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

Adopted: _____

MSBA/MASA Model Policy 515

Orig. 1995

Revised: _____

Rev. 2023

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

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

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. "Directory information," under federal law, means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:
 - a. a student's social security number;
 - b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
 - c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
 - d. personally identifiable data which references religion, race, color, social position, or nationality; or
 - e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.
2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

[Note: The federal definition includes all of the types of information specifically referenced as directory information. The federal definition applies to information requests by military recruiting officers, as set out in Article XI below.

The Minnesota definition imposes additional restrictions upon the types of information that may be designated as directory information.

A school district may choose not to designate some or all of the enumerated information as directory information. A school district also may add to the list of directory information, as long as the added data is not information that generally would be deemed as an invasion of privacy or information that references the student's religion, race, color, social position, or nationality.

Federal law now allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. The identity of those parties and/or purposes should be identified. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. Designation of directory information is an important policy decision for the local school board who must balance not only the privacy interests of the student against public disclosure but also the additional administrative requirements such restrictions on disclosures will place on the school district.]

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
 - a. Records of instructional personnel that are:
 - (1) kept in the sole possession of the maker of the record;
 - (2) used only as a personal memory aid;
 - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
 - (4) destroyed at the end of the school year.
 - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
 - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.
- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

“Legitimate educational interest” includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education;
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

J. Parent

“Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number or student number or biometric record; (e) other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

“Responsible authority” means *[designate title and actual name of individual]*.

N. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the

school district.

O. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

[Note: School districts may wish to reference police liaison officers in the definition of a “school official.” Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered “school officials” only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district’s legal counsel is recommended.]

P. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such

consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an

institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;

- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers;
- 7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, “organizations,” includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally

identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any

teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of

1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
 - a. Minnesota Statutes, section 13.32, subdivision 5; and
 - b. United States Code, title 20, section 1232g, and Code of Federal Regulations, title 34, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

[Note: This section became effective on the day following final enactment (May 19, 2023). Beginning on the effective date, a student’s personal contact information subject to this section must be treated as private educational data under Minnesota Statutes, section 13.32, regardless of whether that contact information was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 5].

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual’s attendance as a student (e.g., a student’s activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.
2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is

advisable to add a new paragraph VII.C.1.d. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes. To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents

will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and

statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

- B. Data released to military recruiting officers under this provision:
1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority [*designate title of individual, i.e., building principal*] in writing by [*date*] each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

[Note: 42 United States Code section§ 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide

notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may

make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.

[Note: While Section XIII.E.1. does not apply to requests for or disclosures of directory information under Section VII. of this policy, to the extent the school district chooses to limit the disclosure of directory information to specific parties, for specific purposes, or both, it is advisable that records be kept to identify the party to whom the disclosure was made and/or purpose for the disclosure.]

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means *[designate title and actual name of individual]*.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal

law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2023

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- I. "Instruction" means methods of providing learning experiences that enable students to

meet state and district academic standards and graduation requirements including applied and experiential learning.

- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World's Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World's Best Workforce law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).;
- [Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]***
2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

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

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

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

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

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

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

- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX (Reading and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 604
Orig. 1995
Rev. 2023

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes section 120B.022.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

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

V. CPR AND AED INSTRUCTION

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

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

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

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 - 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 - 5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
 - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
 - D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
 - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
 - F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
 Minn. Stat. § 120B.101 (Curriculum)
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
 Minn. Stat. § 120B.20 (Parental Curriculum Review)
 Minn. Stat. § 120B.021 (Required Academic Standards)
 Minn. Stat. § 120B.022 (Elective Standards)
 Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic
External Defibrillator Instruction)

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

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2022

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.
 - a. Designate a district assessment coordinator and district technology coordinator.
 - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
 - c. Annually review and recertify staff who have access to MDE secure systems.
 - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.
[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]
 - e. Establish a culture of academic integrity.
 - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
 - g. Ensure student information is current and accurate.
 - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
 - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
 - h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
 - (2) Verify staff complete any and all test-specific training.
 - i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

- (4) Identify need for additional test materials to district assessment coordinator.
- (5) Provide MTAS student data collection forms if necessary.
- (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

- a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
- a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

- 1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.

2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World’s Best Workforce)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.082 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)

Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

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617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

A. Preparatory Content Standards

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

B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]***

[Note: School districts should examine existing graduation requirements and align them to the new requirements.]

C. Assessment of Content Standards

[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]

D. Additional Requirements

[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]

E. Special Needs Students

[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]

F. Integration of Technology

[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]

G. Evaluation and Remediation of Student Difficulties and Achievement

[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. 2023

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The **[school board/superintendent/director of instruction]** shall establish

criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school

district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or

college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
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