

Wrenshall Board of Education

Monday, February 10, 2025 6:00 PM

Wrenshall School Library Media Center, 207 Pioneer Drive, Wrenshall, MN 55797

1. Call to Order	Speaker (s) : Chairperson
2. Pledge of Allegiance	Speaker (s) : Chairperson
3. Roll Call	Speaker (s) : Chairperson
4. Adoption of Agenda	Speaker (s) : Chairperson
5. Regular Business	Speaker (s) : Chairperson
5.a. Approval of Minutes	Speaker (s) : Chairperson
5.b. Accept Business Office Report	Speaker (s) : Jeff Pesta
5.c. Approval of Consent Agenda	Speaker (s) : Jeff Pesta
6. Informational Items	Speaker (s) : Chairperson
6.a. Principal's Report	Speaker (s) : Michelle Blanchard
6.b. Community Education Report	Speaker (s) : Katie Beck
6.c. American Indian Cultural Liaison Report	Speaker (s) : Kevin Kot
6.d. Enrollment Report	Speaker (s) : Jeff Pesta
6.e. Superintendent's Report	Speaker (s) : Jeff Pesta
6.f. Board Director or Committee Reports	Speaker (s) : Chairperson
7. Action Items	Speaker (s) : Chairperson
7.a. Resolution for Program or Position Reductions	Speaker (s) : Jeff Pesta
7.b. Approve Half-Time Superintendent Contract	Speaker (s) : Mary Carlson
7.c. Approve Continuation of Part-Time Employment for School Board Directors	Speaker (s) : Jeff Pesta
7.d. Approve Revised Community Education Program Handbooks	Speaker (s) : Katie Beck
7.e. Approve Committee Acknowledgments	Speaker (s) : Chairperson
7.f. Policy Review Cycle	Speaker (s) : Mary Carlson
7.f.1. Annual Policy Review	Speaker (s) : Mary Carlson
7.f.2. Federal Policy Review	Speaker (s) : Jeff Pesta
7.g. Acceptance of Donations	Speaker (s) : Chairperson
7.h. Hiring Requests	Speaker (s) : Jeff Pesta
8. Future Meetings	Speaker (s) :

9. **Adjournment**

Chairperson

Speaker (s) :

Chairperson

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9. Adjournment	Speaker (s) : Chairperson

Eric Ankrum: Present
Jon Beck: Present
Mary Carlson: Present
Ben Johnson: Present
Ashley Laveau: Present
Erin Riley: Present
Present: 6.

1. Call to Order

The meeting was called to order by Chair Carlson at 6:00 p.m. Ben Johnson addressed the Board during public comment to acknowledge media center teacher Chloe Swanson's contribution to the successful technology grant and the completion of her Master's Degree.

2. Pledge of Allegiance

3. Roll Call

All directors were present.

4. Adoption of Agenda

Motion to approve. This motion, made by Ben Johnson and seconded by Eric Ankrum, Carried.
Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea,
Erin Riley: Yea
Yea: 6, Nay: 0

5. Regular Business

5.a. Approval of Minutes

Motion to approve official minutes as presented. This motion, made by Eric Ankrum and seconded by Ashley Laveau, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea
Yea: 6, Nay: 0

5.b. Accept Business Office Report

Motion to approve. This motion, made by Jon Beck and seconded by Erin Riley, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea
Yea: 6, Nay: 0

The Board consensus was to begin the Fiscal Year 2026 budget development process at the February 5 work session.

5.c. Approval of Consent Agenda

Motion to approve. This motion, made by Eric Ankrum and seconded by Jon Beck, Carried.
Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea
Yea: 6, Nay: 0

6. Informational Items

6.a. Principal's Report

No report submitted this month.

6.b. Community Education Report

Community Education Coordinator Katie Beck provided the report.

6.c. American Indian Cultural Liaison Report

American Indian Cultural Liaison Kevin Kot provided the report to include an orientation to proposed smudging policy and details regarding the sugar bush project and evaporator storage.

6.d. Enrollment Report

6.e. Superintendent's Report

The assistant business manager confirmed that the \$2000 district contribution to the 6th Grade Osprey Wilds field trip was built into the Fiscal Year 2025 budget. The Board will add policies 511 and 610 to their policy development list for reconciliation prior to the next school year.

6.f. Board Director or Committee Reports

Each Board director provided a summary and highlights of their experience at the Minnesota School Boards Association Winter Conference.

Ben Johnson provided an update on the Technology Committee's progress in developing a draft strategic plan for instructional technology.

7. Action Items

7.a. Approve Business Manager Contract

Motion to approve as presented. This motion, made by Ashley Laveau and seconded by Erin Riley, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.b. Approve Tuition Agreements with Carlton School District

Motion to approve the tuition agreements as presented. This motion, made by Erin Riley and seconded by Ben Johnson, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.c. Approve Committee Acknowledgments

Motion to approve the acknowledgements as presented to include supporting modifications to the technology committee document. This motion, made by Eric Ankrum and seconded by Jon

Beck, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.d. Approve Pay Equity Report

Motion to approve. This motion, made by Ben Johnson and seconded by Ashley Laveau, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.e. Approve Summary of the Fiscal Year 2025 Superintendent Evaluation

Motion to approve as presented. This motion, made by Ashley Laveau and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.f. Approve Superintendent Finalist Interview Format

Motion to approve finalist interview format. This motion, made by Eric Ankrum and seconded by Jon Beck, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

The Board reached consensus on a final interview format which would include questions from a guest panel including a student, a teacher, and a community member. Submitted questions were reviewed and final interview questions were selected and modified as necessary to match the candidate profile that was in the original job posting. The Board anticipates deliberating following the interviews until a preferred candidate is identified.

7.g. Policy Review Cycle

7.g.1. Annual Policy Review

Motion to approve revised policies 503, 506, 507, 507.5, 509, 512, 513, 515, 516, 519, 521, 524, 532, & 535 to reflect legislative changes or reference citations. This motion, made by Erin Riley and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.h. Acceptance of Donations

Motion to accept donation with gratitude. This motion, made by Ben Johnson and seconded by Ashley Laveau, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

7.i. Hiring Requests

Motion to approve hiring request. This motion, made by Ashley Laveau and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau:

Yea, Erin Riley: Yea

Yea: 6, Nay: 0

8. Future Meetings

The Chair has confirmed the final round of superintendent interviews for January 22, the Community Education Advisory Council meeting for January 24, a work session on February 5, and the next regular board business meeting on February 10.

9. Adjournment

Motion to adjourn. This motion, made by Ashley Laveau and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

Chair Carlson adjourned the meeting at 9:37 p.m.

Wrenshall Superintendent Finalist
Interviews
Wednesday, January 22, 2025 6:15 PM Central

Wrenshall School Commons
207 Pioneer Drive
Wrenshall, MN 55797

Eric Ankrum: Present
Jon Beck: Present
Mary Carlson: Present
Ben Johnson: Present
Ashley Laveau: Present
Erin Riley: Present
Present: 6.

1. Call to Order

Chair Carlson called the special session to order at 6:31 p.m.

2. Finalist Interviews

3. Board Deliberation

Motion to approve Dr. Frank Schill as the preferred candidate. This motion, made by Mary Carlson and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

The Board placed both candidates above the established viability line, putting them both in consideration for a contract offer. After reviewing public comment, additional reference information, and extensive deliberation, the Board reached consensus on making the first offer to Dr. Frank Schill and authorizing an offer to Mr. Tom Rich if the initial offer was not accepted.

4. Adjournment

Motion to adjourn. This motion, made by Eric Ankrum and seconded by Ashley Laveau, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6, Nay: 0

Chair Carlson adjourned the special session at 9:22 p.m. after expressing appreciation to community members who attended the interviews in person and on-line.

Work Session
Wednesday, February 5, 2025 6:00 PM Central

Wrenshall School Library Media Center
207 Pioneer Drive
Wrenshall, MN 55797

Eric Ankrum: Present
Jon Beck: Present
Mary Carlson: Present
Ben Johnson: Present
Ashley Laveau: Present
Erin Riley: Present
Present: 6.

1. Call to Order

Chair Carlson called the work session to order at 6:03 p.m.

2. Preview of Regular Meeting Agenda for February 10

2.a. Board Committee Reports

Therapy Dog Presentation - Chair Carlson invited K-9 trainer Jenny Orn Sandstrom to introduce the topic of a resident therapy dog in the school. A consensus of interest was reached in pursuing possible model policies to explore the concept.

Consolidation Committee - Chair Carlson attended the Carlton Board meeting on February 3. She shared a copy of a letter from Carlton Chair Nilsen requesting a joint meeting of the Boards. Chair Carlson collected possible dates and consensus was reached that she would respond to Carlton to schedule a date which all six Wrenshall directors would attend.

Ad-Hoc CTE Committee - Director Ankrum summarized a meeting with construction class teacher Chris Gustafson on January 31.

Building and Grounds Committee - Director Ankrum summarized a meeting of the committee on January 31. The primary agenda was identifying priority items to be considered for funding in the Fiscal Year 2026 budget.

Technology Committee - Director Johnson announced that the MDE grant hardware was received and put into action.

Negotiations Committee - Chair Carlson reported that a tentative agreement has been reached with incoming superintendent Frank Schill. The goal is to have the contract ready for approval on February 10.

3. Strategic Planning

3.a. Development of District Organizational Chart

Minor updates were suggested to reflect the current state of the organizational chart.

3.b. Revised Fiscal Year 2025 Budget and Proposed Fiscal Year 2026 Budget

Superintendent Pesta and Assistant Business Manager Peterson provided an orientation to the budget adoption and revision process. The Board reviewed historical and current district financial data and introduced budget assumptions for the Fiscal Year 2026 preliminary budget. The Board provided feedback on the assumptions. Administration will present a proposed budget document for review at the March work session.

3.c. Set Superintendent Goals for Second Half of Fiscal Year 2025

The Board noted completion of all Fiscal Year 2024 goals and progress toward completion of all Fiscal Year 2025 goals. The consensus of the Board was to continue with the currently established priorities and to make as much progress as possible with the human resources manual and employee handbook prior to June. The document will be transferred to Rosy Bradley to ensure transfer to the next assigned author. The Board reached consensus that the current superintendent will not be assigned any responsibilities for consolidation exploration in an effort to conserve the remaining contract days for priority executive tasks.

3.d. Building the 2025-2026 School Year Calendar

The Board reviewed past practice in school year calendar development. Consensus was reached to delegate the development of a 2025-2026 school year calendar DRAFT to Principal Blanchard and an ad-hoc staff committee. The framework of the schedule should align with the proposed NASC and NLSEC calendars.

3.e. Analysis of Career and Technical Education Processes and Procedures

The Board explored this topic in relation to the committee reports provided by Director Ankrum. The stated goal is to have the Board approve a final protocol which would enable grant applications and early approval of next year's construction class projects, to include posting requests for proposals for community based projects.

4. Adjournment

Chair Carlson adjourned the meeting at 8:46 p.m.

Wrenshall School ISD #100
Detail Payment Register By Check
Fund Summary

Fund	Description	Total
01	General Fund	\$112,815.13
02	Food Services Fund	\$9,380.04
03	Transportation (Sub of 01)	\$8,957.81
04	Community Service	\$563.30
05	Capital Outlay (Sub of 01)	\$9,609.10
18	Custodial	\$3,200.00
21	Student Activities	\$2,188.93
Report Total		\$146,714.31

Wrenshall School ISD #100
Receipt Listing Report with Detail by Deposit
Fund Summary

Fund	Total
01	\$495,093.78
02	\$20,780.73
04	\$13,248.82
21	\$306.22
Report Total	\$529,429.55

Wrenshall School ISD #100
Exp/Rev Summary - Fd
Period Ending January 31, 2025

Sequence: L, Fd

Description		Adopted25 Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
E	Expenditure							
01	General Fund	4,697,696.00	412,332.10	2,283,612.69	49%	32,281.46	49%	2,381,801.85
02	Food Services Fund	185,838.00	18,235.45	101,546.84	55%	0.00	55%	84,291.16
03	Transportation (Sub of 01)	416,410.00	28,566.75	202,654.20	49%	140,975.90	83%	72,779.90
04	Community Service	247,317.00	11,913.33	82,749.09	33%	0.00	33%	164,567.91
05	Capital Outlay (Sub of 01)	159,232.00	9,609.10	133,500.34	84%	2,906.00	86%	22,825.66
07	Debt Redemption Fund	943,770.00	779,385.00	940,295.00	100%	0.00	100%	3,475.00
18	Custodial	0.00	3,200.00	3,200.00	0%	0.00	0%	(3,200.00)
21	Student Activities	0.00	2,188.93	19,569.21	0%	0.00	0%	(19,569.21)
E	Expenditure	6,650,263.00	1,265,430.66	3,767,127.37	57%	176,163.36	59%	2,706,972.27
R	Revenue							
01	General Fund	(4,898,170.00)	(505,947.31)	(2,723,188.61)	56%	0.00	56%	(2,174,981.39)
02	Food Services Fund	(201,100.00)	(20,780.73)	(91,273.05)	45%	0.00	45%	(109,826.95)
03	Transportation (Sub of 01)	(233,582.00)	0.00	0.00	0%	0.00	0%	(233,582.00)
04	Community Service	(268,752.00)	(13,248.82)	(89,069.46)	33%	0.00	33%	(179,682.54)
05	Capital Outlay (Sub of 01)	(131,776.00)	0.00	0.00	0%	0.00	0%	(131,776.00)
07	Debt Redemption Fund	(986,897.00)	0.00	(105,639.73)	11%	0.00	11%	(881,257.27)
21	Student Activities	0.00	(306.22)	(2,480.66)	0%	0.00	0%	2,480.66
R	Revenue	(6,720,277.00)	(540,283.08)	(3,011,651.51)	45%	0.00	45%	(3,708,625.49)
	Report Totals:	(70,014.00)	725,147.58	755,475.86 (1079%)		176,163.36 (1331%)		(1,001,653.22)

Wrenshall School ISD #100 Receipt Listing Report

Deposit Ctrl No	Batch	Co	Receipt No	Receipt Type	Bank	Check No	Date	Pmt Type	Grp	Code	Customer	Status	Amount
3680		0100	12166	Credit	1	0009318325	01/03/25	Check	1	1002	State of MN	Applied	29,882.18
Deposit Control Total:												29,882.18	
3681		0100	12167	Credit	1	0009325829	01/08/25	Check	1	1002	State of MN	Applied	19,819.52
Deposit Control Total:												19,819.52	
3682		0100	12168	Credit	1		01/10/25	Check	1	1046	Community Ed	Applied	544.00
		0100	12169	Credit	1		01/10/25	Check	1	1042	LATCH KEY	Applied	859.38
		0100	12170	Credit	1		01/10/25	Check	1	1044	PreSchool	Applied	1,562.72
		0100	12171	Credit	1		01/10/25	Check	1	1500	Miscellaneous	Applied	255.00
Deposit Control Total:												3,221.10	
3683		0100	12172	Credit	1	0009349211	01/14/25	Check	1	1002	State of MN	Applied	229,422.19
Deposit Control Total:												229,422.19	
3684		0100	12173	Credit	1	0009339905	01/14/25	Check	1	1002	State of MN	Applied	4,955.33
Deposit Control Total:												4,955.33	
3685		0100	12174	Credit	1	PERKINS	01/17/25	Check	1	1015	ISD 704 - Proctor	Applied	111.83
		0100	12175	Credit	1		01/17/25	Check	1	1016	MSHSL	Applied	1,700.00
		0100	12176	Credit	1		01/17/25	Check	1	1046	Community Ed	Applied	64.00
		0100	12177	Credit	1		01/17/25	Check	1	1500	Miscellaneous	Applied	4,694.26
Deposit Control Total:												6,570.09	
3686		0100	12178	Credit	1		01/15/25	Check	1	1002	State of MN	Applied	4,270.85
Deposit Control Total:												4,270.85	
3687		0100	12179	Credit	1	0009356461	01/21/25	Check	1	1002	State of MN	Applied	26,991.67
Deposit Control Total:												26,991.67	
3688		0100	12180	Credit	1	0009365684	01/28/25	Wire	1	1002	State of MN	Applied	1,047.69
Deposit Control Total:												1,047.69	
3689		0100	12181	Credit	1		01/27/25	Check	1	1001	Carlton County	Applied	12,932.34
Deposit Control Total:												12,932.34	
3690		0100	12182	Credit	1	0009376536	01/30/25	Check	1	1002	State of MN	Applied	184,326.49
Deposit Control Total:												184,326.49	
3691		0100	12183	Credit	1	0009379108	01/30/25	Check	1	1002	State of MN	Applied	780.35
Deposit Control Total:												780.35	
3692		0100	12184	Credit	1		01/30/25	Check	1	1015	ISD 704 - Proctor	Applied	812.98
		0100	12185	Credit	1		01/30/25	Check	1	1042	LATCH KEY	Applied	125.00

Wrenshall School ISD #100 Receipt Listing Report

Deposit Ctrl No	Batch	Co	Receipt No	Receipt Type	Bank	Check No	Date	Pmt Type	Grp	Code	Customer	Status	Amount
3692		0100	12186	Credit	1		01/30/25	Check	1	1110	Lunch Program	Applied	50.00
		0100	12187	Credit	1		01/30/25	Check	1	1500	Miscellaneous	Applied	105.38
Deposit Control Total:												1,093.36	
3693		0100	12188	Credit	1		01/30/25	Wire	1	1045	BRIGHTWHEEL	Applied	4,036.10
Deposit Control Total:												4,036.10	
3694		0100	12189	Credit	1		01/30/25	Check	1	1037	Infinite Campus	Applied	80.29
Deposit Control Total:												80.29	
Report Total:												529,429.55	

January 2025 EXPENSE SUMMARY

Check No	Vendor	Amount	Date	Description
56850	AIRE SERV OF NE MN	\$154.77	1/10/2025 0:00	Repairs & Maint-Food Svc
56851	AIRE SERV OF NE MN	\$808.78	1/10/2025 0:00	Repairs & Maint-Food Svc
56852	ALEXIS NELSON	\$500.00	1/10/2025 0:00	Scholarship - Kiwanis
56853	ALEXIS SWANSON	\$600.00	1/10/2025 0:00	Scholarship - Weiss
56854	CARDMEMBER SERVICE	\$1,978.94	1/10/2025 0:00	Supplies - Staff Dev
56855	CLOQUET AUTOMOTIVE	\$483.92	1/10/2025 0:00	Repairs & Maint Serv
56856	CLOQUET AUTOMOTIVE	\$62.08	1/10/2025 0:00	Repairs & Maint Serv
56857	CLOQUET AUTOMOTIVE	\$82.12	1/10/2025 0:00	Repairs & Maint Serv
56858	CLOQUET AUTOMOTIVE	\$921.46	1/10/2025 0:00	Repairs & Maint Serv
56859	CLOQUET AUTOMOTIVE	\$160.44	1/10/2025 0:00	Repairs & Maint Serv
56860	DELTA DENTAL OF MINNESOTA	\$3,352.12	1/10/2025 0:00	Dental Insurance
56861	DULUTH LAWN & SPORT	\$1,874.17	1/10/2025 0:00	Repairs & Maint Serv-Maint
56862	FRANCESCA KLIMEK	\$600.00	1/10/2025 0:00	Scholarship - Weiss
56863	GOLD MEDAL MINNEAPOLIS ML55	\$501.38	1/10/2025 0:00	Class of 2025 - Expense
56864	JACK RILEY	\$1,500.00	1/10/2025 0:00	Scholarship - East Central Elec
56865	KAYLEE KROGSTAD	\$162.93	1/10/2025 0:00	Instru Supplies-Science
56866	L & M SUPPLY INC	\$572.46	1/10/2025 0:00	Supplies-Operations & Maint
56867	MELANIE HUMMEL Ed S	\$2,025.00	1/10/2025 0:00	To Non-Ed Agency-SpEd
56868	MICHELLE BLANCHARD	\$425.64	1/10/2025 0:00	Class of 2025 - Expense
56869	MN PEIP	\$36,773.12	1/10/2025 0:00	Health Insurance
56870	NATL INSURANCE SVCS OF WI INC	\$874.29	1/10/2025 0:00	Life Insurance
56871	SUMMIT FIRE PROTECTION	\$466.00	1/10/2025 0:00	Prof & Tech Svcs-FIRE SAFETY
56872	UPPER LAKES FOODS INC	\$2,669.08	1/10/2025 0:00	Food
56873	WALMART / CAPITAL ONE	\$1,108.01	1/10/2025 0:00	Supplies
56874	WIEDIGER SPEECH & LANG SVCS	\$8,536.00	1/10/2025 0:00	To Non-Ed Agency
56875	AARON LATTU	\$308.26	1/17/2025 0:00	Travel/Tuition-HS Staff Dev
56876	ACME TOOLS - DULUTH	\$258.00	1/17/2025 0:00	Tools -- Grant
56877	APPLE INC	\$7,395.00	1/17/2025 0:00	MAC Products -- Grant
56878	APPLE INC	\$3,599.00	1/17/2025 0:00	MAC Products -- Grant
56879	APPLE INC	\$6,825.00	1/17/2025 0:00	MAC Products -- Grant
56880	CARLTON COUNTY HUMAN SVCS	\$50.00	1/17/2025 0:00	Comm Svc-Telephone
56881	CENTURY LINK	\$328.29	1/17/2025 0:00	Comm Svc-Telephone
56882	CITY OF WRENSHALL	\$658.04	1/17/2025 0:00	Water & Sewage
56883	CLOQUET SANITARY SERVICE	\$903.21	1/17/2025 0:00	Contr Svc- Garbage
56884	COMO OIL AND PROPANE	\$273.81	1/17/2025 0:00	Fuel For Vehicles
56885	COMO OIL AND PROPANE	\$456.93	1/17/2025 0:00	Fuel For Vehicles
56886	COMO OIL AND PROPANE	\$1,087.17	1/17/2025 0:00	Fuel For Vehicles
56887	DSC COMMUNICATIONS	\$460.00	1/17/2025 0:00	Communications Serv
56888	DSC COMMUNICATIONS	\$140.00	1/17/2025 0:00	Communications Serv
56889	DSC COMMUNICATIONS	\$70.00	1/17/2025 0:00	Comm Svc-Telephone
56890	EDUCATORS BENEFIT CONSULTANT	\$74.36	1/17/2025 0:00	Consult Fees/Serv-Bus Office
56891	EMC INSURANCE COMPANIES	\$6,622.24	1/17/2025 0:00	Insurance
56892	ESC SYSTEMS	\$1,021.18	1/17/2025 0:00	Prof & Tech Svcs-FIRE SAFETY
56893	GUARDIAN PEST SOLUTIONS, INC	\$57.91	1/17/2025 0:00	Fees for Svc-Food Svc
56894	HAGENS GLASS & PAINT	\$386.66	1/17/2025 0:00	Supplies-Oper & Maint
56895	HILLYARD MINNEAPOLIS	\$140.57	1/17/2025 0:00	Supplies-Oper & Maint
56896	HILLYARD MINNEAPOLIS	\$73.60	1/17/2025 0:00	Supplies-Oper & Maint
56897	HILLYARD MINNEAPOLIS	\$390.72	1/17/2025 0:00	Supplies-Oper & Maint
56898	HILLYARD MINNEAPOLIS	\$22.29	1/17/2025 0:00	Supplies-Oper & Maint
56899	ISD #0099 ESKO	\$246.30	1/17/2025 0:00	Reimb to MN Dist
56900	JOHN PETERSON	\$600.21	1/17/2025 0:00	Travel/Tuition-HS Staff Dev
56901	JOSIAH DAVEY	\$142.80	1/17/2025 0:00	Travel-Bldgs & Grounds
56902	MENARDS - WEST DULUTH	\$204.21	1/17/2025 0:00	Sup/Mat Indiv Instr- Ind Ed
56903	MENARDS - WEST DULUTH	\$113.42	1/17/2025 0:00	Sup/Mat Indiv Instr- Ind Ed
56904	METRO SALES INC	\$482.00	1/17/2025 0:00	Lease Principal
56905	MINNESOTA POWER	\$6,487.37	1/17/2025 0:00	Electricity
56906	MN DEPT OF EMPL & ECON DEV	\$5,093.78	1/17/2025 0:00	Unemployment Comp.
56907	MN ENERGY RESOURCES	\$1,013.88	1/17/2025 0:00	METER 20123480
56908	MN TELECOMMUNICATIONS	\$403.00	1/17/2025 0:00	Svc Purch MN Joint-Powers

56909	NORTHEAST SERVICE COOP	\$5,971.43	1/17/2025 0:00	Prof & Tech Svcs-ENVIR MGMT
56910	NORTHERN LIGHTS ACADEMY 6096	\$1,616.30	1/17/2025 0:00	Princ LT Bld/Land Leases
56911	PAN-O-GOLD BAKING	\$255.15	1/17/2025 0:00	Food-Lunch
56912	PER MAR SECURITY SERVICES	\$21.62	1/17/2025 0:00	Security System Fees
56913	PINE KNOT LLC	\$48.00	1/17/2025 0:00	Communication / Mktg-Board
56914	SAM'S CLUB	\$398.56	1/17/2025 0:00	Class of 2025 - Expense
56915	SFM	\$1,061.00	1/17/2025 0:00	Payroll Taxes-Workers Comp
56916	TASC	\$62.26	1/17/2025 0:00	Consulting Fees/Serv-Admin
56917	UPPER LAKES FOODS INC	\$4,923.80	1/17/2025 0:00	Food
56918	ACME TOOLS - DULUTH	\$54.00	1/29/2025 0:00	Planer Blade Sharpening
56919	ACME TOOLS - DULUTH	\$99.00	1/29/2025 0:00	Tools -- Grant
56920	APPLE INC	\$79.00	1/29/2025 0:00	MAC Products - Grant
56921	BEN JOHNSON	\$408.09	1/29/2025 0:00	Travel-Admin Staff Dev
56922	CARDMEMBER SERVICE	\$4,358.52	1/29/2025 0:00	Supplies - Staff Dev
56923	CENTURY LINK	\$328.66	1/29/2025 0:00	Comm Srvc-Telephone
56924	CITY OF WRENSHALL	\$1,175.95	1/29/2025 0:00	Water & Sewage
56925	COMO OIL AND PROPANE	\$543.30	1/29/2025 0:00	Fuel For Vehicles
56926	COMO OIL AND PROPANE	\$41.44	1/29/2025 0:00	Fuel For Vehicles
56927	COMO OIL AND PROPANE	\$488.95	1/29/2025 0:00	Fuel For Vehicles
56928	CONSTELLATION NEW ENERGY GAS	\$3,834.69	1/29/2025 0:00	Fuel For Bldgs
56929	ERIC ANKRUM	\$507.27	1/29/2025 0:00	Travel-Admin Staff Dev
56930	INTEGRATED FOOD SERVICE	\$510.55	1/29/2025 0:00	Food
56931	KATIE BECK	\$25.97	1/29/2025 0:00	Gen Supplies-Sch Readiness
56932	KAYLEE KROGSTAD	\$43.00	1/29/2025 0:00	Instru Supplies-Science
56933	KIRK HILL	\$20.97	1/29/2025 0:00	Repairs & Maint Serv
56934	LISA JUREK	\$9.73	1/29/2025 0:00	Travel/Training-Transportation
56935	makemusicCLOUD	\$544.50	1/29/2025 0:00	Music Curric
56936	MARUDAS PRINT GRAPHICS	\$97.75	1/29/2025 0:00	Misc Expense - Bus Office
56937	MENARDS - WEST DULUTH	\$141.42	1/29/2025 0:00	Sup/Mat Indiv Instr- Ind Ed
56938	MN ENERGY RESOURCES	\$760.21	1/29/2025 0:00	METER 20111857
56939	NATL INSURANCE SVCS OF WI INC	\$880.21	1/29/2025 0:00	Life Insurance
56940	NORTHEAST SERVICE COOP	\$925.00	1/29/2025 0:00	Prof & Tech Svcs-ENVIR MGMT
56941	NORTHERN DOOR & HDWR	\$19.00	1/29/2025 0:00	Supplies-Operations & Maint
56942	NORTHERN DOOR & HDWR	\$1,695.00	1/29/2025 0:00	Supplies-Operations & Maint
56944	SCHOLASTIC INC	\$113.34	1/29/2025 0:00	Textbooks-Elementary
56945	UNITED TRUCK BODY CO INC	\$1,068.75	1/29/2025 0:00	Principal Bus Lease
	TOTAL	\$146,714.31		

Rising Tide School Board Services



Jeff Pesta

39539 Krantz Drive
Deer River, MN 56636
Phone (612)282-3700
jeff.pesta@icloud.com

INVOICE # 251
DATE January 23, 2025

TO
ISD 100
Wrenshall Public School
207 Pioneer Drive
Wrenshall, MN 55797

P.O. #

Description	Amount
Roundtrip Mileage from Deer River Township, MN to Wrenshall on 1/11/25 for superintendent interview (202 miles X .70)	\$141.40
Roundtrip Mileage from Peace Township, MN to Wrenshall on 1/13/25 for superintendent interviews (140 miles X .70)	\$98.00
Roundtrip Mileage from Peace Township, MN to Wrenshall on 1/22/25 for superintendent interviews (140 miles X .70)	\$98.00
Executive Search Services	\$2950.00
TOTAL	\$3287.40

Make all checks payable to Jeff Pesta
Payment is due within 30 days.

THANK YOU FOR YOUR BUSINESS!

	Adopted FY25			FY25 Estimated			
	Revenues	Expenses	Surplus (Deficit)	Revenues	Expenses	Surplus (Deficit)	
General Fund							
Fund 1 General	4,898,170	4,697,696	200,474	5,265,963	4,979,701	286,262	
Fund 3 Transportation	233,582	416,410	(182,828)	252,543	439,933	(187,390)	
Fund 5 Capital Expenditures	131,776	159,232	(27,456)	138,011	159,232	(21,221)	
Total General Fund	5,263,528	5,273,338	(9,810)	5,656,517	5,578,866	77,651	1.39%
Food Service Fund	201,100	185,838	15,262	208,100	190,573	17,527	
Community Service Fund	268,752	247,317	21,435	259,673	181,604	78,069	
Debt Service Fund	986,897	943,770	43,127	986,896	943,770	43,126	
	6,720,277	6,650,263	70,014	7,111,186	6,894,813	216,373	3.14%
Net Change in Surplus (Deficit)				390,909	244,550	146,359	

Changes:

Revenues

Fund 1

001 Levies	1,805		
019 Misc. County Tax Rev			
021 Tuition from MN Districts	(20,000)		
022 Re Fr MN D For Sped Salary			
050 Image Sponsorship & Gate Receipts	9,000		
071 MA	(15,000)		
092 Interest earnings	(15,000)		
098 Participation Fees	7,400	Removed Sports Fees	
096 Misc. Rev, Donations	(500)		
099 Local Grant Revenue	(6,014)		
201 Endowment Fund	(2,626)		
211 Gen Ed Aid	(118,803)	25 kids	
229 Disparity Reduction	(424)		
234 Homestead Market Value	(1,090)		
300 Rev State	(73,623)		
360 Sped			
400 Fed Aids & Grants	3,271		
401 Title ESEA	4,540		
405 Flow thru - Perkins			
500 REAP	(13,857)		
621 Chromebook Ins	(1,295)		
625 Insurance Recovery	(83,577)		
American Indian Education	(42,000)		(367,794)

Fund 2

300 State Lunch			
471 Federal Lunch			
472 Federal F/R			
601 Lunch Sales			
319 State Breakfast	(6,000)		
471 Supply Chain Assistance			
476 Federal Breakfast			
477 CACFP	(1,000)		(7,000)

Fund 3

211 Gen Ed Aid- Transportation	(18,961)		(18,961)
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Fund 4

001 Levies	176		
050 Fees	7,375		
227 Abatement			
229 Disparity Reduction	(51)		
234 Homestead Market Value	(130)		
300 ECFE, SR, Preschool Screening	1,703		
369 Misc State Rev (Wrens Club)			9,073

Fund 5

001 Levies			
211 Gen Ed Aid	(6,235)	op cap	(6,235)

Fund 7

001 Levies	88,587	
229 Disparity Reduction	(1,835)	
234 Homestead Market Value	(4,712)	
258 Reduced Assessment	(82,040)	
317 LTFM Aid	1	1

Total increase/ (decrease)	390,909	
-----------------------------------	----------------	--

Expenses**Fund 1**

1%,2% Wages & Benefits	41,001	
303 Fed Subaward <\$25,000		
305 Consulting Fees/Services	9,273	Website/Citon
311 Prof & Tech Services	3,180	Audit , legal fees, boardbook
314 MN Telecommunications	(2,800)	
315 Repairs & Maint- Computer/Tech	4,600	Serverbackups, maintenance
340 Property Insurance	12,457	
341 Liability Insurance	2,194	
350 Repairs & Maint- Maintenance	85,500	
365 American Ind Ed Travel Staff Dev	600	
366 Travel	4,700	American Ind Ed
369 Entry Fees/Student Travel	(11,950)	Raptors
391 Reimbursement to MN Districts	82,363	Raptors, C.E. Director
394 To Non-Ed Agency	(6,000)	Switch in psych services
396,397 Sped Sal Pur From Other Districts		
401 General Supplies	17,058	Maintenance, American Indian Ed Expenses (Salary is included above)
405 Non-Instructional Software		
406 Instructional Software		
430 Instructional Supplies	300	KA, 4th
440 Fuel for Buildings		
455,456 Inst & Non-Inst Tech Supplies	625	
465 Non-Inst Tech Devices		
490 Food	3,025	American Indian Ed
530 Equipment		
535 Capital Leases		
555 Tech Equip- School Admin		
570 Land Leases	79	
740 Loan Interest	1,330	
826 Officiating Expense	(13,700)	
896 Taxes, Assessments, Fees	(1,700)	No late fees
Computer Science Grant	47,810	277,005
Misc	(2,940)	

Fund 2

1%,2% Wages & Benefits	4,735	
350 Repairs/Maintenance		
495 Milk		
490 Food- Supply Chain Assistance		4,735

Fund 3

1%,2% Wages & Benefits	19,344	*Transportation Aid, Lead Bus driver
305 Consulting	1,226	
320 Communication Services		
340 Property Insurance	2,153	
344 Transp. Insurnace	800	
359 Physicals/Drug Testing		
363 Snow Removal		
532 Bus Equip- Purchased		
580 Bus Lease		
581 Bus Lease- Interest		23,523

Fund 4

1%,2% Wages & Benefits	(44,713)	
305 Consutling Fees		
319 Community Ed Instructor Fee		
329 Postage		
365 Wrens Club Charge Back		
366 Travel		
369 Entry Fees		

401 Supplies	
405 Non-Instructional Software	
430 Instructional Supplies	
461 Early Childhood Assessments	
465 Non Instr. Tech Devices (ipad)	
490 Food	
820 Dues & Memberships	(44,713)

Fund 5

305 Consulting/Contracted Services	
311 Prof & Tech Services	
314 ARCC	
350 Repairs & Maintenance	
401 Supplies	
406 Instructional Software	
460 Curriculum	
520 Building Construction	
522 Building Improvements	
530 Equipment- Operations	
535 Capital Leases	
560 Principal LT Tech Leases	
580 Lease Principal	0

Fund 7

710 Bond Redemption	
720 Bond Interest	0

Total Increase	<u>244,550</u>
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Net increase (decrease)	<u>146,359</u>
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Wrenshall Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

February 10, 2025

Consent Agenda

- *Any Director may request to remove any item from this consent agenda and place it on the regular meeting agenda for individual consideration.*

Appointments:

1. Caitlyn Wood, Early Childhood Family Education (ECFE) Teacher, up to 5 hours per week at \$35.58 per hour, effective February 24, 2025.

At-Will Agreements:

Change to Contract:

Leave of Absence Requests:

Resignations:

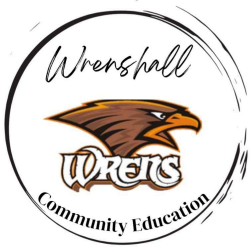


WRENSHALL PUBLIC SCHOOLS

Superintendent-Jeff Pesta, Ed.D
Principal-Michelle Blanchard

- Safety Drills update: 4/5 Fire Drills~ 3/5 Lock Down Drills~ 0/1 Tornado Drill
- Calendar committee: One elementary and one highschool rep, office manager and Guidance counselor. Our first meeting will be held this week
- This week is Homecoming week and students are looking forward to the activities planned.
- I have invited staff to a meet and greet with Dr. Frank Schill on February 14th after the students depart for the half day of school. This will take place in the library.
- Gathering of Great Minds took place on January 27th for area educators.
- Senior Class trip planned for April 14th-April 19th. After researching, students are wanting to go visit Boston, MA this year. It offers both Historical and Educational opportunities. I am still in the process of planning the trip. We only have 6 students that are interested in going this year.
- Thanks to a community member we were able to bring back Little Lyric Opera of the North- A Mermaids Tail

A small school where WE cultivate big futures.



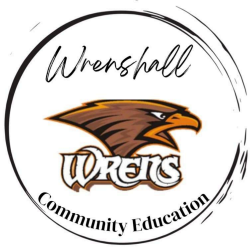
Community Education Report
2/10/2024

ECFE

- Starting March 2025
 - Potential dates: Mondays March 3rd, 17th, April 7th, 21st and May 5th
 - 5:30 - 6:45 PM
 - \$25/Family for all sessions
 - Dinner Provided
- ECFE Parent Educator

Programing

- Youth enrichment
 - Dungeons and Dragons Club -7th grade - graduates
 - Mondays 3:15 - 4:30 PM
 - Leadership program (service project) 3rd - 12th grade
 - Meet 3-4x in April
- After school enrichment
 - Northern outdoors club NOC (Feb-April) - 2nd - 6th grade
 - Feb 27th
 - March 11th
 - April 24th
 - Young book dragons club with Girl scout troop 4337 k-2nd grade
 - Feb 18th
 - March 4th
 - March 18th
 - Lego Club k-2nd grade
 - March 10th
 - March 17th
- Adult enrichment
 - Yoga - All ages
 - March 6th, 13th, 20th and 27th
 - Weight lifting club - 18+
 - March 4th, 7th, 11th and 14th
- Events
 - Family Ball
 - Next meeting Carlton Feb 11th 11:00 AM
- Fun day Thursday March 13th
 - CE provide child care for families due to all day conferences



Early Childhood Screening

- Thursday April 17th
 - School readiness children will be screened in class
- Next year screening - month

Wrens Club Child Care - Registrations starting Feb 24th

- Summer Registration 2025
- Fall/Spring/Wrap around 2025-26

School Readiness - Preschool 3-5 year olds - Registration starting Feb 24th

- Hatchling 2025-26
- Little Wrens 2025-26

Facilities

- School documents & scheduling with rSchools
- New Facilities document - needs to be communicated to coaches

Grants

- Wetherby
- Kwik Trip
- Irving Community

Staff Development & Training

- April 5th DHS Training Wrens Club
- April 9th-11th MNAFEE (Preschool teacher, assistant, child care coordinator)

School Board preview drafts

- Handbooks:
 - Summer Wrens Club Child Care 2025
 - Fall/Spring Wrens Club Child Care 2025-26
 - School Readiness/Preschool 2025-26
- Proposed rate changes to monthly
- Summer preview for themes
- ECFE Parent Educator Contract
- A special donation Thank you!

Preview of the first month theme for Summer care 2025

June

<p>2nd - 6th</p> <p>Closed Monday June 2nd - Training</p>	<p>Welcome to our Summer program!</p> <p>Rules & Expectations</p> <p>Wandering Wednesday field trip: No field Trip this week</p>
<p>9th - 13th</p>	<p>Camping Fire: Marshmallows, safety, camping games, scavenger hunt</p> <p>Wandering Wednesday field trip: Northern Outdoors Club (confirmed)</p>
<p>16th - 20th</p> <p>Closed Thursday June 19th - Holiday</p>	<p>Lake & Ocean Theme</p> <p>Wandering Wednesday field trip: Duluth lakes superior - Aquarium (confirmed)</p>
<p>23rd - 27th</p>	<p>Let's get outside in nature Look at different trees animals/ birds</p> <p>Wandering Wednesday field trip: Jay Cooke Field Trip Picnic at the Park</p>

2025 - 2026 School Year

Updated 2/01/2025

Grade	Projection	Target	Variance	Waitlist	Inquiries
K	15	20	-5		2
1	29	23	+6		
2	23	23	0		1
3	26	25	+1		1
4	21	25	-4		
5	30	25	+5		
6	24	25	-1		
7	26	28	-2		
8	24	28	-4		
9	30	30*			
10	21	30*			
11	29	30*			
12	27	30*			
TOTAL	325				4

0100 WRENSHALL District207 PIONEER DRIVE, WRENSHALL, MN 55797-0068
Generated on 02/04/2025 02:15:59 PM Page 1 of 1**Student Enrollment Summary Report**

Effective Date: 02/04/2025 Enrollment Types: P, S, N

Total Race/Ethnicities: 5 of 7 Total Schools: 2

Race/Ethnicity Source: Federal Male/Female/Total: 172/169/341

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)**Wrenshall Elementary**

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	1/0/1	1/0/1	-	-	-	7/11/18	1/2/3	10/13/23
02	1/0/1	-	-	-	-	14/9/23	0/2/2	15/11/26
03	-	1/0/1	-	-	-	6/9/15	2/3/5	9/12/21
04	0/1/1	0/1/1	-	-	-	14/14/28	-	14/16/30
05	0/1/1	-	-	-	-	10/13/23	-	10/14/24
06	-	0/1/1	-	-	-	12/11/23	1/1/2	13/13/26
EC	-	-	-	-	-	4/1/5	-	4/1/5
KA	4/2/6	1/0/1	-	-	-	9/13/22	-	14/15/29
All Grades	6/4/10	3/2/5	-	-	-	76/81/157	4/8/12	89/95/184

Wrenshall High School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
07	-	1/0/1	-	-	-	12/10/22	0/1/1	13/11/24
08	-	0/1/1	-	0/1/1	-	14/12/26	0/2/2	14/16/30
09	-	-	-	-	-	11/9/20	1/0/1	12/9/21
10	1/0/1	0/1/1	-	-	-	15/11/26	0/1/1	16/13/29
11	1/1/2	1/0/1	-	-	-	10/12/22	2/0/2	14/13/27
12	-	1/0/1	-	0/1/1	-	10/9/19	3/2/5	14/12/26
All Grades	2/1/3	3/2/5	-	0/2/2	-	72/63/135	6/6/12	83/74/157

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
Wrenshall Elementary	27	14.67%
Wrenshall High School	22	14.01%
Total	49	14.37%

2/4/2025

Laura Nilsen

Carlton Board Chair
Carlton School District Board of Education
405 School Ave, Carlton MN 55720

Wrenshall School Board

207 Pioneer Drive, Wrenshall MN 55797

Dear Wrenshall School Board Members,

On behalf of the Carlton School Board, I would like to thank you for your patience and for giving us the opportunity to discuss your recent letter. We apologize for the delayed response and truly appreciate your patience and understanding as we transitioned our newly elected board members.

At our working session on February 3, 2025, the Carlton School Board reached consensus to respond to your previous letter and participate in a joint meeting with Wrenshall Board around initial consolidation discussions. Below are some initial date options, other dates can be considered if needed.

February 19th or 20th.

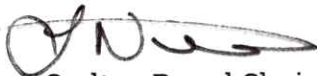
February 25th, 26th, 27th

March 3rd, 4th, 5th, 6th

We look forward to continuing our collaboration and working to find a common date soon!

Go Raptors!

Laura Nilsen



Carlton Board Chair
Carlton School Board
lnilsen@carlton.k12.mn.us



WRENSHALL PUBLIC SCHOOL DISTRICT

Jeff Pesta – Superintendent
Michelle Blanchard – Principal

February 7, 2025

Dear Carlton School Board Members,

Thank you for your letter! Our board considered your letter during our February 5th, 2025 work session. We are excited to hear that you are interested in meeting in a joint session of our boards.

Our board's preferred date is March 3rd, 2025 for a joint session. As a backup, February 20th would also work for the majority of our board. If these dates do not work for you, we are absolutely open to other options. We would really like all 12 members present and will be flexible to make that happen.

We did discuss a potential format for this meeting. I suggested that we have some brainstorming questions for each member to have an opportunity to discuss with the group. Overall, our goal would be to have a positive meeting to explore how we can better serve the students of both districts through consolidation. Our board also requested that this meeting be videoed and live streamed to increase transparency.

Our board also agreed that in the interest of time, if your board is okay with it, the two chairs can email and/or discuss the format of this meeting over the phone. Formal or big actions will take place at the board table or through more formal letters such as this - that way our communities will remain informed on the process.

Please let us know how you would like to proceed. We are very much looking forward to finally getting everyone into one room!

#RaptorStrong

Mary Carlson

Mary Carlson
Wrenshall Board Chair
marycarlson@isd100.org
651-206-0203



CEAC Meeting Minutes January 23, 2025, Media Center

Mission: Using a community's human, physical, and financial resources to provide life-long learning and enrichment in education, recreation, social and cultural life to meet the challenging and growing needs of individuals and groups with that community.

In attendance: Katie, Blythe, Teri, Nick, Cindy, Annie, Lisa, Ashley L., Ashley B., Misty & Stacy.

Old Business:

- New rates for preschool and wrap around care were discussed. It was also recommended that to keep the programs consistent that monthly rates will be applied to wrap around care. Hatchlings are Tuesday/Thursday 8:30-12:30. Little Wrens are Monday/Wednesday/Friday 8:30-3:00. Wrap around Wrens Club 12:30-5:30. **New Business:**

- New Wrens Club Child Care Coordinator Blythe has been hired. She introduced herself and gave some information on her background with child care and experiences and has already started preparing for summer and some other daily activities to prepare these youngsters for kindergarten and beyond. She will be a great addition to this program.
- A Caterer has been chosen for the summer program!!! Chickadee catering will be able to provide breakfast and lunch this summer. Blythe has volunteered to pick up daily in Cloquet. This is another great addition and change to this program that has parent's very grateful already saying the price increases are worth it.
- Summer Schedule is in the making with it starting the Tuesday after school is out June 3rd. Summer field trips are being confirmed with weekly themes. Some of the themes include: Outside Explorers, Lake & Ocean, Get outside the Box, Walk, run, bike, Bee Amazing, Beach Bash, Where the wild things are & Down on the Farm. The summer program will also be using the preschool room for easier restroom use.
- New monthly rates were proposed for 12 weeks of summer programming, 57 full time days or 36 part time days. Three different options are available with Wandering Wednesday's for field trips planned. A 20% discount will also be offered now for a sibling. Option 1 Full time) \$700 a month (36 per day) with 20% discount for a sibling at \$560. Option 2 Part time) \$450 (3 days a week) \$37.50 per day with 20% discount for a sibling at \$360. Option 3) Wandering Wednesday Field Trips \$45. Registration is \$50 for the summer. These will need board approval along with the monthly rates for Fall/Spring before and after Wrap around care.
- New handbooks have been created for the Summer Program, School Readiness and

Wrap Around Care. They are different since programming is different for each. There was some feedback given and these will be available for parents soon. A great resource for parents who may have questions or for prospective families to see how it operates.

- The Annual Father Daughter Ball will now be the Family Ball. This will be held at Black Bear Casino on April 26th, 2025. More to come on that.

Minutes respectfully submitted by Misty Bergman on January 31, 2025

CTE Committee

January 31, 2025 / 3:45 PM / CTE Bldg.

Attendees

Eric Ankrum, Chris Gustafson

Agenda

- Review current and future projects
 - Shed projects for spring
 - Maybe have grant funds leftover for evaporator shed
 - Grant Opportunity
 - Housing Challenge Funds for Schools
 - Application deadline March 10th
 - Funds needed in excess of potential grant award would need to be borrowed
 - Limit of 12 students for project of this size set by instructor
 - Instructor requests 6th assignment for prep time
- Review current status of CTE Advisory Committee
 - Committee met recently
 - Could use help bringing in new members
- Discuss plan for RFP's
 - Look to get in March Images
- Discuss Construction Class Approval Process
 - Stressed importance of keeping the process as simple and efficient as possible for future sustainability and growth.
 - Set goal to have in place by end of school year

Buildings & Grounds

January 3, 2025 / 4:00 PM / CONFERENCE ROOM

Attendees

Eric Ankrum, Ben Johnson, Jon Beck, Josiah Davey, Beth Peterson

Agenda

- Review budget information for remainder of FY25
 - With recent boiler repairs, remainder of FY25 LTFM funds is all but spent

- Prioritize projects for FY26
 - Approximately \$30,000 of LTFM funds for next year currently “unassigned”
 - Reviewed list of wants and needs for facility improvements
 - Recommend move forward with the following projects
 - LIW Remediation-
 - Approx. \$4,000
 - Bleacher Repair, Maintenance and Inspection-
 - Approx. \$7-10,000
 - Communication Infrastructure in CTE Building
 - Approx. \$6,700
 - Sidewalk Repairs
 - Waiting on estimates



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

Resolution Directing the Administration to Make Recommendations Regarding the Reduction and/or Discontinuance of Programs and Positions and Reasons Therefor

_____ introduced the following resolution and moved its adoption:

WHEREAS, the financial limitations of the District dictate that the School Board must reduce expenditures, and

WHEREAS, there is projected to be a reduction in future overall student enrollment, and

WHEREAS, these financial limitations and reductions in enrollment may necessitate the discontinuance or reduction of programs and/or the discontinuance or reduction of positions, and

WHEREAS, a determination must be made as to whether programs or positions must be reduced and/or discontinued,

BE IT RESOLVED, by the School Board of Independent District No. 100, as follows:

That the School Board hereby directs the Superintendent and Administration to consider the discontinuance and/or reduction of programs or positions to reduce expenditures and align with reduced enrollment, and make recommendations to the School Board for the discontinuance of programs, reduction of programs, discontinuance of positions, or the reduction of positions.

Voting Record

The motion for the adoption of the preceding resolution was duly seconded
by _____ and upon vote being taken thereon,

The following voted in favor thereof,

The following voted against the same,

Whereupon said resolution was declared passed and adopted on
February 10, 2025.

CONTRACT BY AND BETWEEN
INDEPENDENT SCHOOL DISTRICT #100
WRENSHALL, MINNESOTA
AND
GULL CREEK SERVICES

July 1, 2025 - June 30, 2026

TABLE OF CONTENTS

ARTICLE

I.	PURPOSE	4
II.	APPLICABLE STATUTE	4
III.	LICENSURE	4
IV.	DURATION, EXPIRATION, TERMINATION, AND MUTUAL CONSENT	
	Section 1 Duration	4
	Section 2 Subsequent Contract	4
	Subd. a. Notice by Superintendent	4
	Subd. b. Preliminary Notice - School Board	5
	Subd. c. Request for Meeting	5
	Subd. d. Meeting Between the Parties	5
	Subd. e. Final Action- School Board	5
	Subd. f. Effect	5
	Section 3 Expiration	5
	Section 4 Termination During the Term	5
	Section 5 Mutual Consent	6
	Section 6 Superintendent Evaluation	6
V.	DUTIES	6
VI.	DUTY YEAR AND LEAVES	
	Section 1 Basic Work Year	6
	Section 2 Paid Time Off	6
	Section 3 Holidays	7
	Section 4 Sick Leave	7
	Section 5 Emergency Leave	7
	Section 6 Bereavement Leave	7
	Section 7 Disability Leave	7
	Section 8 Medical Leave	7
VII.	INSURANCE	
	Section 1 Health and Hospitalization and Dental.	8
	Section 2 Life Insurance	8
	Section 3 Long Term Disability Insurance	8
	Section 4 Liability Insurance	8
	Section 5 Claims Against the School District	8

VIII	OTHER BENEFITS	
	Section 1 Tax Sheltered Annuities	9
	Section 2 Conference and Meetings	9
	Section 3 Auto and Home Damage	9
	Section 4 Expense Reimbursements for Required Training/Education	9
IX	SALARY	9
X	OTHER PROVISIONS	
	Section 1 Outside Activities	9
	Section 2 Dues	9
	Section 3 Other Applicable Provisions	10
	Subd. a. Computer Hardware and Software	10
	Subd. b. Cell Phone	10
	Subd. c. Vehicle Expenses	10
	Subd. d. Indemnification and Provision of Counsel	10
XI	SEVERABILITY	11

**ARTICLE I
PURPOSE**

The School Board of Independent School District No. 100, Wrenshall, Minnesota enters into this agreement with Dr. Frank Schill of Gull Creek Services, a legally qualified and licensed Superintendent, who agrees to perform the duties of Superintendent of Schools.

The School District and the Superintendent/Gull Creek Services agree as follows:

**ARTICLE II
APPLICABLE STATUTE**

This contract is entered into pursuant to and in conformity with Minn. Stat. Sec.123B.143 which is incorporated herein and made a part hereof by this reference.

**ARTICLE III
LICENSURE**

The Superintendent/Gull Creek Services shall furnish and maintain throughout the life of this contract a valid and appropriate license to act as Superintendent in the State of Minnesota as provided by applicable state laws, rules and regulations. Failure to do so can and will result in immediate termination for cause.

**ARTICLE IV
DURATION, EXPIRATION, TERMINATION AND MUTUAL
CONSENT**

1. Duration.
 - a. This contract is for a term of one (1) year July 1, 2025 and ending June 30, 2026. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Superintendent in written form, or unless terminated as provided herein.

2. Subsequent Contract.
 - a. Notice by Superintendent/Gull Creek Services:

The notice provisions of this contract shall obligate the School Board only if no later than December 15, 2025 prior to the expiration of this contract the Superintendent provides written notice to each member of the School Board calling to the attention of members of the School Board the notice requirements as contained in this section of the Superintendent's contract.

 - b. ~~Preliminary Notice--School Board:~~

In the event the School Board is contemplating not offering the Superintendent a subsequent contract, the School Board shall give preliminary written notice of such intent not to offer a subsequent contract no later than December 15, 2025 preceding the date of expiration of this contract. Failure to give such notice is not a material breach of this contract and is merely an expression of desire and intent of the parties. This contract is governed by the provisions of Article II which governs any extensions.

c. Request for Meeting:

Within ten calendar (10) days after receipt of an intent not to renew as provided in Paragraph b hereof, the Superintendent may request, in writing, a meeting with the School Board to discuss its intentions, the reasons therefore, and ways in which any concerns of the School Board might be addressed by the parties.

d. Meeting Between the Parties:

Upon receipt of such request, the School Board shall within fifteen (15) calendar days hold a meeting with the Superintendent.

e. Final Action--School Board:

The School Board shall delay taking final action on a subsequent contract for at least seven (7) calendar days after the meeting between the parties. However, the School Board shall take final action on a subsequent contract no later than January 31, 2026 and shall notify the Superintendent of such action in writing.

f. Effect:

The timeline provided herein is intended to provide both the School Board and the Superintendent with an appropriate process to address the subsequent contract issue and is not intended to bind both parties. This process is intended as a guideline which the parties agree to follow, but failure to do so shall not be considered as a material breach of this contract. The timeline provided herein may be extended or modified by written agreement.

3. Expiration.

This contract shall automatically expire at the end of the term specified in Section I hereof. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Superintendent shall cease, unless a subsequent contract is entered into in accordance with M.S. § 123B.143

4. Termination during the Term.

The Superintendent/Gull Creek Services' employment may be subject to termination during the term of this contract pursuant to the grounds set forth in Minn. Stat. Sec. 122A.40, subdivisions 9 or 13., but except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Superintendent during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. Or Subd. 13., it shall notify the Superintendent in writing of the proposed ground for termination. The Superintendent shall be entitled to a hearing before an arbitrator provided the Superintendent makes such a request in writing to the School Board Char within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Minnesota Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by parties through the striking process as provided by BMS rules. The arbitrator shall conduct a hearing under arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding on the parties, subject to judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Superintendent shall have no further claim or recourse

5. Mutual Consent.
This contract may be terminated at any time by the parties by mutual consent of the School Board and the Superintendent/Gull Creek Services.

6. Superintendent Evaluation
The School Board shall conduct a performance evaluation of the Superintendent/Gull Creek Services prior to December 1, 2025. The assessment shall reflect the essential superintendent duties and priority goals formally adopted by the School Board prior to September 15, 2025. The duties and goals shall accurately reflect the part-time (.5 FTE) employment status of the Superintendent within this agreement.

**ARTICLE V
DUTIES**

The Superintendent/Gull Creek Services shall have charge of the administration of the schools under the direction of the School Board. The Superintendent/Gull Creek Services shall be the chief executive officer of the School Board; shall direct and assign teachers and other employees of the schools under the Superintendent's supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the school district subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall from time to time suggest policies, regulations, rules and procedures deemed necessary for the School District, and in general perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent/Gull Creek Services shall abide by the policies, regulations, rules and procedures established by the School Board and the State Board of Education. The Superintendent/Gull Creek Services shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees and provide administrative recommendations on each item of business considered by each of these groups.

**ARTICLE VI
DUTY YEAR AND LEAVES**

1. Basic Work Year.
The Superintendent/Gull Creek Services' duty year shall be part-time (.5 FTE) for the entire 12-month contract year as provided herein and the Superintendent shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy. For the duration of this contract, the Superintendent/Gull Creek Services will work 2.5 days per week, unless otherwise arranged with the district.

2. Paid Time Off.
Does not apply.

3. Holidays.
The Superintendent/Gull Creek Services is not expected to work on the following holidays each contract year as designated by the School Board:

New Year's Day	Labor Day
President's Day (when school is not in session)	Thanksgiving
Good Friday	Friday after Thanksgiving (when school is not in session)
Easter Monday (when school is not in session)	Day before
Memorial Day	Christmas
Independence Day	Christmas
	Day after Christmas

4. Sick Leave.
Does not apply.

5. Emergency Leave.
The Superintendent/Gull Creek Services may be granted paid emergency leave during the contract year at the direction of the School Board.

6. Bereavement Leave.
Does not apply.

7. Disability.
Does not apply.

8. Medical Leave.
a. The Superintendent/Gull Creek Services and School District agree to incorporate by reference and be bound by the provisions of M.S. I 22A.40, Subd. 12 relating to suspension and leave of absence for health reasons unless otherwise agreed to by the parties in written form.

If the Superintendent is unable to perform regular duties because of personal illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation and has not been suspended or placed on leave of absence pursuant to M.S. I 22A.40, Subd. 12, the Superintendent shall, upon request, be granted a medical leave of absence, without pay, up to one year in duration. The School Board may, in its discretion, extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written statement from a physician outlining the condition of health and estimated time at which the Superintendent is expected to be able to resume normal responsibilities. The Superintendent when on medical leave of absence is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but the Superintendent shall pay the entire premium for such programs as the Superintendent wishes to

retain commencing with the beginning of the leave. If medical leave of at least one full year is granted pursuant to this section, the Superintendent voluntarily waives any right to a leave of absence to which the Superintendent might otherwise be entitled pursuant to M.S. 122A.40, Subd. 12.

ARTICLE VII INSURANCE

1. Health and Hospitalization and Dental.
Does not apply.
2. Life Insurance.
Does not apply.
3. Long Term Disability Insurance.
Does not apply.
4. Liability Insurance.
Does not apply.

**ARTICLE VIII
OTHER BENEFITS**

1. Tax Sheltered Annuities.
Does Not apply.
2. Conferences and Meetings.
The School District shall pay all legally valid expenses and fees for the Superintendent's attendance at professional conferences, and meetings with other educational agencies when attendance thereof is required, directed, or permitted by the School Board. The Superintendent shall periodically report to the School Board relative to all meetings and conferences attended. The Superintendent shall file itemized expense statements to be processed and approved as provided by law.
3. Auto and Home Damage.
All claims for damage as a result of contracting with Independent School District #100 will be reimbursed the cost of the property deductibility not to exceed the deductible amount of the insurance policy or \$1,000, whichever is less.
4. Expense Reimbursements for Required Training/Education.
Educational and training costs will be reimbursed for all expenses incurred due to the requirements of maintaining the Superintendent licensure.

**ARTICLE IX
SALARY**

Gull Lake Services, the Superintendent shall be paid an annual contract of \$85,000 for services provided July 1, 2025 to June 30, 2026. During the term of this Contract, the contract may be modified, but shall not be reduced. The annual contract shall be paid in accordance with standard School District procedures.

**ARTICLE X
OTHER PROVISIONS**

1. Outside Activities.
While the Superintendent/Gull Creek Services shall devote part-time effort (.5 FTE) and due diligence to the affairs and the activities of the School District, the Superintendent may serve as a consultant to other School Districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other business activities if such activities do not impede the Superintendent's ability to perform the duties of the Superintendency.
2. Dues.
Gull Creek Services is encouraged to belong to and participate in appropriate professional educational and civic organizations where such membership will serve the best interests of the School District to include the Minnesota Association of School Administrators (MASA) and the national equivalent organization (AASA). The School District will not pay such professional organization membership dues as are required.

3. Other Applicable Provisions.

a. Computer Hardware and Software

The School District shall provide necessary hardware and software for School District use while away from the office and other technology considered necessary for both onsite and remote services provided by the Superintendent/Gull Creek Services. In the event of his/her termination of employment, the equipment and software will be returned to the district in working order. An annual review of laptop contents will be conducted by the Technology Coordinator to ensure the laptop was/is used for district purposes only.

b. Cell Phone

Superintendent/Gull Creek Services is not eligible for participating in the school district cell phone plan.

c. Vehicle Expense

Superintendent/Gull Creek Services is to provide their own vehicles/transportation and will not expense mileage to the school.

d. Indemnification and Provision of Counsel

In the event that an action is brought or a claim is made against the Superintendent/Gull Creek Services arising out of or in connection with their employment and the Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify the Superintendent to the extent provided by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in Minnesota Statutes Chapter 466. This indemnification and defense obligation extends to all costs and fees incurred by the Superintendent in any internal investigation of a claim against the Superintendent that does not result or would not have resulted in substantial disciplinary action against the Superintendent (defined as sufficient to create public data under the final disposition of a disciplinary action provisions of Minnesota Statutes 13.43, Subd. 2). Payment of legal fees includes when the Superintendent incurs individual legal costs in serving as a witness in a claim against the School District. Nothing herein affects the Superintendent's right to legal counsel of the Superintendent's choice. Nothing herein affects the parties' right to negotiate payment of legal fees as part of a separation agreement.

**ARTICLE XI
SEVERABILITY**

If any provision of this contract is held to be invalid by operation of law the remainder of the contract shall not be affected thereby and shall remain in full force and effect.

This contract shall be effective only upon signatures of the Superintendent and of the officers of the School Board after authorization for such signatures by the officers is given by the School Board in appropriate action in its minutes.

IN WITNESS WHEREOF,
I have subscribed my signature
this ___ day of February 2025

IN WITNESS WHEREOF,
I have subscribed my signature
this ___ day of February 2025

Superintendent of Schools

School Board Chair



Wrenshull Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

September 9, 2024

Substitute Employee Compensation 2024-2025

Teachers Elementary and Secondary	Up to ½ Day Full Day	\$80 per day \$160 per day
Long Term Substitute Teachers	After 20 Days	Placement on Schedule
Education Support Professionals	Hourly	Class 5 Rate \$17.85 per hour
Building and Grounds	Hourly	Grade 4 Rate \$17.20 per hour
Bus Drivers	Hourly	\$29.94 per hour
Van Drivers	Per Mile	\$.92 per mile Minimum of \$19.78 per run
Food Service	Hourly	\$15.19 per hour



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

NOTICE OF ASSIGNMENT
AT-WILL EMPLOYEE AGREEMENT
October 9, 2024 through June 30, 2025

To: Erin Riley

Assignment: Communications Coordinator

Job Description: Addendum A to this agreement

Term: At-Will employment through June 30, 2025

Compensation: Hourly wage at the rate of \$24 per hour

Schedule: Not to exceed (17.5) hours per bi-weekly pay period on a flexible schedule as assigned by the Superintendent

Direct Supervisor: Superintendent

Benefits: Emergency Safe and Sick Time (ESST) will accrue per state statute
Option for district paid single medical and dental premium
Reimbursement for authorized travel and expenses
All official district holidays are nonwork days

This notice represents the full scope of service and compensation during the term of this At-Will assignment.

Employee Signature

Date

School Board Clerk Signature

Date

February 10th 2025

To: Wrenshall Board of Education

From: Michele Carlson: Director of Community Education
Katie Beck Community Education Coordinator

RE: Proposed rate for Summer Child Care 2025

Currently

The child care rate is:

1 day of care = \$50

2 days of care = \$90 (\$45 per day)

3 days of care = \$105 (\$35 per day)

4 days of care \$140 (\$35 per day)

5 days of care=\$175 (\$35 per day)

Proposed:

A monthly rate is more predictable for both families and the program. Two options (A wondering wednesday - field trip option) gives the families flexibility and still sustain the budget. The budget is more stable with a flat monthly rate. Stable income provides for stability in staffing patterns as well. As well as a unified program our school readiness follows a monthly rate, staying consistent through all programs is important.

12 weeks of programming

June - August (57 full time days) summer child care days offered

3 days per week (36 days)

Option 1

Child 1: \$700 - full time - everyday we are open - (\$36 / day)

Child 2: \$560 - full time - 20% discount

Option 2

Child 1: \$450 - part time - 3 days a week during each week - (\$37.5 / day)

Child 2: \$360 - part time - 20% discount

Option 3

Wondering Wednesdays - field trip or participation in Northern Outdoors Club - ONLY
\$45 / per child - Wednesdays - Must be registered and approved **five** days before

Registration fee \$50 per family.

Breakfast, lunch and afternoon snack provided

February 10th 2025

To: Wrenshall Board of Education

From: Michele Carlson: Director of Community Education
Katie Beck Community Education Coordinator

RE: Proposed rate for Fall/Spring Before & After school care
Currently

The child care rate is:

Before & After School (K-6) Flat Rates:

AM only \$20 per week

PM only \$30 per week

Both AM & PM care \$40 per week

Proposed:

A monthly rate is more predictable for both families and the program. Next year we will offer a discount for the second child in the same household. The budget is more stable with a flat monthly rate. Stable income provides for stability in staffing patterns as well. As well as a unified program our school readiness follows a monthly rate, staying consistent through all programs is important.

Option 1 - Before School (20 days average per month / \$4.00 each morning)

(6:30 AM - 8:00 AM)

Child 1: \$80/month

Sibling: \$64/month - 20% discount

Option 2 - After School (has the option to attend after early release days)

(3:05 PM - 5:30 PM)

(20 days average per month / \$6.00 each night / \$2.40 hour)

Child 1: \$120/month

Sibling: \$99/month - 20% discount

Option 3 - Both Before & After School (has the option to attend when there is a teacher in service days - not on holidays, winter break or spring break)

Child 1: \$160/month

Sibling: \$128 - 20% discount

After school snacks are provided

Lunch on days school is not in session - families are responsible for packed lunches

Updated: 1/2/2025



Wrens Club Child Care Family Handbook

Fall/Spring

207 Pioneer DR Wrenshall MN 55797
wrensclub@isd100.org

2025-2026

DRAFT

Welcome to Wrens Club!

Wrenshall Public School in conjunction with Community Education, offers the Wrens Club program which is designed to meet the needs of children of working parents. Our primary purpose is to provide high quality care for children in pre-kindergarten through grade six. Wrens Club offers a fun, safe, caring environment that fosters recreational, social, educational and developmentally appropriate experiences that compliment your child's school day. Wrens Club is a state certified child care program allowing us to accept CCAP payments for families using assistance.

Program Standards

Community Education is part of the Wrenshall School District and all district policies apply to and are followed by Community Education personnel. Wrens Club staffing and program standards are approved by the Wrenshall Public School Board. School policies are determined by the school board. The Board of Education is elected by the people of this district and reflects their will and their authority. The determination of school policies rests solely with the school board. The superintendent and administrators execute these policies. The district reserves the right to change policies and procedures at any time. The Wrens Club staff meet the required qualifications and training and they dedicate themselves to making a positive difference in the lives of children. Wrens Club staff are under the direct guidance of the Wrens Club Coordinator and Community Education Coordinator. The Wrens Club program maintains a 1 staff to 15 children ratio in K-5, and 1-10 ratio for Pre-K as recommended by the Minnesota School Age Child Care Alliance.

Staff

In accordance with MN State Statute section 123B.03, all staff are required to have a background study done. Certified centers require 6 hours of study in child development and behavior guidance every year. Coordinators must have 16 hours of training.

The Wrens Club staff consists of experienced and well-trained people who care about children. They provide successful experiences, safety, appropriate developmental tasks, and a caring environment. Staff members attend training throughout the year provided by the school district, community education, and other community resources.

Wrens Club staff always appreciates parental input. Please communicate with the staff about daily concerns, family illnesses, or anything that might affect how your child's day might go.

We also encourage parents to share any special skill, activity or occupation with children and staff. We want to model this program around the children and families. Any suggestions or ideas would be welcomed and appreciated.

According to MN State Statute 245H.14 our staff are required to be trained in...

- First aid and Cardiopulmonary resuscitation annually.
- Abusive head trauma.
- Child development.
- Blood borne pathogens.
- We are required to have in service hours each year.

Abuse Reporting (Mandatory Reporters):

According to MN Statute 626.556, a professional or his or her delegate, who is engaged in the practice of... education, who has knowledge or reasonable cause to believe a child is being neglected or physically or sexually abused, shall immediately report the information to the local welfare agency, liaison officer, or the County Sheriff..." An oral report shall be made immediately by telephone or otherwise...and shall be followed within 72 hours, exclusive of weekends or holidays, by a report in writing. For matters occurring within the family unit, concerned school personnel will contact the Children's Service Intake Worker - Carlton County Human Services at 879-4583.

Staff must promptly inform a building principal of all reports filed and documentation will be kept on file. Principals, counselors, and the school psychologist are available to assist in the process.

Data Privacy:

All staff must be familiar with the Data Privacy Act. No verbal or written information about a student's school performance should be shared except within the school district for educationally relevant reasons. As a rule of thumb, any data arising out of the education of a student which identifies a student, except for directory information, is private data. Directory information is defined as a student's name, date and place of birth, major fields of study, weight and height of athletic team members, etc. Care should be taken to ensure students cannot overhear private data shared in conferences or telephone calls with staff, students, or parents; care should also be taken so that students do not view other students' grades.

Emergency Preparedness

According to MN State Statute 245H.15 Wrens Club has a written safety plan including...

- Fire related emergencies.
- Weather related emergencies.
- Intruder based emergencies.
- We follow the district's guidelines for fire and lockdown drills.
- In the event of an actual emergency, parents would be notified through the District communication site.

Emergency Closing or Dismissal

If Wrenshall schools are closed due to severe weather, or other emergency, Wrens Club will be closed. **If there is a 2 hour late start, we will open at 9:00 AM.** You **must** email Wrens Club if your child will not be coming before the late start or you will be charged a No Call/No Show fee of \$20. **If Wrenshall schools are closed early, parents must pick up 1 hour after school closes.** Please tune in to local radio and television stations for this information.

Parent Emergency

You must sign up for the Wrenshall Public schools' electronic notification system, an essential tool for notification and communication. Within minutes of an emergency, school officials can use the system to deliver a single, clear message to the students' parents or guardians by telephone, cell phone, e-mail, pager or PDA in any combination. It can also be used to notify you of a school closing due to inclement weather. **Wrens Club does will send out a message out on brightwheel as well.**

If you need assistance with setting up a profile, please contact Michelle Blanchard at 218-384-4274 Ext 2101 and she will assist you. If you do not have access to a computer please feel free to come to the school to use our facilities.

Medications

According to MN State Statute 245H.13 Health and Safety Requirements...

- Exclusion of sick children and infectious disease outbreak control. We must supervise and isolate a child from other children in the program when a child becomes sick and immediately notify the sick child's parent or legal guardian. We must post or give notice to the parent or legal guardian of an exposed child the same day the program is notified of a child's contagious reportable disease specified in Minnesota Rules, or scabies, impetigo, ringworm, or chicken pox.
- Immunizations. By a child's date of attendance we must maintain or have access to a record detailing the child's current immunizations or applicable exemption.
- Administration of Medicine. We may administer personal prescriptions under the following guidelines:
 - We will not administer the first dose of any medication due to possible reactions.
 - For long-term medications (prescribed for more than two weeks), a written statement from the family physician indicating the need for such medication to be administered during Wrens Club hours must be on file.
 - The medication will be stored in a safe, appropriate place with access restricted to the Wrens Club staff only.
 - Under NO circumstances shall Wrens Club personnel give aspirin, Tylenol, cough medicines, etc. without a physician's prescription and signed parent permission.
 - NO medication should be sent with the child – parents must deliver it personally. The medication must be in the original bottle, properly labeled. The medication cannot be improperly labeled in containers such as plastic bags or envelopes.
 - EPI-Pens must be dropped off by the parent the first week of school.

Illness or Emergency

In an instance of severe illness or injury, the staff will bring your child to the nurse, if it is during school hours, and will notify parents. At other times, staff will make an evaluation and contact parents. **PLEASE DO NOT** bring a sick child to Wrens Club. **A sick child must be fever/vomit-free without medication for 24 hours before returning to child care or preschool programs.** The site is not equipped to handle sick children. You must email Wrens Club and also notify the Elementary attendance office when your child is sick and won't be attending the program, or the No call/No Show fee will be billed to you.

Children who receive minor injuries will be given first aid and the parent will be notified when picking up the child.

In the event of an emergency, parents will be notified immediately and, if necessary, the child will be transported to a parent-specified hospital by the local emergency responders for treatment at the parent's expense. Parents are responsible for the child's health insurance/accident coverage.

Food Allergies

If your child has any food allergies, it is VERY IMPORTANT that you indicate these allergies on the Wrens Club Enrollment Form. Please be specific about possible reactions. You should send an Epi-pen for severe reactions. Please consider sending snacks with your child or provide a list of approved snacks so we can accommodate them better.

Breakfast, Lunch & Snacks

- All Students (except wrap around care students - Tuesday/Thursday programs) will be dismissed at 8:00AM for breakfast
- Lunch will be provided for preschool students
- Snacks for wrap around students will be provided at 2:00 PM
- Snacks will be provided at 3:45 PM for Afterschool program

Eligibility

- Children must be three years old by September 1 of the school year and enrolled in one of our School Readiness programs.
- Children must be able to use the toilet and clean themselves independently.
- Children should not be wearing diapers or pull-ups as we do not have adequate facilities or training for changing diapers. Please notify staff regarding any concerns in this area.
- Recurring bathroom accidents will require a parent meeting with Wrens Club Coordinator and Community Education Coordinator and could lead to potential discontinuation of services.

Children with Special Needs/IEPs

- Every effort will be made to accommodate children with special needs.
- We can not guarantee one on one care for students.
- Parents must schedule a meeting with the program coordinator to provide information about the child and devise a plan for Wrens Club to meet the needs of the child prior to enrollment.
- If the family expresses a need for accommodations for their child to participate in Wrens Club or Wrens Club staff determines special accommodations are needed for participation, Wrens Club will work with the family to come up with a plan to help the child succeed in the program. Items to consider:
 - The student's ability to function in an environment of 30-50 kids.
 - The student's ability to function on the playground without individual supervision.
 - The student's ability to function with a staff to child ratio of 1:15.
- Accommodations that are agreed upon will be outlined in a document to be shared with the family and entered into the child's record at Wrens Club.
- It is important that our program is assessed to determine if we are able to provide the best care for every child.

Parent's To-Do List...

- Sign your child "In" & "Out" each day. This means walking your child to the Wrens Club room. Parents will need to sign out in our software program each day when they pick up.
- Let your child's classroom teacher know your child's Wrens Club schedule.
- Email Wrens Club and your child's teacher when your child will not attend a scheduled day at child care, by 10:00 am.
- Keep your child's enrollment information up-to-date to ensure your child's safety.
- Make sure your child is picked up by **5:30 pm** to avoid a late pick up fee.
- **Adequately dress your child for indoor and outdoor play.**
- Label your child's personal belongings.
- **Do not send your child with any electronic devices**

Children's Clothing/Belongings

Children should be adequately dressed each day for indoor and outdoor activities. Wrens Club follows the same policy regarding outerwear as the Elementary School. Outerwear should be labeled with the child's name. The program is not responsible for lost or stolen articles. For younger children, please send an extra set of clothing. Please do not allow your child to bring any toys, games, or electronic toys. For pre-schoolers please remember to send indoor shoes during the wintertime.

Children at any age are NOT allowed to be on any electronic devices while at care. If a child brings a cell phone or electronics to care, it will be kept at the desk until the parent picks up the child.

Registration Process

To register your child for Wrens Club, you will need to read all of the materials in this handbook and complete the following before your child may attend:

- Signed the last page of the Family Handbook.
- Wrens Club Enrollment Form.
- \$50 registration fee per family.
- Any past due balances with Community Education are paid in full.
(*This may include past due balances for School Readiness or Wrens Club bills.*)
- ALL registration materials listed above are complete.

Hours of Operation (2025-2026)

Fall/Spring 2025-26

School Year program begins Tuesday September 2nd 2025

Monday, Wednesday & Friday open: 6:30 AM – 8:00 AM & 3:05 PM – 5:30 PM

Tuesday, Thursday open 6:30 AM – 5:30 PM

“Fun days” – Early release or no school days for teacher inservice days – (will not be open on holidays or holiday breaks)

“Fun days” This will be free for registered wrens club families

Calendar not released yet – Calendar will be made available by end of march 2025

Our door is always open. Feel free to drop by our Wrens Club program any time. If you have concerns, complaints, or problems with our program, please email wrensclub@isd100.org or kbeck@isd100.org

Wrens Club Child Care Organization Chart:

- Reach out to Child Care Coordinator (Blythe Bartl) first child care issue, if your question or concern is not addressed please reach out to Community Education Coordinator (Katie Beck) for any other questions or concerns. The next step is our Superintendent.

Community Education Coordinator Schedule fall/spring schedule:
Not finalized

Program Fees

Annual registration fee per family: \$50

Flat rate for preschool wrap around (3 & 4 year olds) care: (School year 2024-25)

- \$80 / month Tuesday & Thursdays - 12:30-3:00
- \$20 / month bus pick up & drop off with breakfast (30 minutes of care 8:00-8:30 AM)

Before & After School (K-6) Flat Rates:

- Option 1 - Before School (20 days average per month / \$4.00 each morning)
(6:30 AM - 8:00 AM)
Child 1: \$80/month
Sibling: \$64/month - 20% discount
- Option 2 - After School (has the option to attend after early release days)
(3:05 PM - 5:30 PM) (20 days average per month / \$6.00 each night / \$2.40 hour)
Child 1: \$120/month
Sibling: \$99/month - part time - 20% discount
- Option 3 - Both Before & After School (has the option to attend when there is a teacher in service days - not on holidays, winter break or spring break)
Child 1: \$160/month
Sibling: \$128 - 20% discount

After school snacks are provided

Lunch on days school is not in session - families are responsible for packed lunches

Schedules need to be entered in the Brightwheel program a minimum of one week prior to care.

Billing will be conducted off the monthly schedule submitted. Cancellations made less than one week in advance for any reason will not be deducted from billing. This will help us maintain our staff numbers.

*No Call/No Show Finders fee \$10

*Show up fee – child here without being scheduled \$10

Late Pick-up/Early drop-off fee (before 6:30 AM/after 6:00 PM)\$10 first minute-\$1 per minute after 1st minute

*Refunds are NOT issued for absences from scheduled days. To avoid No Call/No Show fee, email Wrens Club staff before **10 am** when they will not be attending child care for any reason. *Parents who have frequent **No Call No Shows** or late pick up charges may have their child care suspended

If your payments are not made and you go over 30 days you will be charged a \$20.00 late fee.

If your payments are not made and you go over 60 days you will be charged a \$40.00 late fee.

If your payments are not made and you go over 90 days you will automatically be sent to collections and your child care will be discontinued.

If you are sent to collections you will be charged an extra 37% to your bill for collection fees.

Invoices will be made available to pay online. A 2% convenience fee is added to all credit card/debit card payments. ACH (checking account transfers) have a .6% fee added to them. Checks or money orders will be accepted during Community Education Office hours. Community Education hours are:

Not yet finalized

In the event your schedule changes....

Absent Notification: - The safety of your child(ren) is our primary concern. **Please email Wrens Club before 10:00 am if your child will not be coming after school. We are discontinuing the use of the B app.** You may email at any time. If we are not here, we will get the message first thing in the morning. ***The elementary office cannot call to inform us of absences. The classroom teachers are also unable to call us if your child is absent.** If your child is scheduled to be at Wrens Club and does not come to us, we must look for them. This takes time and takes staff away from the other children. Our staff usually has at least 30 kids to check in after school and we need to know where they all are. To avoid a **No Call/ No Show fee**, please email Wrens Club staff before **10:00 am** if your child will not be attending child care for any reason. **Email to Wrens Club is the best form of notification so please send us an email if your schedule changes for any reason. Wrensclub@isd100.org**

In the event that you will not be able to pick up your child on time, notify the Wrens Club staff immediately of the alternate arrangements. A late pick-up fee of \$10 for the first minute and \$1 each additional minute after 6:00 PM will be assessed. In addition, the following will happen:

Attempt to Contact Time Frame: If you are late in picking up your child, the following procedure will be followed:

After 10 minutes: Call parent/guardian

After 15 minutes: Call emergency contacts listed for child

After 30 minutes: Call the police. If you are more than thirty minutes late and we are unsuccessful in reaching you or an emergency contact person, the police **will** be called for further assistance.

If you have picked up your child late more than once, or if you cancel your child's schedule on a consistent basis you are subject to discontinuation of child care.

Release of Children

Wrens club will only release children to the parent or person authorized on your emergency pick up list. They must be at least 16 years old to sign out your child. Please email wrensclub@isd100.org to inform us if someone other than you will pick up your child/ren. If a parent or other person appears physically/emotionally impaired to the extent that the staff is concerned that the child is at risk of danger, the staff person will call other people listed on the emergency list. If no one can be reached, we may need to call 911.

Wrens Club offers:

- Educational and Recreational theme-based activities.
- Audio, Visual & Hands-on play and learning experiences.
- Physical Activity – Gym, Outside.
- Manipulative & Sensory Play.
- Quiet/Homework Time.
- Food Service Breakfast and Lunch Program (Summer requires a packed cold lunch).
- Morning and Afternoon snack.
- Technology.
- Skill Building.
- Games.
- Free Choice, Creative Play.

Wrens Club seeks to provide a quality program where:

- Kids can be kids.
- The atmosphere is comfortable, relaxed, happy, and busy.
- The environment is conducive to a wide-range of opportunities both active and passive.
- There are a variety of age-appropriate activities and choices offered.
- The activities offered provide children with educational, social and recreational experiences.
- Individual differences are respected and valued.
- Staff are flexible and responsive to meet the needs of all children enrolled.
- There are clear and consistent rules enforced that ensure safety.
- Kids learn to resolve conflicts in a positive and effective manner.
- Parents are well informed about the program and feel comfortable with their choice of childcare.
- Families find the program to be flexible and affordable.

Behavior

Wrenshall Public Schools Policy 514 expressly prohibits bullying, and outlines the procedures and regulations for bullying prevention and intervention, including:

A person who engages in an act of bullying, reprisal, or false reporting of bullying shall be subject to discipline for the act in accordance with school district's policies and procedures. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. The school district may take into account the following factors:

- The developmental and maturity levels of the parties involved.
- The levels of harm, surrounding circumstances, and nature of the behavior.
- Past incidences or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.

Wrens Club Behavior Expectations

Please see attached behavior policy plans, one for PreK-2nd grade and one for grades 3-5. It is the goal of the Wrens Club program to guide children to be happy, responsible, cooperative participants in the program. We use positive, nonthreatening techniques that help the child become responsible for his/her actions. The child should also respect the rights and feelings of others.

- Be prompt and prepared.
- Respect authority.
- Respect the rights of others.
- Respect property.
- Display a concern for learning.
- Display appropriate social skills.

Wrens club Discipline Plan: Grades 3-6

Behavior	Step 1	Step 2	Step 3
<p>Mild Behaviors Behaviors that demonstrate a lack of respect for the feelings of other IE: name calling, mocking, put downs, rude gestures (eye rolling, dirty looks, sighing), taunting and related behaviors.</p>	<p>*Staff has a conversation with student about behavior</p> <ul style="list-style-type: none"> ● Verbal Warning ● Child writes Fix It plan ● Staff documents incident & parents sign ● Staff talks face to face with parent about behavior & goes over Fix It plan and student, staff & parents sign & date 	<p>*Staff has conversation with student about behavior</p> <ul style="list-style-type: none"> ● Time Out 2-5 minutes ● Review Fix It Plan with staff ● Logical consequence (loss of privilege in the activity for the day-going up the slide the wrong way/no slide for the day) ● Staff documents the incident in the binder ● Staff talks face to face with parent about behavior and go over Fix It plan and student, staff, and parent sign & date 	<p>*Removal from program area</p> <ul style="list-style-type: none"> ● Removal from program for the rest of the day. Staff calls parent to come & pick up child from program. ● Letter of apology written by student ● Personal Behavior Plan developed by student, parent, and Coordinator ● Incident reported to Elementary Principal ● Staff documents incident in binder ● Staff talks face to face with parent about behaviors, Review Fix It plan & all parties sign & date
<p>Moderate Behaviors Behaviors that may cause injury IE: damaging property, rough play, exclusion, gossip/spreading rumors, insults, negative written notes, negative behaviors toward a specific person, and related behaviors.</p>	<p>Anyone with moderate behaviors should have a Fix It plan in place</p> <ul style="list-style-type: none"> ● Review Fix It plan ● Removal from program for the rest of the day, staff call parents to pick up child ● Letter of apology from child ● Personal Behavior plan developed by student and parent. Return to Coordinator. ● Staff documents in binder ● Staff talks face to face with parents, goes over Fix It plan and all parties sign and date 	<ul style="list-style-type: none"> ● Review Personal Behavior plan ● Removal of program for the rest of the day plus 1 day. Staff call parent to pick up child from program ● Incident reported to Elementary Principal ● Staff documents incident in binder ● Parents and Coordinator must meet before the child can return to the program 	<ul style="list-style-type: none"> ● Child is removed from the program for a minimum of 5 program days. Staff call parent to pick up child. ● Staff documents incident in binder ● Parents, Coordinator, and Director must meet before child returns to the program

<p>Severe Behaviors Behaviors that cause injury IE: biting, harassment,(racial, ethnic, gender, or religious), stealing, hitting, kicking, punching, repeated/chronic failure to comply with rules, spitting, vandalizing, verbal or written threats, slapping, grabbing, hair pulling, kneeing, damaging property, and related behaviors.</p>	<p>Student with severe behaviors should have a Personal Behavior Plan in place already</p> <ul style="list-style-type: none"> • Review Personal Behavior Plan • Removal from program for remainder of day plus 3 program days. Staff calls parents to pick up child. • Report incident to Elementary Principal • Staff documents incident in binder • Parent and coordinator must meet before child can return to program 	<ul style="list-style-type: none"> • Removal of program for the rest of the day plus 9 program days. Staff calls parents to pick up child • Staff documents incident in the binder • Parents, Coordinator, and Director must meet before child can return to the program. 	<ul style="list-style-type: none"> • Child is removed from program for a minimum of 27 program days • Staff documents incident in binder. • Parents, Coordinator, Director, and Elementary Principal must meet before child returns to program
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** Behavior is categorized as mild, moderate, or severe. Each incident in a category requires moving up a step in consequence.

Wrens Club "Individual Behavior Plan"

To be filled out by student & parent the evening of the event

Name_____

Date_____

I chose a behavior at Wrens Club that violates our behavior policy.

What I did_____

Because I have violated the behavior policy multiple times, and I did not follow my Fix It plan, the next time I break behavior rules, I will

_____ Not participate in group play for the rest of the day

_____ Time Out for 10 minutes and verbal apology to all people affected including other kids in the program

_____ Time Out for 20 minutes and write a letter of apology to all people affected including other kids in the program/ The letter will be read aloud to the group.

I will also choose a better behavior when I am feeling _____(fill in feeling at time of rule violation)

The behavior I will choose when I feel this way is_____

Student Signature_____

Parent Signature_____

Staff Signature_____ (sign when returned)

Date signed by Staff_____

Wrens Club "Fix It" Plan

Name _____

Date_____

I chose a behavior at Wrens Club that violates our behavior policy.

What I did_____

In the future I am going to make better choices. When I feel like I am going to break a behavior rule, I will choose to do this instead-

If I continue to violate the behavior rules in Wrens Club, I know I will be put on an individual behavior plan which could lead to suspension from the program.

Student Signature_____

Staff Signature_____

Parent Signature_____

Date Signed (parent)_____

**Wrens Club Behavior Plan
Grades PreK- 2**

For students ages 3/4 through grade 2, we will continue to use the Red Choices/Green Choices Pyramid model for handling behavior.

If children bring home a red slip due to making "red" choices, please take time to talk through the behavior with your child and write out thoughtful answers to return the following day that they attend Wrens Club. We appreciate your help!

Behavior Intervention Form

Child's Name: _____

I broke the rules of behavior at Wrens club today.

What I did: _____

I believe I made others feel _____

(emotion/physical feeling)

with the way I acted.

In the future, I can stop breaking the behavior rules in Wrens Club by doing this instead

Parent Signature _____ Date _____

Student Name _____

(please have students attempt to write their name)

PARENTAL HAND BOOK NOTIFICATION FORM

Please sign and date below, indicating that you have read and understand all of the information provided in this Wrens Club Family Handbook.

This form must be returned to Wrens Club staff along with your child's Enrollment Form and schedule, prior to their first day in the Wrens Club Program (one form per family).

Name of Child/Children:

Print Parent/Guardian Name:

Parent/Guardian Signature

Date

Updated: 2/03/2025



Wrens Club Child Care Family Handbook - Summer 2025 - Draft

207 Pioneer DR Wrenshall MN 55797
wrensclub@isd100.org

Welcome to Wrens Club!

Wrenshall Public School in conjunction with Community Education, offers the Wrens Club program which is designed to meet the needs of children of working parents. Our primary purpose is to provide high quality care for children in pre-kindergarten through grade six. Wrens Club offers a fun, safe, caring environment that fosters recreational, social, educational and developmentally appropriate experiences that compliment your child's school day. Wrens Club is a state certified child care program allowing us to accept CCAP payments for families using assistance.

Program Standards

Community Education is part of the Wrenshall School District and all district policies apply to and are followed by Community Education personnel. Wrens Club staffing and program standards are approved by the Wrenshall Public School Board. School policies are determined by the school board. The Board of Education is elected by the people of this district and reflects their will and their authority. The determination of school policies rests solely with the school board. The superintendent and administrators execute these policies. The district reserves the right to change policies and procedures at any time. The Wrens Club staff meet the required qualifications and training and they dedicate themselves to making a positive difference in the lives of children. Wrens Club staff are under the direct guidance of the Wrens Club Coordinator and Community Education Coordinator. The Wrens Club program maintains a 1 staff to 15 children ratio in K-5, and 1-10 ratio for Pre-K as recommended by the Minnesota School Age Child Care Alliance.

Staff

In accordance with MN State Statute section 123B.03, all staff are required to have a background study done. Certified centers require 6 hours of study in child development and behavior guidance every year. Coordinators must have 16 hours of training.

The Wrens Club staff consists of experienced and well-trained people who care about children. They provide successful experiences, safety, appropriate developmental tasks, and a caring environment. Staff members attend training throughout the year provided by the school district, community education, and other community resources.

Wrens Club staff always appreciates parental input. Please communicate with the staff about daily concerns, family illnesses, or anything that might affect how your child's day might go.

We also encourage parents to share any special skill, activity or occupation with children and staff. We want to model this program around the children and families. Any suggestions or ideas would be welcomed and appreciated.

According to MN State Statute 245H.14 our staff are required to be trained in...

- First aid and Cardiopulmonary resuscitation annually.
- Abusive head trauma.
- Child development.
- Blood borne pathogens.
- We are required to have in service hours each year.

Abuse Reporting (Mandatory Reporters):

According to MN Statute 626.556, a professional or his or her delegate, who is engaged in the practice of... education, who has knowledge or reasonable cause to believe a child is being neglected or physically or sexually abused, shall immediately report the information to the local welfare agency, liaison officer, or the County Sheriff..." An oral report shall be made immediately by telephone or otherwise...and shall be followed within 72 hours, exclusive of weekends or holidays, by a report in writing. For matters occurring within the family unit, concerned school personnel will contact the Children's Service Intake Worker - Carlton County Human Services at 218-879-4583.

Staff must promptly inform a building principal of all reports filed and documentation will be kept on file. Principals, counselors, and the school psychologist are available to assist in the process.

Data Privacy:

All staff must be familiar with the Data Privacy Act. No verbal or written information about a student's school performance should be shared except within the school district for educationally relevant reasons. As a rule of thumb, any data arising out of the education of a student which identifies a student, except for directory information, is private data. Directory information is defined as a student's name, date and place of birth, major fields of study, weight and height of athletic team members, etc. Care should be taken to ensure students cannot overhear private data shared in conferences or telephone calls with staff, students, or parents; care should also be taken so that students do not view other students' grades.

Emergency Preparedness

According to MN State Statute 245H.15 Wrens Club has a written safety plan including...

- Fire related emergencies.
- Weather related emergencies.
- Intruder based emergencies.
- We follow the district's guidelines for fire and lockdown drills.
- In the event of an actual emergency, parents would be notified through the District communication site.

Emergency Closing or Dismissal

If Wrens Club has to close due to severe weather, or other emergency, Wrens club will notify parents, and you will have 1 hour to pick up your child.

Medications

According to MN State Statute 245H.13 Health and Safety Requirements...

- Exclusion of sick children and infectious disease outbreak control. We must supervise and isolate a child from other children in the program when a child becomes sick and immediately notify the sick child's parent or legal guardian. We must post or give notice to the parent or legal guardian of an exposed child the same day the program is notified of a child's contagious reportable disease specified in Minnesota Rules, or scabies, impetigo, ringworm, or chicken pox.
- Immunizations. By a child's date of attendance we must maintain or have access to a record detailing the child's current immunizations or applicable exemption.
- Administration of Medicine. We may administer personal prescriptions under the following guidelines:
 - We will not administer the first dose of any medication due to possible reactions.
 - For long-term medications (prescribed for more than two weeks), a written statement from the family physician indicating the need for such medication to be administered during Wrens Club hours must be on file.
 - The medication will be stored in a safe, appropriate place with access restricted to the Wrens Club staff only.
 - Under NO circumstances shall Wrens Club personnel give aspirin, Tylenol, cough medicines, etc. without a physician's prescription and signed parent permission.
 - NO medication should be sent with the child – parents must deliver it personally. The medication must be in the original bottle, properly labeled. The medication cannot be improperly labeled in containers such as plastic bags or envelopes.
 - EPI-Pens must be dropped off by the parent the first week of school.

Illness or Emergency

In an instance of severe illness or injury, the staff will make an evaluation and contact parents. PLEASE DO NOT bring a sick child to Wrens Club. **A sick child must be fever/vomit-free without medication for 24 hours before returning to child care programs.** The site is not equipped to handle sick children. You must email Wrens Club. No call/No Show fee will be billed to you.

Children who receive minor injuries will be given first aid and the parent will be notified when picking up the child.

In the event of an emergency, parents will be notified immediately and, if necessary, the child will be transported to a parent-specified hospital by the local emergency responders for treatment at the parent's expense. Parents are responsible for the child's health insurance/accident coverage.

Food Allergies

If your child has any food allergies, it is VERY IMPORTANT that you indicate these allergies on the Wrens Club Enrollment Form. Please be specific about possible reactions. You should send an Epi-pen for severe reactions. Please consider sending snacks with your child or provide a list of approved snacks so we can accommodate them better.

Breakfast, Lunch & Snacks

- Catered Breakfast, Lunch and snack from Chickadee Catering a menu will be provided to families before the start of the next month.
- Breakfast will be provided – 8:30 AM
- Lunch will be provided – 12:00 PM
- Afternoon snack will be provided – 3:00 PM

Eligibility

- Children must be three years old
- Children must be able to use the toilet and clean themselves independently.
- Children should not be wearing diapers or pull-ups as we do not have adequate facilities or training for changing diapers. Please notify staff regarding any concerns in this area.
- Recurring bathroom accidents will require a parent meeting with Child Care Coordinator and Community Education Coordinator and could lead to potential discontinuation of services.

Children with Special Needs/IEPs

- Every effort will be made to accommodate children with special needs.
- We can not guarantee one on one care for students.
- Parents must schedule a meeting with the program coordinator to provide information about the child and devise a plan for Wrens Club to meet the needs of the child prior to enrollment.
- If the family expresses a need for accommodations for their child to participate in Wrens Club or Wrens Club staff determines special accommodations are needed for participation, Wrens Club will work with the family to come up with a plan to help the child succeed in the program. Items to consider:
 - The student's ability to function in an environment of 20-30 kids.
 - The student's ability to function on the playground without individual supervision.
 - The student's ability to function with a staff to child ratio of 1:15.
- Accommodations that are agreed upon will be outlined in a document to be shared with the family and entered into the child's record at Wrens Club.
- It is important that our program is assessed to determine if we are able to provide the best care for every child.

Registration Process

To register your child for Wrens Club, you will need to read all of the materials in this handbook and complete the following before your child may attend:

- Signed the last page of the Family Handbook.
- Wrens Club Enrollment Form.
- \$50 registration fee per family.
- Any past due balances with Community Education are paid in full.
(*This may include past due balances for School Readiness or Wrens Club bills.*)
- ALL registration materials listed in brightwheel

Parent's To-Do List...

- Sign your child "In" & "Out" each day. This means walking your child to the Wrens Club room. Parents will need to sign out in our software-brightwheel program each day when they pick up.
- Keep your child's enrollment information up-to-date to ensure your child's safety.
- Make sure your child is picked up by **5:30 pm** to avoid a late pick up fee.
- **Adequately dress your child for indoor and outdoor play.**
- Label your child's personal belongings.
- **Water bottle daily.**
- **Please provide sunscreen & bug spray for use in the summer program.**
- **We will provide breakfast, lunch and afternoon snack**
- **Do not send your child with any electronic devices**

Children's Clothing/Belongings

Children should be adequately dressed each day for indoor and outdoor activities. Wrens Club follows the same policy regarding outerwear as the Elementary School. Outerwear should be labeled with the child's name. The program is not responsible for lost or stolen articles. For younger children, please send an extra set of clothing. Please do not allow your child to bring any toys, games, or electronic toys. For preschoolers please remember to send indoor shoes during the wintertime.

Children at any age are NOT allowed to be on any electronic devices while at care. If a child brings a cell phone or electronics to care, it will be kept at the desk until the parent picks up the child.

Hours of Operation (2025)

Summer 2025

Wrens Club Child Care is open 6:30 am - 5:30 pm

Summer program begins Tuesday June 3rd 2025

Closed Summer dates:

Thursday June 19th 2025

Friday July 4th 2025

Monday - Friday August 25th - 29th

Program Fees

Annual registration fee per family: \$50

Option 1 - Per month

Child 1: \$700 - full time - everyday we are open - (\$36 / day)

Sibling: \$560 - full time - 20% discount

Option 2 - Per month

Child 1: \$450 - part time - 3 days a week during each week - (\$37.50 / day)

Sibling: \$360 - part time - 20% discount

Option 3

Wondering Wednesdays - field trip or participation in Northern Outdoors Club - ONLY

\$45 / per child - for every Wednesday - Must be registered and approved five days before

Schedules need to be entered in the Brightwheel program a minimum of one week prior to care.

Financial assistance through CCAP

Billing will be conducted off the monthly schedule submitted. Cancellations made less than one week in advance for any reason will not be deducted from billing. This will help us maintain our staff numbers.

*No Call/No Show Finders fee \$10

*Show up fee - child here without being scheduled \$10

Late Pick-up/Early drop-off fee (before 6:30 AM/after 6:00 PM)\$10 first minute-\$1 per minute after 1st minute

*Refunds are NOT issued for absences from scheduled days. To avoid No Call/No Show fee, email Wrens Club staff before **10 am** when they will not be attending child care for any reason. *Parents who have frequent **No Call No Shows** or late pick up charges may have their child care suspended

If your payments are not made and you go over 30 days you will be charged a \$20.00 late fee. If your payments are not made and you go over 60 days you will be charged a \$40.00 late fee. If your payments are not made and you go over 90 days you will automatically be sent to collections and your child care will be discontinued. If you are sent to collections you will be charged an extra 37% to your bill for collection fees.

Invoices will be made available to pay online. A 2% convenience fee is added to all credit card/debit card payments. ACH (checking account transfers) have a .6% fee added to them. Checks or money orders will be accepted during Community Education Office hours. Community Education hours are:

Summer Community Education Coordinator Schedule:

Monday 9:00 – 2:00 PM

Tuesday 9:00 – 2:00 PM

Wednesday 9:00 – 2:00 PM

In the event your schedule changes....

Absent Notification: – The safety of your child(ren) is our primary concern. **Please email wrensclub@isd100.org or message on brightwheel-** You may email at any time. If we are not here, we will get the message first thing in the morning.

In the event that you will not be able to pick up your child on time, notify the Wrens Club staff immediately of the alternate arrangements. A late pick-up fee of \$10 for the first minute and \$1 each additional minute after 5:30 PM will be assessed. In addition, the following will happen:

Attempt to Contact Time Frame: If you are late in picking up your child, the following procedure will be followed:

After 10 minutes: Call parent/guardian

After 15 minutes: Call emergency contacts listed for child

After 30 minutes: Call the police. If you are more than thirty minutes late and we are unsuccessful in reaching you or an emergency contact person, the police **will** be called for further assistance.

If you have picked up your child late more than once, or if you cancel your child's schedule on a consistent basis you are subject to discontinuation of child care.

Release of Children

Wrens club will only release children to the parent or person authorized on your emergency pick up list. They must be at least 16 years old to sign out your child. Please email wrensclub@isd100.org or message us on brightwheel to inform us if someone other than you will pick up your child/ren. If a parent or other person appears physically/emotionally impaired to the extent that the staff is concerned that the child is at risk of danger, the staff person will call other people listed on the emergency list. If no one can be reached, we may need to call 911.

Wrens Club Child Care offers:

- Educational and Recreational theme-based activities.
- Audio, Visual & Hands-on play and learning experiences.
- Physical Activity – Gym, Outside.
- Manipulative & Sensory Play.
- Quiet/Homework Time.
- Food Service Breakfast and Lunch Program
- Afternoon snack.

- Technology.
- Skill Building.
- Games.
- Free Choice, Creative Play.

Wrens Club Child Care Organization Chart:

- Reach out to Child Care Coordinator (Blythe Bartl) first child care issue, if your question or concern is not addressed please reach out to Community Education Coordinator (Katie Beck) for any other questions or concerns. The next step is our Superintendent.

Wrens Club seeks to provide a quality program where:

- Kids can be kids.
- The atmosphere is comfortable, relaxed, happy, and busy.
- The environment is conducive to a wide-range of opportunities both active and passive.
- There are a variety of age-appropriate activities and choices offered.
- The activities offered provide children with educational, social and recreational experiences.
- Individual differences are respected and valued.
- Staff are flexible and responsive to meet the needs of all children enrolled.
- There are clear and consistent rules enforced that ensure safety.
- Kids learn to resolve conflicts in a positive and effective manner.
- Parents are well informed about the program and feel comfortable with their choice of childcare.
- Families find the program to be flexible and affordable.

Behavior

Wrenshall Public Schools Policy 514 expressly prohibits bullying, and outlines the procedures and regulations for bullying prevention and intervention, including:

A person who engages in an act of bullying, reprisal, or false reporting of bullying shall be subject to discipline for the act in accordance with school district's policies and procedures. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. The school district may take into account the following factors:

- The developmental and maturity levels of the parties involved.
- The levels of harm, surrounding circumstances, and nature of the behavior.
- Past incidences or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.

Wrens Club Behavior Expectations

Please see attached behavior policy plans, one for PreK-2nd grade and one for grades 3-5. It is the goal of the Wrens Club program to guide children to be happy, responsible, cooperative participants in the program. We use positive, nonthreatening techniques that help the child become responsible for his/her actions. The child should also respect the rights and feelings of others.

- Be prompt and prepared.
- Respect authority.
- Respect the rights of others.
- Respect property.
- Display a concern for learning.
- Display appropriate social skills.

Wrens club Discipline Plan: Grades 3-6

Behavior	Step 1	Step 2	Step 3
<p>Mild Behaviors Behaviors that demonstrate a lack of respect for the feelings of other IE: name calling, mocking, put downs, rude gestures (eye rolling, dirty looks, sighing), taunting and related behaviors.</p>	<p>*Staff has a conversation with student about behavior</p> <ul style="list-style-type: none"> ● Verbal Warning ● Child writes Fix It plan ● Staff documents incident & parents sign ● Staff talks face to face with parent about behavior & goes over Fix It plan and student, staff & parents sign & date 	<p>*Staff has conversation with student about behavior</p> <ul style="list-style-type: none"> ● Time Out 2-5 minutes ● Review Fix It Plan with staff ● Logical consequence (loss of privilege in the activity for the day-going up the slide the wrong way/no slide for the day) ● Staff documents the incident in the binder ● Staff talks face to face with parent about behavior and go over Fix It plan and student, staff, and parent sign & date 	<p>*Removal from program area</p> <ul style="list-style-type: none"> ● Removal from program for the rest of the day. Staff calls parent to come & pick up child from program. ● Letter of apology written by student ● Personal Behavior Plan developed by student, parent, and Coordinator ● Incident reported to Elementary Principal ● Staff documents incident in binder ● Staff talks face to face with parent about behaviors, Review Fix It plan & all parties sign & date
<p>Moderate Behaviors Behaviors that may cause injury IE: damaging property, rough play, exclusion, gossip/spreading rumors, insults, negative written notes, negative behaviors toward a specific person, and related behaviors.</p>	<p>Anyone with moderate behaviors should have a Fix It plan in place</p> <ul style="list-style-type: none"> ● Review Fix It plan ● Removal from program for the rest of the day, staff call parents to pick up child ● Letter of apology from child ● Personal Behavior plan developed by student and parent. Return to Coordinator. ● Staff documents in binder ● Staff talks face to face with parents, goes over Fix It plan and all parties sign and date 	<ul style="list-style-type: none"> ● Review Personal Behavior plan ● Removal of program for the rest of the day plus 1 day. Staff call parent to pick up child from program ● Incident reported to Elementary Principal ● Staff documents incident in binder ● Parents and Coordinator must meet before the child can return to the program 	<ul style="list-style-type: none"> ● Child is removed from the program for a minimum of 5 program days. Staff call parent to pick up child. ● Staff documents incident in binder ● Parents, Coordinator, and Director must meet before child returns to the program

<p>Severe Behaviors Behaviors that cause injury IE: biting, harassment,(racial, ethnic, gender, or religious), stealing, hitting, kicking, punching, repeated/chronic failure to comply with rules, spitting, vandalizing, verbal or written threats, slapping, grabbing, hair pulling, kneeing, damaging property, and related behaviors.</p>	<p>Student with severe behaviors should have a Personal Behavior Plan in place already</p> <ul style="list-style-type: none"> • Review Personal Behavior Plan • Removal from program for remainder of day plus 3 program days. Staff calls parents to pick up child. • Report incident to Elementary Principal • Staff documents incident in binder • Parent and coordinator must meet before child can return to program 	<ul style="list-style-type: none"> • Removal of program for the rest of the day plus 9 program days. Staff calls parents to pick up child • Staff documents incident in the binder • Parents, Coordinator, and Director must meet before child can return to the program. 	<ul style="list-style-type: none"> • Child is removed from program for a minimum of 27 program days • Staff documents incident in binder. • Parents, Coordinator, Director, and Elementary Principal must meet before child returns to program
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** Behavior is categorized as mild, moderate, or severe. Each incident in a category requires moving up a step in consequence.

Wrens Club "Individual Behavior Plan"

To be filled out by student & parent the evening of the event

Name_____

Date_____

I chose a behavior at Wrens Club that violates our behavior policy.

What I did_____

Because I have violated the behavior policy multiple times, and I did not follow my Fix It plan, the next time I break behavior rules, I will

_____ Not participate in group play for the rest of the day

_____ Time Out for 10 minutes and verbal apology to all people affected including other kids in the program

_____ Time Out for 20 minutes and write a letter of apology to all people affected including other kids in the program/ The letter will be read aloud to the group.

I will also choose a better behavior when I am feeling _____(fill in feeling at time of rule violation)

The behavior I will choose when I feel this way is_____

Student Signature_____

Parent Signature_____

Staff Signature_____ (sign when returned)

Date signed by Staff_____

Wrens Club "Fix It" Plan

Name _____

Date_____

I chose a behavior at Wrens Club that violates our behavior policy.

What I did_____

In the future I am going to make better choices. When I feel like I am going to break a behavior rule, I will choose to do this instead-

If I continue to violate the behavior rules in Wrens Club, I know I will be put on an individual behavior plan which could lead to suspension from the program.

Student Signature_____

Staff Signature_____

Parent Signature_____

Date Signed (parent)_____

**Wrens Club Behavior Plan
Grades PreK- 2**

For students ages 3/4 through grade 2, we will continue to use the Red Choices/Green Choices Pyramid model for handling behavior.

If children bring home a red slip due to making “red” choices, please take time to talk through the behavior with your child and write out thoughtful answers to return the following day that they attend Wrens Club. We appreciate your help!

Behavior Intervention Form

Child’s Name: _____

I broke the rules of behavior at Wrens club today.

What I did: _____

I believe I made others feel _____

(emotion/physical feeling)

with the way I acted.

In the future, I can stop breaking the behavior rules in Wrens Club by doing this instead

Parent Signature _____ Date _____

Student Name _____

(please have students attempt to write their name)

Our door is always open. Feel free to drop by our Wrens Club program any time. If you have concerns, complaints, or problems with our program, please email wrensclub@isd100.org or message me on brightwheel or call 218-384-384-4274 Ext. 3100 (Community Education Coordinator) - please check summer schedule

Summer Wrens Child Care Club Registration Process

To register your child for Summer Wrens Club you will need to read all of the materials in this handbook and complete the following before your child may attend:

- Wrens Club Enrollment Form
- Signed last page of the Family Handbook
- Pay the \$50 Registration fee
- Schedule Request
- Must have a minimum of 3 scheduled days per week per child
- Fill out all forms on brightwheel
- Any past due balances with Wrenshall Community Education are paid in full.

Hours of Operation for Summer 2025

Wrens Club is open 6:30 am – 5:30 pm, Monday-Friday

- Wrens Club first day of Summer care will be Tuesday June 3rd
- Wrens Club will be closed: Thursday June 19th & July 4th
- Wrens Club last day of Summer Care will be Friday, August 22nd.
- We plan occasional Wednesday field trip days. If you attend you must come for a full day, all teachers go on the field trip.
- Breakfast, lunch and afternoon snack is provided
- Please provide sunscreen & bug spray for use in the summer program.

Summer Program Fees

- Monthly summer rate, agreement 3 days or full time or wandering Wednesday rate
- Late pick-up fees are \$10.00 for the first minute past 5:30 pm and \$1.00 every minute past 5:31 pm

***Parents who have frequent late pick up charges may have their child care discontinued.*

If you do not pay your bill, your child's care will be discontinued until the balance due is paid in full. NO REFUNDS for any schedule changes if the child is called off after Wednesday prior to the next week.

PARENTAL HAND BOOK NOTIFICATION FORM

Please sign and date below, indicating that you have read and understand all of the information provided in this Wrens Club Family Handbook.

This form must be returned to Wrens Club staff along with your child's Enrollment Form and schedule, prior to their first day in the Wrens Club Program (one form per family).

Name of Child/Children:

Print Parent/Guardian Name:

Parent/Guardian Signature

Date



Preschool Parent Handbook – DRAFT

207 Pioneer DR Wrenshall MN 55797
kbeck@isd100.org

Welcome to School Readiness Programs

Wrenshall Early Learning Preschool is a 4-star Parent Aware rated program for children 3 to 5 years of age. This program, through age-appropriate curriculum, prepares children to enter into kindergarten with the necessary skills, behavior and stability they need to flourish and progress. The program is staffed by qualified licensed teachers.

Characteristics of Wrenshall Early Learning Preschool include:

Child observation and assessment

Emphasis on emerging literacy

Enhancing personal, social, and physical development

Collaboration with Early Childhood Special Education

Updated 2/4/2025

What classes we offer

Hatchlings (3 & 4 year olds): Students must be 3 years of age on or before September 1st. This class meets on Tuesday and Thursday mornings from 8:30 - 12:30 PM.

Little Wrens (4 - 5 year olds): Students must be 4 by September 1st. Four year old classes run on Mondays, Wednesdays, and Fridays. Class runs from 8:30 - 3:00 PM.

Additional care: (for an extra fee)

We offer wrap around wrens club child care:

Monday, Wednesday, Friday

6:30-8:30 AM & 3:05-5:30 PM

Tuesday and Thursday

6:30-8:30 AM & 12:30-5:30 PM

Bussing

Bussing is available for Wrenshall residents that are **4 years of age** and others if space is available and you have signed up for child care.

Program Standards

Our preschool programming and staff are approved by the Wrenshall Public School Board. Our teachers are licensed with a Bachelor degree in Education, and have many years of experience working in a preschool setting. All staff are required to be CPR and first aid certified.

We maintain a two staff to twenty children ratio.

Arrival

Students can arrive at **8:30 AM** unless you have signed up for the wrap around bussing/breakfast option.

Departure

Some children get quite nervous if all of the children are picked up and their parents have not arrived for pick up. *Please make sure to arrive to pick your child up prior to class dismissal.* If no one picks up the child within 5 minutes of class dismissal we will begin calling the parents. If we cannot reach one of the parents we will begin calling their emergency contacts. If you arrive late, not only does this add stress to your child's day, but it takes away from time needed for staff prep. Thank you for making every effort to arrive on time when picking up at the end of class.

Updated 2/4/2025

Correspondence

We have multiple ways we communicate with parents. It is very important that parents monitor all communication routes.

Our first, and most common route of connecting with parents, is through brightwheel. Please make us aware of any changes the night prior to class or morning drop off.

We also use daily folders.. Parents are required to provide a communication folder (a two pocket folder with prongs inside). This folder is used regularly for teachers to send messages home after class, and to send projects home for your child to share with you. It is very important that parents monitor this folder each day after class to keep up with school happenings.

Authorization to pick up child

No child will be released to a person not authorized by a parent to pick up the child. If you have a new person picking up your child, not on the emergency pick up list, we will need a note stating that you approve this pick up.

If someone attempts to pick your child up who is unauthorized or incapacitated we will immediately attempt to call you. Please ensure that we have updated phone numbers for you at all times. If we cannot reach you we will call 911.

Emergency Closing or Dismissal

When Wrenshall schools are closed due to severe weather, or emergency, School Readiness will also close. If Wrenshall school releases early, our program will also be dismissed at that time. (ex. If they send out an alert that school will be closing at 1pm, due to weather conditions, we will also close at 1pm)

General Health, Illness or Emergency

In an instance of severe illness or injury the staff will bring your child to the nurse, and will notify parents. At other times, staff will make an evaluation and contact the parents. DO NOT bring a sick child to school. This not only does not benefit your child, but it leaves room for spreading of germs and illness.

Children who receive minor injuries will be given first aid and the parent will be notified when picking up the child.

In the event of an emergency, parents will be notified immediately. If necessary, the child will be transferred to a local hospital (we will send your child to a parent specified hospital only if you had specified on the emergency card), by the local emergency responders, for treatment at the parent's expense. Parents are responsible for the child's health insurance/accident coverage.

The staff is required, by Minnesota State Law, to report any suspected cases of child abuse or neglect to authorities.

Medications

- Under NO circumstances shall School Readiness staff give prescription medications or over the counter medicines without a physician's instruction and signed parent permission.
- All medications will be distributed by the staff during school days. Children may not take medication on their own.
- For long-term medications (prescribed for more than two weeks), a written statement from the family physician indicating the need for such medication to be administered during preschool hours is required to be on file.
- The medication will be stored in a safe and appropriate place, with access restricted to our preschool staff only.
- NO medication should be sent with the child - parents must deliver it personally. The medication must be in the original bottle and properly labeled. The medication cannot be labeled in containers such as plastic bags or envelopes.
- EPI-Pens must be dropped off by parents the first week of school.

Food Allergies

If your child has any food allergies, it is VERY IMPORTANT that you indicate these allergies on the Wrenshall Early Learning Student Health Summary page of the enrollment paperwork.

Please be specific about possible reactions.

Snack

We ask that you send your child, each day, with a healthy snack (veggies, fruit cups/applesauce, crackers, etc) and a water bottle. Please try your best to avoid sugary snacks. We only allow the children to have one snack for snack time. Please make sure to only send one item along with them. When more are sent along they have to choose, and that makes for unhappy children - as they may want both items.

We do not allow any snacks which include any peanuts or tree nuts. Please read the ingredients on your child's snack before sending them along with your child. **Our classrooms are Peanut and Tree Nut Free.** Please help us to keep this policy and provide a safe space for all of our children.

Organization Chart

Reach out to Preschool teacher for any issues, if your question or concern is not addressed please reach out to Community Education Coordinator (Katie Beck) for any other questions or concerns. The next step is our school Principal (Michelle Blanchard) and final step would be the Superintendent.

Community Education Coordinator Schedule

To be finalized fall 2025

Updated 2/4/2025

Birthday Policies/Pre-K Spotlight

- Each week we will have 1 student from each preschool class in our “Pre-K Spotlight”. The week before your student’s spotlight week, they will receive a yellow folder with a packet to fill out all about them. Please take some time to fill this out together. Please return this folder and packet, along with up to 5 pictures that will be displayed in class by the beginning of the spotlight week.
- This is also when we will celebrate birthdays.
 - Students will be in the Pre-K Spotlight on or around their birthday depending on how many birthdays there are that week.
 - If a birthday lands on a week day we will celebrate the day of.
 - If a birthday lands on a weekend or Summer birthday, we will celebrate the Monday/Tuesday of their spotlight week.
- You are more than welcome to bring in birthday treats for the class. We just ask that treats are store bought in their original boxes so we can check labels for allergies if needed.
- We only allow handing out birthday invitations in class if you plan to invite the entire class. If you are inviting only a few we ask that you make alternate arrangements to get invitations to those particular children. Thank you for your help with this!

Clothing/Belonging Policy

Children should be adequately dressed each day for indoor and outdoor activities. Please make every effort to dress students for each day's weather. Also, keep in mind that if there should be a case of an emergency (fire, evacuation, etc) where we need to leave the building immediately, we do not stop to put on coats/sweaters/sweatshirts. Whatever your child has on is what they will be walking outdoors with should an emergency arise.

Outerwear should be labeled with the child’s name on each individual item. The Wrenshall Preschool program is not responsible for any lost or stolen articles.

Please provide an extra set of clothing to keep at school in a gallon sized ziplock bag with their name clearly written on it. We will store these bags of clothing at school for the year. This clothing will need to be replaced if we end up using it as a change of clothes for your child during a particular school day. The intent of having this change of clothing is as a backup plan. (For example: a toilet accident, spilling something on themselves, or playing outdoors and accidentally slipping on mud or sliding into a puddle) If soiled clothing is ever sent home with your child you should send a new set along with your child for the next class date in a clean labeled bag.

Please do not allow your child to bring toys or games along - unless it is for their personal show & tell day. These extra items can be distracting to the classroom, and they also run the risk of breaking or being misplaced.

Remember to send extra shoes along during boot season. You may leave a pair of shoes at the school during the boot season so that you don’t have to keep sending them daily. Each class has a shoe bin to store extra shoes. These shoes must be labeled with children’s names on each shoe.

Updated 2/4/2025

Teaching Responsibility

Our Little Wrens class (4-5 year olds) will be teaching the children personal responsibilities. They will need to be able to unload and load their own items into their backpacks, zip their bags up, and put on their own outerwear as needed. Please keep this in mind as you prepare your child for school throughout the year. Practice at home will make this learning process run far more smoothly. Also, please keep this in mind when picking out the size of their backpack, and when allowing students to bring items from home. We realize that many of our students also attend Wrens Club child care, and have some items they need for that time of day (lunch, blanket, etc). We want you to start thinking about how your child is going to handle all of the items independently, and help to set them up for success.

Our Hatchlings class (3-4 year olds) will get a bit more support with this learning experience, but as the year progresses they will also be expected to handle these tasks independently. Please begin practicing these skills at home. Although it seems easier to help children when learning how to put on coats and boots, in the long run, they need to be able to handle these tasks themselves. It is definitely a step-by-step developmental process. They will need your modeling and support.

Staff

Our preschool staff consist of a licensed Teacher and a Program Assistant.

Wrenshall Preschool staff appreciate parental input. Please communicate with the staff about daily concerns, family illnesses, or anything that might affect your child's day.

We encourage parents to share any special skills, activities, or their profession with the class. We want to introduce the children to new experiences, and including family members is a great way to make connections and provide additional knowledge from a variety of areas. Any scheduled visitors will be welcomed and appreciated!

The staff is required, by Minnesota State Law, to report any suspected cases of child abuse or neglect to authorities.

Registration Process

To register your child for any preschool programs, you will need to read all of the materials in this handbook and complete the following before your child may attend:

- Signed the last page of the preschool parent handbook
- Enrollment Form.
- \$50 registration fee
- Any past due balances with Community Education are paid in full.
(*This may include past due balances for School Readiness or Wrens Club bills.*)
- ALL registration materials listed in brightwheel

PARENTAL HAND BOOK NOTIFICATION FORM

Updated 2/4/2025

Please sign and date below, indicating that you have read and understand all of the information provided in this preschool parent handbook

This form must be returned to Community education with any other paperwork prior to their first day in the preschool program or signed on brightwheel (one form per family).

Name of Child/Children:

Print Parent/Guardian Name:

Parent/Guardian Signature

Date

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. APPOINTMENT OF COMMITTEES

- A. The school board hereby appoints the following standing committees:
 - 1. Budget/Operating Capital.
 - 2. Building and Grounds.
 - 3. Negotiations Committee(s) for various employee groups.
 - 4. Facilities/Construction.

- 5. Cooperative Sports/Consolidation.
 - 6. Policy.
 - 7. Safety.
- B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.
 - C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

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

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

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

Adopted: _____

MSBA/MASA Model Policy 615

Orig. 1997

Revised: _____

Rev. 2024 (Nov.)

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic

progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
 - (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
- 3. Alternate ACCESS participation decisions must not be made on the following factors:

- a. Student’s disability category;
- b. Participation in a separate, specialized curriculum;
- c. Current level of English language proficiency;
- d. The expectation that the student will receive a low score on the ACCESS for ELs;
- e. Language, social, cultural, or economic differences;
- f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 45 of the current “Procedures Manual for the Minnesota Assessments” and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 Minn. Stat. § 125A.08 (Individualized Education Programs)
 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2024 (Nov.)

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.

VI. RETALIATION PROHIBITED

~~An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.~~

[NOTE: The 2024 Minnesota legislature enacted this provision.]

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 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/>

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2024 (Nov.)

613 GRADUATION REQUIREMENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

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

IV. DISTRICT ASSESSMENT COORDINATOR

(_____ *Position Title* _____) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

- A. Graduation Requirements

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

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
3. 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.

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]

- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

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

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education; and
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph AD.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the

elective science credit required under Paragraph [AC.3](#), above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph [A.3C](#), above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph [AC.3](#), above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph [A.2B](#), or Paragraph [A.5E](#), above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph [A.2B](#), above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph [A.2B](#), or Paragraph [A.3C](#), above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

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

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 1. Minnesota Academic Standards, English Language Arts K-12;

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

VIII. EARLY GRADUATION

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

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

Legal References: Minn. Stat. § 120B.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.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social

Studies)

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

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

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

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

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

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

Adopted: _____

MSBA/MASA Model Policy 606.5

Orig. 2023

Revised: _____

Rev. 2024 (Nov.)

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

[NOTE: The school board may choose to revise the General Statement of Purpose.]

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.909~~1~~, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and

5. is served by a licensed school library media specialist or licensed school librarian.

[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as "The school district's libraries are commonly referred to as _____.]

- B. "Library collection" consists of the library materials made available to students.
- C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.
- D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

[NOTE: The specific titles of the school district's library staff should be used for this definition and substituted for "library media specialist" throughout this model policy. Please note the new 2024 law in Article IV regarding administration of selection and reconsideration procedures.]

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
 1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
 2. an individual with a master's degree in library science or library and information science; or
 3. a professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
 1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended

audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

3. compliance with state or federal law.

[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51--that includes the new provisions above.]

[NOTE: Minnesota Statutes, section 134.51, cited above, recognizes the school board's authority to make decisions regarding library materials. Through adoption of this policy, the school board delegates selection and reconsideration of library materials decision making as set forth in this policy.]

V. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
 1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.

[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]

[NOTE: A school board may choose to adopt similar selection criteria for classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]

- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

[NOTE: The school board may choose to delete Paragraph E.]

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]

C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. One member of the school district administration
 - b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration

- f. Two student representatives (as appropriate to the specific request).

[NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]

- 3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
- 4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
- 5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]

- 6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this

policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

Adopted: _____

MSBA/MASA Model Policy 606

Orig. 1995

Revised: _____

Rev. 2024

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
1. support the goals and objectives of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections [124D.59 to 124D.61](#);
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall

provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

**Principal, ISD 100 Wrenshall District, 207 Pioneer Drive, Wrenshall, MN 55797
* 218-384-4274**

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal

complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that

occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
3. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints.

The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

4. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who

has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement

appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant’s wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before

any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically

be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
 - C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
 - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
 - E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;
 2. The scope of the school district's education program or activity;
 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment,

and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



Newsletter

January 2025

Model Policy 522: Title IX Sex Nondiscrimination Policy

On January 8, 2025, a federal court issued a decision vacating the federal 2024 Final Rule on Title IX. Consistent with the court's order, the 2024 Title IX regulations are not effective in any jurisdiction, including Minnesota. This court decision affects MSBA Model Policy 522 (*Title IX Sex Nondiscrimination Policy*).

In light of this court decision, MSBA has replaced the 2024 version of Model Policy 522 with the former version that was based upon the 2020 Final Rule on Title IX regulations. MSBA recommends that school boards rescind the 2024 version of Model Policy 522 (if they adopted the 2024 version, which MSBA issued in July 2024). School boards should then adopt the 2020 version, which MSBA issued in August 2020.

Model Policy 208 (*Development, Adoption, and Implementation of Policies*) states: "If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board." This provision permits a school board to rescind the 2024 version of Policy 522 and adopt the 2020 version in a single meeting.

Schools should consult with their legal counsel if they have Title IX matters that have been initiated under the 2024 Final Rule.

MSBA will continue to monitor developments regarding Title IX and will share information as it becomes available.

The current and recent Policy Services Newsletters can be found on the MSBA website under Services/Policy Services.

If you have questions about Policy Services, how to navigate the online Policy Reference Manual, or the content of the model policies, please contact Terry Morrow at (507) 934-8126 or (800) 324-4459 or by email at tmorrow@mnmsba.org

Jaymyson Sillman (jsillman@mnmsba.org) can assist if technological issues arise related to accessing the model policies or the revisions.



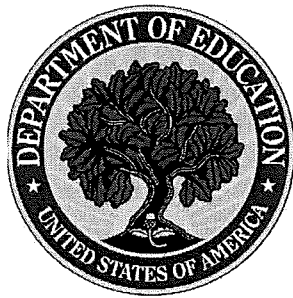
Jeff Pesta <jpesta@isd100.org>

Dear Colleague Letter: U.S. Department of Education to Enforce 2020 Title IX Rule Protecting Women

1 message

U.S. Department of Education <ed.gov@info.ed.gov>
Reply-To: "U.S. Department of Education" <no-reply@info.ed.gov>
To: jpesta@isd100.org

Fri, Jan 31, 2025 at 9:26 AM



UNITED STATES DEPARTMENT OF
EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ACTING ASSISTANT SECRETARY

January 31, 2025

Dear Colleague:

This letter is to clarify that, effective immediately, the United States Department of Education's (ED) Office for Civil Rights (OCR) will enforce Title IX under the provisions of the 2020 Title IX Rule, rather than the recently invalidated 2024 Title IX Rule. Accordingly, lawful Title IX enforcement includes, inter alia, the definition of sexual harassment, the procedural protections owed to complainants and respondents, the provision of supportive measures to complainants, school-level reporting processes, and the interpretation of "sex" to mean the objective, immutable characteristic of being born male or female as outlined in the 2020 Title IX Rule.

On January 9, 2025, the United States District Court for the Eastern District of Kentucky issued a decision vacating the 2024 Title IX Rule, which prohibited ED from enforcing it in any jurisdiction.¹ Prior to that decision, federal courts in other jurisdictions enjoined the 2024 Title IX Rule, which amounted to a prohibition against its enforcement in 26 states.² Indeed, "every court presented with a challenge to the [2024 Title IX Rule] has indicated that it is unlawful."³

In OCR's view, the Eastern District of Kentucky's decision expressed the proper textual and original meaning of Title IX, and it correctly repudiated the 2024 Title IX Rule's expanded "meaning of 'on the basis of sex' to include 'gender identity,'" which, if left in place, would "turn Title IX on its head."⁴ Likewise, the court rejected the 2024 Title IX Rule's statement that discrimination on the basis of sex also includes discrimination on the basis of sex stereotypes, sex characteristics, and sexual orientation.⁵

Equally fatal to the 2024 Title IX Rule, on January 20, 2025, President Trump issued an Executive Order, *Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*, that directly contradicts the vacated rule's novel and expansive meaning of "on the basis of sex." President Trump ordered all agencies and departments within the Executive Branch to "enforce all sex-protective laws to promote [the] reality" that there are "two sexes, male and female," and that "[t]hese sexes are not changeable and are grounded in fundamental and incontrovertible reality." As a constitutional matter, the President's interpretation of the law governs because he alone controls and supervises subordinate officers who exercise discretionary executive power on his behalf.⁶ That unified control extends to ED and OCR; therefore, Title IX must be enforced consistent with President Trump's order.

In light of these federal court decisions and President Trump's *Defending Women Executive Order*, the binding regulatory framework for Title IX enforcement includes the principles and provisions of the 2020 Title IX Rule and the longstanding Title IX regulations outlined in 34 C.F.R. 106 et seq., but excludes the vacated 2024 Title IX Rule. Accordingly, open Title IX investigations initiated under the 2024 Title IX Rule should be immediately reoriented to comport fully with the requirements of the 2020 Title IX Rule.

Resources pertaining to Title IX and the 2020 Title IX Rule are available here.

Sincerely,

/s/

Craig Trainor
Acting Assistant Secretary for Civil Rights
United States Department of Education

¹ *Tennessee v. Cardona*, No. 24-0072-DCR, 2025 WL 63795, at *6 (E.D. Ky. Jan. 9, 2025).

² See *Alabama v. U.S. Sec. of Educ.*, No. 24-12444, 2024 WL 3981994 (11th Cir. Aug. 22, 2024); *Oklahoma v. Cardona*, No. CIV-24-00461-JD, 2024 WL 3609109 (W.D. Okla. July 31, 2024); *Arkansas v. Dep't of Educ.*, No. 4:24-CV-636-RWS, 2024 WL 3518588 (E.D. Mo. July 24, 2024); *Texas v. United States*, No. 2:24-CV-86-Z, 2024 WL 3405342 (N.D. Tex. July 11, 2024); *Kansas v. Dep't of Educ.*, No. 24-4041-JWB, 2024 WL 3273285 (D. Kan. July 2, 2024); *Louisiana v. Dep't of Educ.*, No. 3:24-CV-00563, 2024 WL 2978786 (W.D. La. June 13, 2024).

³ *Tennessee*, 2025 WL 63795, at *7 (collecting cases).

⁴ *Id.* at *3.

⁵ *Id.* at *6.

⁶ See *Seila Law LLC v. CFPB*, 591 U.S. 197, 203-4, 213 (2020) ("Under our Constitution, the executive Power—all of it—is vested in a President, who must take Care that the Laws be faithfully executed. Because no single person could fulfill that responsibility alone, the Framers expected that the President would rely on subordinate officers for assistance As Madison explained, if any power whatsoever is in its nature Executive, it is the power of appointing, overseeing, and controlling those who execute the laws.") (citations omitted) (cleaned up).



Wrenshull Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

February 10, 2025

I, _____, introduce the following resolution and move for its adoption:

RESOLUTION FOR ACCEPTANCE OF DONATIONS

WHEREAS the following have been generously donated:

<u>Amount/Value of Item</u>	<u>Donor</u>
\$1000 to support the preschool classroom budget	Annie Dugan

_____ duly seconded the motion for adoption of the foregoing resolution.

Voting in favor of the resolution:

THEREFORE, BE IT RESOLVED by the Wrenshull Board of Education to gratefully accept these gifts.

The foregoing resolution was approved on:
February 10, 2025

SCHOOL BOARD OF
INDEPENDENT DISTRICT 100

District Clerk