



# Windom Area Schools

District Office:  
PO Box 177  
Windom MN 56101  
Phone: 507-831-6901  
Fax: 507-831-6919

An Equal Opportunity Employer  
Windom Area Elementary  
1200 17th Street  
PO box 177  
Windom MN 56101  
Phone: 507-831-6925

Windom Area  
Middle /High School  
1400 17th Street  
PO Box 177  
Windom MN 56101  
Phone: 507-831-6910

Windom Schools will create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

[WWW.WINDOM.K12.MN.US](http://WWW.WINDOM.K12.MN.US)

**July 14, 2025 Regular Meeting**  
**Windom City Council Chamber**  
**444 9th Street**  
**Windom, MN 56101**

**July 14, 2025**

**6:30 PM**

**Live at [Media SB22](#) on youtube**

1. Call to order  
Joel Bordewyk
2. The Pledge of Allegiance  
Joel Bordewyk
3. Approval of Agenda (revise as necessary)  
Joel Bordewyk
4. Acceptance of Donations  
Joel Bordewyk
5. Open Forum
6. Approval of Consent Agenda  
Chairperson
  - **Minutes from June 9th, 2025**
  - **Bills and Wires Transfers**
  - **Treasurer Report**
  - **Approve hiring Eric Hanson as the Middle School English Teacher effective the 2025-2026 school year.**
  - **Approve increase of hours for Ruth Nordin, Cafe Helper from 3 hrs to 4.5 hrs per day effective August 25, 2025**
  - **Approve hiring Britney Schwing as the Middle School Math Teacher effective the 2025-2026 school year.**
  - **Approve Hiring Patricia Jack as the Business and FACS teacher, effective the beginning of the 2025-2026 school year.**
7. Administrative Report - Preschool - Elementary  
Corey Barfknecht
8. Administrative Report Middle School - Grades 5-8  
Dane Nielsen
9. Administrative Report - High School - Grades 9-12  
Bryan Joyce

10. Special Education Administrative Report  
Amanda Wilson
11. Superintendent Report  
Jamie Frank
12. Board of Education Report
13. Review Draft of the Student Handbook for 25-26 School Year-Discussion  
Bryan Joyce
14. Review Draft of High School Intervention Plan-Discussion  
Bryan Joyce
15. Review and Approve Resolution 071425A for the FY 2027 Long-Term Facilities Maintenance (LTFM) Ten-Year Application and Plan – Action

Peggy Pfeffer/Holly Anderson

There are 3 different parts of the LTFM Application that require approval:

- Statement of Assurance - which will be signed by Superintendent Frank
- Ten-Year Expenditures Application
- Ten-Year Revenue Projection

Approval of the resolution approves all 3 parts of this LTFM process.

16. Approve 2025-2026 Referral Bonus - Action  
Jamie Frank  
Employee referral bonuses began in 2023-2024 and has rewarded staff members for recruiting to WAS.  
In 2024-2025 we paid out a total of \$3200 and recruited the following:  
4 Teachers (retained 3)  
9 Paraprofessionals (retained 6)  
1 Maint/Custodian (retained 1)
17. Approve Commercial Auto Insurance to EMC effective July 1, 2025 - Action  
Holly Anderson  
After reviewing our current coverage, we would like to recommend moving our commercial automobile coverage to EMC Insurance effective July 1, 2025, in order to be covered under our current \$4 million umbrella liability insurance.
18. Approve Policies 405, 525, 615, 701.1, 714, 720 and 802.1 - Action
19. Approve 2025-2026 Substitute Rate - Action  
Jamie Frank
20. Strategic Plan Update - Informational  
Jamie Frank
21. American Indian Parent Advisory Committee Vote of Concurrence - Informational

Jamie Frank

Windom Schools has 14 American Indian students in grades K-12. MN State Statute 124D.78 requires districts with more than 10 students to form an American Indian Parent Advisory Committee. The meeting consisted of reviewing data and discussing the students' educational experience. All parents on the committee are happy with their children's education and issued a vote of concurrence.

This is an informational item for the board as required by statute.

22. Additional items for the board

Joel Bordewyk

23. Closed Session - Superintendent Evaluation

24. Adjourn

Joel Bordewyk

Member        introduced the following resolution and moved its adoption:

WHEREAS, the following donations were received

BE IT RESOLVED by the Board of Education to accept the donations on behalf of Independent School District No. 177 to be used for the benefit of the students of Windom School District.

Member        seconded the motion. Upon voting, the resolution passed unanimously.

**Backpack Program:**

- \$50.00 Cami Wright
- \$55.00 Bethany Lutheran Church

**Miscellaneous:**

- \$1,000 from The Toro Company on behalf of Angie Klassen to be used for accessories for the Toro Workman.
- \$500.00 from The Lions Club of Windom, MN for FFA
- \$250.00 from The Lions Club of Windom, MN for Robotics Club

## Minutes- Regular Meeting June 9, 2025

The Windom Board of Education met in regular session on Monday, June 9, 2025, at 6:30 p.m. in the Windom City Council Chambers.

Members present: Lynn Liepold, Angie Klassen, Matt Steffen, Bruce Mews and Brianne Miller, Barbara Jones

Absent: Joel Bordewyk

Angie Klassen opened the meeting with the Pledge of Allegiance.

MSP Liepold/Mews to approve the agenda as presented.

MSP Mews/Jones to approve the list of donations. Motion carried:6-0

No one for open forum.

MSP Mews/Jones to approve Consent Agenda.

Angie Klassen recognized the retirement of the following: Eric Hanson-32 Years, Marlene Johnson-5 Years and Cindy Ketzenberg-3 years.

Ashley Schmit was presented a report on QComp.

MSP Jones/Miller to approve the Literacy plan as required by MDE.

Corey Barfknecht, Preschool-Elementary Principal presented his report. This year was a great year with a lot of positive things to celebrate. Some staff attended the FrogStreet Curriculum training. This curriculum looks to be fantastic for our youngest Eagles. Bridges Preschool 4-year-olds participated in a promotion and signing day to be an Eagle next year. June is a busy month of finalizing 2025 school year business/reports.

Dane Nielsen, Middle School Principal presented his report. Our students made significant academic strides, especially in reading, which reflected the intensive efforts we made throughout the year to improve literacy outcomes. Renaissance STAR data showed notable growth in reading across grade levels, while our math performance remained steady. Attendance remained high with 95.18% of students in school each day. Summer is full of several professional development opportunities.

Bryan Joyce, High School Principal, presented his report. We had an outstanding 24-25 school year, our staff dug into comprehension and our results show what an impact our teachers and all support staff have. Thank you to the entire Windom Area Middle High School team! 90 Seniors graduated this year. A few positions are still needing to be filled, we are interviewing for those now. Summer office hours for the Middle/High School are 8-12, Monday-Thursday, offices will be closed the week of June 30-July 4<sup>th</sup>.

Jamie Frank, Superintendent, presented her report. Enrollment district wide has stayed the same the last few months. A post-election survey will be sent out to voters to gather feedback and perspectives, allowing us to identify patterns in responses and determine the next steps to address facility needs. The admin team will be attending the Summer Institute on June 17 & 18 in Spicer, MN. Summer lunches have begun. Lunches are served from 11-12 at Highland and the elementary school.

MSP Mews/Liepold to approve TOSA for Kristi Maricle, Peer Coach for the 2025-2026 School Year.

MSP Steffen/Liepold to approve TOSA for James Burton, Peer Coach for the 2025-2026 School Year.

MSP Jones/Liepold to approve TOSA for Jacob Johnson, Activities Director for the 2025-2026 School Year.

MSP Miller/Jones to approve TOSA for Jeff Huska, Instruction Coach for the 2025-2026 School Year.

MSP Mews/Steffen to approve TOSA for Travis Janssen, Behavior Specialist for the 2025-2026 School Year.

MSP Steffen/Liepold to approve the list of Tenure and Continuing Contract Status for Eligible Teachers.

MSP Miller/Jones to approve MSHSL Annual Membership.

MSP Jones/Mews to approve Change to the Early Resignation Guidelines.

MSP Steffen/Mews to approve creation of .75 FTE Special Education Administrator/.25 FTE School Psychologist Position.

MSP Jones/Liepold to approve the Winfair Lease Agreement for 2025-2026.

A date was set for the superintendent evaluation. There will be a closed session on July 14<sup>th</sup>, and the evaluation summary will be presented on July 28<sup>th</sup> at the Work Session.

MSP Mews/Miller to approve the FY2026 Preliminary Budget.

There being no other information for the board, the meeting was adjourned at 7:51pm.

Bruce Mews, Clerk

Joel Bordewyk, Chair

Attest Bruce Mews, Clerk

**WINDOM AREA SCHOOLS, ISD 177  
WINDOM, MN  
TREASURER'S REPORT TO SCHOOL BOARD**

Date of report July 1, 2025

For the Month Ending June 30, 2025

FUNDS	Cash Balance Beginning of Month	Receipts	Interest	Payroll	Disbursements/ Expenses	Cash Balance End of Month	Adjustments	Cash Balance End of Month
General Fund (01)	9,083,962.59	2,213,824.17	36,353.86	2,404,221.83	574,534.85	8,355,383.94		8,355,383.94
Food Service Fund (02)	97,846.25	249,420.91		47,318.84	16,721.15	283,227.17		283,227.17
Community Service Fund (04)	226,868.55	76,395.78		57,346.23	5,441.93	240,476.17		240,476.17
<b>Sub-Total Funds 01/02/04</b>	<b>9,408,677.39</b>	<b>2,539,640.86</b>	<b>36,353.86</b>	<b>2,508,886.90</b>	<b>596,697.93</b>	<b>8,879,087.28</b>	<b>0.00</b>	<b>8,879,087.28</b>
Debt Service Fund (07)	391,065.07	738,039.71				1,129,104.78		1,129,104.78
Scholarship Fund (18)	21,465.78				12,000.00	9,465.78		9,465.78
Activity Account (21)	307,774.38	14,632.68	789.05		11,248.08	311,948.03		311,948.03
<b>Sub-Total Funds 07/08/21</b>	<b>720,305.23</b>	<b>752,672.39</b>	<b>0.00</b>	<b>0.00</b>	<b>23,248.08</b>	<b>1,450,518.59</b>	<b>0.00</b>	<b>1,450,518.59</b>
<b>TOTALS</b>	<b>\$ 10,128,982.62</b>	<b>\$ 3,292,313.25</b>	<b>\$ 36,353.86</b>	<b>\$ 2,508,886.90</b>	<b>\$ 619,946.01</b>	<b>\$ 10,329,605.87</b>	<b>\$ -</b>	<b>\$ 10,329,605.87</b>

**RECONCILEMENT OF TREASURER'S BALANCE WITH BANK(S)**

Description	Current Rate Of Interest (info. only)	Balance Per Bank Statement			Outstanding Checks & Wires	Deposits Not Bank Statement	Other Reconciling Items	Balance Per Treasurer's Books
BANK MIDWEST-GENERAL	1.40%	479,957.99			47,740.23	2,188.50	10,766.83	445,173.09
CASH ON HAND, misc		75.00						75.00
CASH ON HAND, food service		120.00						120.00
MSDLAF+ LIQUID	4.15%	33,329.57						33,329.57
MSDLAF+ MAX	4.23%	5,038,960.18						5,038,960.18
MSDLAF+ TERM	4.28% - 4.33%	4,500,000.00						4,500,000.00
BANK MIDWEST-ACTIVITY ACCOUNT	3.04%	314,090.89			2,142.86			311,948.03
<b>Treasurer's Bal. Per Books</b>		<b>\$ 10,366,533.63</b>			<b>\$ 49,883.09</b>	<b>\$ 2,188.50</b>	<b>\$ 10,766.83</b>	<b>\$ 10,329,605.87</b>

Other Reconciling Items - ICS Sweep Adjustment, Vision Insurance Adjustment (May and June)



*From the desk of Mr. Hanson*

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Room: 373  
Phone: 507.831.6910  
Email: ehanson@isd177.com

June 18, 2025

**JUN 18 2025**

Jamie Frank, Superintendent Windom Area Schools:

It seems like it was just yesterday that I walked out of the high school as a retired teacher, and yet here I am again. You just can't get rid of me.

As much as I am looking forward to spending more time with my grandchildren, I do think I have a few more years of teaching in me. I am excited for the opportunity to come back and teach Middle School English.

Thank you and I am looking forward to an incredible year. To me, Eagles will always soar higher.

Respectfully,

Eric D. Hanson



# Windom School District 177 Online Application

Nordin, Ruth - AppNo: 903

Date Submitted: 6/11/2025

## Internal Candidate

### Personal Data

**Name:** Ruth E Nordin  
(First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

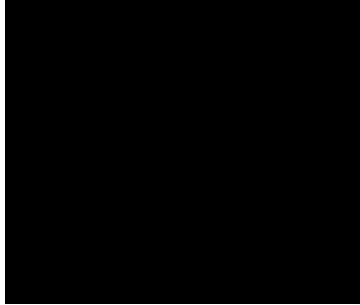
**Other:** Ruth Dahl  
(First) (Middle Initial) (Last)

**Email Address:** [REDACTED]

### Postal Address

#### Permanent Address

Number & Street:  
Apt. Number:  
City:  
State/Province:  
Zip/Postal Code:  
Country:  
Daytime Phone:  
Home/Cell Phone:



#### Present Address

Number & Street:  
Apt. Number:  
City:  
State/Province:  
Zip/Postal Code:  
Country:  
Phone Number:

### Employment Desired

Open Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 1929 <b>Food Service:</b> 4.5 Hour/Day Caf Helper at Windom Area Elementary	6/11/2025	2 years

Position Desired:	Experience in Similar Positions
<b>Food Service</b> 1. Cafeteria Helper	2 years
<b>Substitute</b> 1. Substitute Food Service	-

# Britney Schwing

## Education

- Master's degree  
St.Mary's University of Minnesota  
Minneapolis, MN (Online)  
Major: Education  
Focus: Curriculum & Instruction  
Fall 2025-Present  
Expected Graduation date Spring 2026
- Bachelor's degree  
University of Sioux Falls  
Sioux Falls, SD  
Major: Elementary Education (K-8)  
Endorsement: Middle School Mathematics  
Graduated December 2014

## Experience

- Hutchinson Middle School, Hutchinson, MN  
6-8 Math MALC math & Math interventions  
August 2022-June 2025  
(Received Tenure)
  - Plan and Implement lessons
  - Analyze student data
  - Create safe learning environment
- Brandon Valley School District, Brandon, SD  
Substitute Teacher  
October 2018-May 2022
  - Implement classroom teacher lesson plan
  - Communicate with staff and classroom teacher
  - Execute school and classroom expectations
- Harrisburg School District, Harrisburg, SD  
Substitute Teacher  
Fall 2020 - Spring 2021
  - Implement classroom teacher lesson plan
  - Communicate with staff and classroom teacher
  - Execute school and classroom expectations
- Patrick Henry Middle School, Sioux Falls, SD  
6th-8th Math Teacher & Power Math Teacher  
August 2015- June 2018
  - Plan and implement lessons
  - Collaborate with team teachers and math co-workers
  - Supervised school activities
- Sioux Falls School District, Sioux Falls, SD  
Substitute/Long Term Substitute (3<sup>rd</sup> grade, Terry Redlin)  
January 2015-May 2015
  - Plan and teach lessons
  - Communicate with staff
  - Manage a learning environment for the class
- Rosa Parks Elementary & Patrick Henry Middle School  
Student Teacher (Third grade & Seventh grade math)  
August 2014-December 2014
  - Wrote, planned, and taught lessons
  - Attended Meetings
  - Used Co-teaching strategies with mentor teacher
- Youth Enrichment Services, Sioux Falls, SD  
Lead Teacher and Teacher's Assistant  
June 2012 – August 2014
  - Planned and led daily activities from provided curriculum
  - Communicated with parents about their children
  - Attended meetings and training, as well as fill out weekly paperwork

# Patty Jack Resume June 2025

## Professional Summary

Experienced educator and entrepreneur with a B.S. in Business Administration and a proven track record in teaching science and coaching high school volleyball. Skilled in delivering engaging instruction to diverse learners, drawing on strong communication, emotional intelligence, and organizational skills. Successfully founded and managed two cleaning businesses in Australia with my husband and business partners, bringing practical business expertise in sales, operations, and training to the classroom. Passionate about teaching young people, with a talent for relating to students and fostering their growth in subjects like personal finance, business, and design. Reliable, creative, and committed to creating a positive, inclusive learning environment.

## Education

### **B.S. in Business Administration, Minor in Biology**

Liberty University, Lynchburg, VA  
1981–1985

### **High School Diploma**

Windom High School, Windom, MN  
1981

## Teaching Experience

### **Science Teacher**

Mountain Lake Public School, Mountain Lake, MN  
2023–2024

- Delivered engaging curriculum for 7th-grade Biology, 8th-grade Physical Science, and 10th-grade Biology.
- Integrated real-world applications and technology into lessons, fostering critical thinking and problem-solving skills.
- Managed classrooms, adapting teaching methods to meet varied learning needs and maintaining a positive environment.
- Coached high school volleyball, promoting teamwork, discipline, and leadership among student-athletes and assistant coaches.

### **Children's Church Assistant Director**

Shades Mountain Independent Church, Birmingham, AL  
1997–2009 (Part-Time)

- Developed and taught creative, age-appropriate lessons for K5–6th grade students, incorporating storytelling, activities.
- Coordinated large-scale programs, including production of a child's drama/musical, teaching and public speaking for women's conferences.



July 14, 2025

What has Happened:

-All teaching positions filled-5 positions between Bridges and the elementary school. We have some terrific educators joining our team!

What will Happen:

-New Teacher Bootcamp Jul 21, 2025

-CKLA Training Jul 22, 2025

-Night to Unite-The elementary and Bridges plan to give books to families to promote literacy in our community. Thanks to ECFE and the Elementary PTO for sponsoring books. Encourage families with kids to stop by and grab a FREE book!

Other News:

-Shout out to the custodians and maintenance team. They are busy making our buildings and grounds beautiful and working hard. It's the middle of summer, and everything is looking great!

Thank you for supporting our youngest Eagles!

## **July 11, 2025**

July middle school board report.

- MS Hiring Update -
  - MSHS PE -
  - MSHS PE -
  - MS English -
  - MS Math -
  - MS SpEd -
  
- New Teacher Boot Camp will be held on July 22. We will take the day to help our new teaching staff understand the Windom Way.



7/14/2025 - From the Desk of High School Principal Bryan Joyce

**Vision: All students graduate with the knowledge and skills needed to be productive and engaged citizens**

**Purpose: All students learn the academic standards and we provide as much time and support as needed to help each student learn**

- Hiring update
  - Seeking CEO facilitator
  - Entering the paraprofessional hiring season
  - Teaching staff update
- Summer PD
  - MASSP summer conference update
    - Keynotes
    - Sessions
  - Navigating Difficult Situations Training
  - CPI training
- MSHS office hours
  - 8-12 M-TH through July
  - Regular hours resume August 11
- New teacher Boot Camp July 22
- Fall eligibility meeting - August 4 7:00 PM
- Handbook review highlights/points of emphasis
  - Handbook conference in April update
    - Pg. 5 - Maximum absence
    - Pg. 6 - Trips & Parent Excused
    - Pg. 9 - Open campus privileges and Skip Days addressed
    - Pg. 12 - Backpacks in lockers - emphasis
    - Pg. 30 - BYOD
    - Pg. 32 - Teacher rubric for engagement grades emphasis
    - Pg. 33 - Open campus process
    - Pg. 34 - Participation in commencement
    - Pg. 35 - Academic Eligibility

- Pg. 37-38 - AI/Academic Integrity
- Pg. 46 - Electronic device point of emphasis



**Windom Area School District  
Special Education Board Report  
07/14/2025**

First things first: thank you! I am grateful for the opportunity to move into the role of special education administrator, and I appreciate the trust placed in me to lead this critical area. I am deeply committed to the value and importance of special education and am excited to be in this role, particularly in Windom. My vision for our special education program has two key components: providing high-quality services that prepare our students for fulfilling lives beyond our classrooms; and supporting our teachers and service providers with the resources and guidance they need to excel in the work that they do every day. I know special education comes with its own unique set of rules and processes and terminology; if there is anything in particular that you would like to know more about or would like me to touch on in my monthly board reports, please let me know!

**What's Happened:**

- I attended the COMPASS conference June 25 - 26 and learned a great deal about developing effective MTSS systems, particularly in secondary schools.
- I have been gearing up for the 2025-26 school year: building schedules to make sure that our students all have the support called for by their IEPs and developing training materials for staff inservice. These include:
  - On-boarding and support trainings for special education staff members
  - Behavior De-Escalation training for all teachers and paras to work toward goal of reducing behavior issues disrupting learning environment
  - Strategies for effectively differentiating instruction to meet the needs of learners at different levels within the same lesson for classroom teachers
- Summer special education services are well under way. These include ESY (Extended School Year) Services provided to some K-12 students to ensure that they don't lose the progress toward their goals that they've worked so hard to develop during the regular school year. ECSE (Early Childhood Special Education) services and screenings for Birth-2 children in the community also continue to be provided, as those services operate on a 12-month calendar rather than a school year calendar. Thank you to Sara Barfknecht, Heather Wachal, Leah Bjorklund, Victoria Patterson, and Aimee Veenker for taking time away from your summer breaks to provide these important services to our students!

**Looking Ahead:**

- All paraprofessionals in the district will attend SWWC's KEYS (Knowledge Empowers Your Success) Conference in Worthington August 13th.

- RISING Eagles program staff will attend STAR Autism Program training in Slayton August 18th & 19th. Follow-up on site coaching for our team is scheduled August 22nd, and will continue over the next two years.
- Lisa Lundy, School Psychologist, will be providing CPI refreshers & initial training for new staff members who need it throughout August.
- Early Childhood Screenings are scheduled for August 27th, with additional dates to be held throughout the school year. These screenings are for children aged 3 through Kindergarten and offer a comprehensive assessment of their development across the five developmental domains. During these screenings, families have the opportunity to discuss their concerns with our team and connect with valuable community resources, such as the district's ECFE program, Greater MN's SEED Program, and SWWC's Audiology Clinic. The screenings also help identify potential developmental delays that may require further evaluation for Early Childhood Special Education Services. In addition to providing a great benefit to kids and families in Windom, the screenings we provide fulfill our federal child-find requirements under IDEA, meet Minnesota's public school entrance requirements, and enable the district to receive state funding for school readiness and VPK programs. We are very grateful for the dedication of our Early Childhood team and community partners, whose efforts make our screening program successful each year!
- We have open para positions in each building. If you know someone who would be great at working with our students, we'd love to talk with them about this incredibly important role in our schools!

Respectfully submitted,

Amanda Wilson  
Special Education Administrator & Nationally Certified School Psychologist  
Windom Area Schools



# School Board Report

## By Superintendent Jamie Frank

### July 10, 2025

#### **Legislative Results**

The legislative session came to an end, and the month of June was used to communicate with schools regarding funding and mandates. The following is a summary:

- The inflationary factor remains unchanged. We will receive a 2.74% increase on the basic formula. There were zero additional dollars allocated.
- Unemployment Insurance for hourly employees was fully funded for this bienium.
- Increased revenue in compensatory/basic skills of \$55,000 for Windom.
- Decrease Library Aid - we currently receive \$40,000 - the base has been decreased to \$20,000
- Decreased Student Support Aid - the base remained unchanged so WAS will receive \$40,000 in this category.
- Special Education Transportation will be reimbursed at 95% rather than 100%. Peggy and Holly estimate this to be valued at roughly -\$16,000.

#### **Awarded**

It takes many funding sources to make our budget work! The following have recently been approved by MDE.

- 48 VPK Seats
- \$58,074 in Pathway II
- ADSIS - Behavior Specialist, Behavior Intevention Paras, and High School Intervention Teacher
- Title I and II Application is in progress

#### **Thank you Toro**

A big THANK YOU to Toro for the generous donation of a Workman utility vehicle to Windom Area Schools! Your support helps keep our grounds looking great and our operations running smoothly. We appreciate your partnership in helping our Eagles soar! 💙



### **Post Election Survey**

Thank to you the 289 voters who completed the post-election survey. The board will review the results during a Retreat on July 16.



**STUDENT HANDBOOK**

**Windom Area School District  
1400 17<sup>th</sup> Street • Windom, MN 56101  
507.831.6910**

[School Website](#)

**Manual del Estudiante en Español**

## **WINDOM AREA SCHOOL'S MISSION STATEMENT**

Windom Schools will create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

## **WINDOM AREA SCHOOL'S VISION STATEMENT**

Learning. Leading. Excelling. Together.

## **WINDOM AREA MSHS VISION STATEMENT**

***All students graduate with the knowledge and skills needed to be productive and engaged citizens.***

## **WINDOM AREA SCHOOL'S CORE VALUES**

- Safe, Respectful Learning Environment
- High-Quality Education
- Opportunities for All (academic, athletic, arts)
- Collaboration

We sincerely hope that the year ahead will be rewarding and enjoyable. Windom Area Middle/High School is filled with resources for academic and professional growth. We have a helpful and skilled faculty who serve students' curricular and extra/co-curricular needs.

The purpose of this handbook is to provide middle/high school students and their parents with clear policies and procedures for school operations. Please keep this available for reference purposes, but note that the handbook is available on the Windom Area School website. We encourage students and parents to spend time familiarizing themselves with this handbook. We believe that if families understand the policies of the school, the great majority will make every effort to comply.

It is the position of the school district that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's educational experience. Without discipline in the schools, learning cannot occur. Therefore, these district-wide policies and procedures have been adopted. If a family has concerns or would like clarification, we encourage contact with our school.

The success of a school is dependent on the support and cooperation of its students and their parents. We thank you in advance for your support of our school's discipline policy and procedures.

Mrs. Jamie Frank, Superintendent of Schools  
Mr. Bryan Joyce, Principal Grades 9-12  
Mr. Dane Nielsen, Principal Grades 5-8  
Mrs. Amanda Wilson, Special Education Administrator  
Mr. Jacob Johnson, Activities Director

**Board of Education**

Joel Bordewyk, Chair  
Angie Klassen, Vice-Chair  
Bruce Mews, Clerk  
Barb Jones, Treasurer  
Brianna Miller, Director  
Matt Steffen, Director  
Lynn Liepold, Director

**School Colors**

Royal Blue and Athletic Gold

**School Mascot**

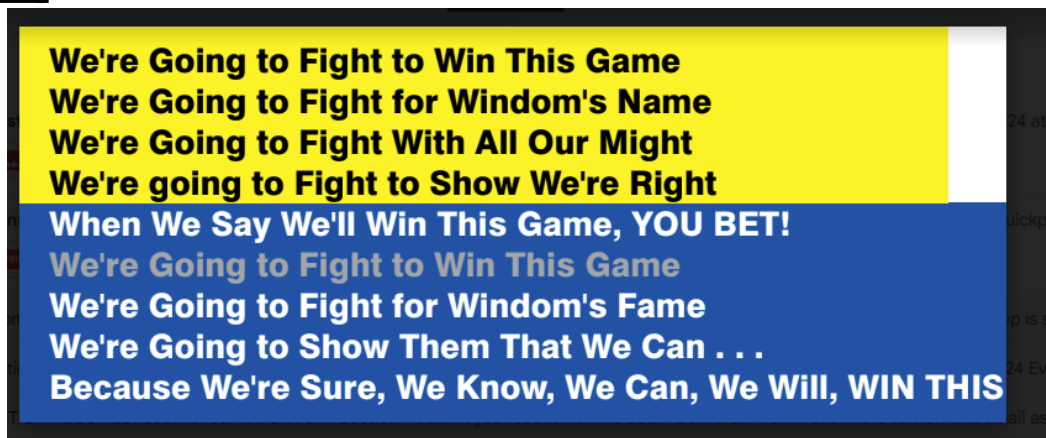
Eagle

[School District Website](#)

**School Hymn**

Far o'er the distant hill our voices swell  
Praising these hallowed halls we love so well  
Here sons and daughters stand faithful and true  
Praising our high school and the gold and blue.

**School Song**



[Middle/High School Faculty and Staff](#)

This handbook was approved by the Windom Area Public Schools’ Board of Education at its regular monthly meeting in August. Any changes or amendments made during the year will be posted in the Daily Announcements which is viewable on the school [website](#). If you have any questions about a provision in the handbook, please contact administration.

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**APPENDIX A - BULLYING PROHIBITION POLICY**

### Daily Schedules

## Attendance/Absence

**Our Philosophy:** Attendance is a priority at Windom Area Middle/High School. We believe learning is enhanced by regular attendance. Research indicates that there is a significant correlation between student absences and achievement. Class attendance is critical to the successful completion of coursework and outcomes. The entire process of education requires continuity of instruction, classroom participation and a variety of learning experiences, and consistent study in order to reach the goal of maximum educational benefit for each student. Absent students cannot expect to make the same progress as they would if they were in attendance at school. We firmly believe a course cannot be successfully completed with excessive absence. Teachers are expected to take attendance within the first 10 minutes of each class, and communicate with the office if there are changes to submitted attendance.

Minnesota statutes require the district to monitor students' attendance. School administration will therefore inform parents/guardians of any attendance problems concerning their child. However, we need parents/guardians to be actively involved in resolving any deviations in their child's attendance and to work with the school district to ensure maximum attendance.

**Maximum Absence Rule:** A student who misses a class more than 20% (roughly 18 days) of the semester will be subject to the consequences of the Maximum Absence Rule listed below. ALL absences (including excused absences) will be counted, except those absences which result from participation in school authorized activities, official religious holidays, or a death in the immediate family. **To proactively avoid situations of loss of credit, Teachers will communicate with main office staff should absences approach the following checkpoints:**

**Mid Quarter 1/3 - 4 absences**

**End of Quarter 1/3 - 9 absences**

**Mid Quarter 2/4 - 13 absences**

**End of Quarter 2/4 - 18 absences**

### **Classifications of Absences:**

#### 1. School Authorized Absences:

- a. These are to be verified at the time of absence and are NOT counted in the Maximum Absence Rule. Make-up work IS required.
  - i. Curricular & co-curricular pre-authorized school events & programs.
  - ii. Official religious holidays.
  - iii. Death of immediate family member (parent, stepparent, guardian, sibling, Grandparent, child).

#### 2. Excused Absences:

Parents or guardians must verify each hour absent in writing or by phone. Calls should be placed to the school by 10 am the same day. Students should remind the parent to contact the attendance office prior to, the day of, or no later than 10:00 a.m. the day after the absence and when possible to schedule appointments during non-school hours. The number to contact during school hours is 507.831.6910 and extensions 300 (Middle School), 309 (High School) or 311 (Spanish Speaking). You may also email [attendancemshs@isd177.com](mailto:attendancemshs@isd177.com). The after hour answering service number is 507-831-6910 ext. 300 (Middle School) or ext 309 (High School). **Parent excuses will not be honored after 48 hours (two school days) after the date of the absence. Absences not called in for after 48 hours will be**

**coded as unexcused and count toward truancy calculations.** Students (including 18 year olds) must have a parent/guardian communicate all absences to the office. Makeup work is required. The following reasons are valid and should be used by parents and students as guidelines:

a. Illness

- i. A day of absence will be counted for each day a student is absent due to illness. In the event of extended (3+ days) or chronic illness, verified by a medical doctor, the student may appeal to the Attendance Committee. The attendance committee will consist of the Principal, Counselor/Social Worker & one of the student's teachers.
- ii. In the event you become ill during the day, please go to the nurse's office. Office staff will assist you. If your illness justifies sending you home, arrangements may be made according to the Emergency Contacts information listed in Infinite Campus.

b. Family emergency

c. Medical/dental appts. that cannot be made outside of school time

d. Court ordered appearances

e. Preplanned absences (family trips, etc), which have been arranged and pre-approved by administration. Absences in excess of maximum allowable absences that result due to an out of town family trip may be excused at the discretion of administration. It is the responsibility of the absent student to make all necessary arrangements with teachers prior to the trip so as to remain caught up in courses. Makeup work must be completed within the allowable time period (2 days per day absent.) (Arrangements made prior to the absence in order to be excused; one week ahead recommended.)

h. Driver's license test

i. Seniors who wish to visit a postsecondary school or college may use two (2) days for this purpose. ALL COLLEGE VISITS MUST BE COMMUNICATED TO THE SCHOOL ATTENDANCE SECRETARY.

k. Out-of-School Suspension (OSS): These absences ARE counted in the Maximum Absence Rule. Completion of make-up work is required and credit given. All students meeting or exceeding 10 absences due to an OSS will discuss attendance and may enter into a behavior/attendance contract at the re-entry meeting.

l. All students must report to the office to receive a permit to class pass upon returning to school. This pass must be shown to all teachers. This pass serves as verification of the absence by the office.

m. **Parent excused - parents/guardians may excuse an absence for extenuating circumstances not listed in the reasons above up to 2 times per school year.**

3. Part-Day Excused Absences:

a. Medical, dental appointments and court ordered appearances: Parents/guardians are requested to telephone and/or write a note. Students must obtain a Permit to Leave School prior to the day of the appointment. Upon return, students must check in with the school office and provide verification of the appointment. Most of these appointments should be scheduled for times when school is not in session.

b. Illness or injury during the school day: The student must sign out through the school office. Parent/guardian authorization is required and a Permit to Leave School is issued.

c. Emergency during the School Day: Student must sign out through the school office and a Permit to Leave School is issued.

d. **Failure to receive a Permit to Leave School may result in the absence being unexcused. EXCUSED PARTIAL DAY ABSENCES DO COUNT TOWARD THE MAXIMUM ABSENCE RULE**

**Consequences for Exceeding Absence Limits:**

1. On the third (3) absence for a semester course, the student will be informed in person and the attendance secretary may send an Attendance Letter and a copy of the policy to the student's parent/guardian by mail.
2. If the student has reached five (5) absences from a semester course, the student will be informed in person and the attendance secretary may send, once again, the Attendance Form and an Appeals Form to the parent/guardian. **After 10 excused absences in one semester, a doctor's note may be required.** An administrator/counselor may conduct a conference after the 5th absence with the parent/guardian. An attendance contract may be drafted, signed and enforced.

Upon notification, the student may see the counselor to determine suitable options.

Should absences reach 20% for a semester class a No Credit (NC) will be issued and the student may need to make up the credit.

- a. In the rare event a student has suffered a long-term (chronic) illness, which can be verified by a doctor's signed statement, the student's record will show an incomplete (I). If the work has been made up according to the Make Up Work Policy guidelines, the incomplete (I) will be changed to a grade. If the work is not done according to Make Up Work Policy guidelines, the incomplete (I) will be changed to (NC) or (F). NOTE: See Make Up Work Policy.

3. The attendance committee will meet with students/parents to address absences exceeding the maximum absence rule. The attendance committee will consist of the Principal, Counselor/Social Worker & 1 of the students teachers.

4. Minimum seat time requirement - loss of credit for a course. Students who do not attend class for 80% of the class periods in session (~68/86 days in a semester) may earn a No Credit and need to retake the course or complete credit recovery to earn full credit.

\*\*\*Students with a verified medical condition/extenuating circumstance may appeal and earn full credit despite exceeding the maximum absence rule at the discretion of the attendance policy committee (Principal, Counselor/Social Worker & 1 of the students teachers.)

A student receiving a waiver on the maximum absence rule must complete required coursework to earn credit for all impacted courses.

### **Check Out Procedure**

If a student is to leave the school during the regular school day, the following procedure shall be followed:

1. The student shall present the parental request to leave the school to personnel on duty in the high school office before school in the morning. Legitimate reasons for out-of-building passes include such things as medical or dental appointments, court appearances, and special family obligations. The student may present a written request signed by a parent or guardian OR parents/guardians may also make arrangements by calling 831-6910. Student requests without parental consent may not be honored.
2. When the request to leave school is approved, the office personnel may issue a pass stating the time that the student will be excused from class. At checkout time, the student will report to the office, show the pass and sign out. A sign-out sheet/form is provided as an official record.
3. A student who becomes ill or injured during the school day must report to the nurse's office. An evaluation of the student's health status will be made. If it is necessary for the student to go home, the student's parent/guardian (or parent's designee on the emergency call sheet) will be called by the Nurse/main office to come for their student or to authorize the student to drive home. The student will be given a pass to present to the attendance secretary in the Administration Office. The student will follow the sign out per procedure.
4. Failure to follow check out procedures may result in absences being counted as unexcused at the discretion of administration.

## **Tardiness**

Tardiness is defined as being late to a class by any amount of time after the start of the class up to 5 minutes. Students arriving to class unprepared to learn may be counted tardy at the discretion of the teacher. Teachers will also use discretion in tardiness so as to create a welcoming environment - students who are in seats ready to learn when the teacher begins class shall not be counted tardy.

1. A student may be excused for being late to class only when detained by another teacher or office personnel.
2. The detaining teacher or office personnel will issue a pass/email to the detained student making sure to list the time the student was released on the pass.
3. After receiving a tardy pass, the student will be expected to report to class immediately. Students arriving more than five minutes after the tardy pass was issued will be considered unexcused and the teacher should treat the offense accordingly.
4. Unexcused tardies are to be counted in the Attendance Policy. Upon receiving a 4<sup>th</sup> unexcused tardy in any class during the quarter, a student will be assigned one (1) detention to be served within 1 week of being assigned the detention and will lose open campus (lunch/TA/Principal's Hour) privileges for the remainder of the quarter. Upon receiving further unexcused tardies during the quarter, consequences for the student will be assigned accordingly: 5<sup>th</sup> Tardy equals one (1) detention. Consequences for the 6<sup>th</sup> Tardy and beyond will be determined at the administration's discretion and may include a parent meeting, further loss of privileges, Saturday School and up to In School Suspension.

## **Make Up Work Policy**

The following items are guidelines with the understanding that the completion of school work in a timely manner is of the utmost importance.

1. Students absent one (1) day will have two (2) days to make up work missed for the first (1st) day and two (2) for each succeeding day missed (or shorter/longer if mutually agreed upon by the teacher and student upon the student's return). If a student is unable to turn in the make-up assignments due to another absence, the make-up work from the initial absence will be due the next day the student is in attendance.
2. Teachers may request the assignments missed due to school-sponsored field trips, co-curricular activities, official religious holidays or pre-planned absences be completed in advance by the student.
3. Special arrangements may be made for long term (chronic) illnesses verified by a doctor's signed statement. An incomplete (I) may be given to allow for make-up time.
4. A homework request may be made for absences of more than one school day through the main Office or via email directly to the teacher by parent/guardian. Students' teachers may be asked to email students/parents and/or bring assignments to the main office for parents/guardians to collect.
5. Students with unexcused absences will receive make-up work for the class period(s).

## **Truancy/Skipping**

If a student is willfully absent from school/class without permission, he/she assumes the responsibility and the consequences of violating a right and privilege. Windom Public Schools have adopted the policy of Cottonwood County in regards to truancy. A copy of this policy is found on our district website.

1. Unexcused Absences (Truancy) are defined as a student who is absent from school/class without full knowledge or consent of his/her parents/guardians. The student is absent from school with or without consent of the parent or guardian for reasons unexcused by the school authorities. Makeup work is required.

Examples of unexcused absences may include, but limited to the following:

- a. Leaving school without obtaining a Permit to Leave School from the school office.
- b. Is absent from school without proper verification from his/her parent/guardian.
- c. Is absent from class without permission.
- d. Obtains a pass to go to a certain place and does not report there.
- e. Becomes ill and goes home instead of reporting to the school office, or staying in the restroom and not returning to classes.
- f. Comes to school but does not attend classes.
- g. Leaves for lunch without a pass and not returning without parental consent.
- h. Oversleeping
- i. Personal grooming appointments (hair, nails, tanning, etc)
- j. Employment/interview
- k. Shopping/errands
- l. Family vacations
- m. Needed at home/babysitting
- n. Missed the bus/car trouble
- o. Needing to sleep/rest
- p. Interpreting for another person

\*\*\*Administrative discretion may be used in any of the aforementioned situations to excuse an absence.\*\*\*

2. Tardiness: Students who are more than 5 minutes late to a class may be marked with an unexcused absence, not a tardy.

3. Excessive Absences: Request by parent or guardians may be denied or counted as unexcused if they are for excessive absences. Excusing absenteeism and tardiness is at the discretion of the principal/administration.

4. Unexcused absences are made up through detention.

- a. One class (45 minutes) = one 45-minute detention.
- b. A skipped day of school equals eight (8) 45-minute detentions or 1 Saturday School. Students must attempt to check in with the teacher whom class was missed with to make up missing content. This check can be done via email for documentation purposes. Detention supervisor will check for this communication.

c. A student will lose open campus (lunch/TA/Principal's Hour) privileges for the remainder of the quarter for any unexcused absences.

d. Students serving a detention to make up class time are expected to touch base with the teacher for whom they missed class prior to detention. Students are expected to work on missing content during the detention period.

5. Students with an unexcused absence will be subject to the school Truancy Policy. (There are no school sanctioned "Skip" days.)

Saturday School Dates, Locations, Supervisors

Consequence for Skipping Saturday School is a 1 Day In School Suspension

Date	Location	Supervisor
------	----------	------------

September 27, 2025	Media Center/Teacher Determined	
October 25, 2025	Media Center/Teacher Determined	
November 22, 2025	Media Center/Teacher Determined	
January 17, 2026	Media Center/Teacher Determined	
February 28, 2026	Media Center/Teacher Determined	
March 28, 2026	Media Center/Teacher Determined	
April 25, 2026	Media Center/Teacher Determined	
May 16, 2026	Media Center/Teacher Determined	

## Truancy Policy

According to Minnesota Statutes 120.101, subdivision 5, students under the age of 18 must attend school. If a 16 or 17 year old is in attendance, they must follow the same guidelines as students under the age of 16. In cooperation with Des Moines Valley Health & Human Services, Cottonwood County Court System and local law enforcement agencies, Windom Public Schools has developed the following Truancy Diversion Policy:

### Step One

After three (3) unexcused absences, a school letter (Certified with Return Receipt Requested) is sent to the parent of the truant student. Included in this letter will be:

- a. Copy of State Truancy Laws
- b. Copy of School Truancy Policy
- c. Students current attendance report

### Step Two

- a. Upon the fourth (4th) unexcused absence, a (phone call/letter) parent contact is made.
- b. School personnel forward student's most current attendance report, copies of letters sent to parents, any other documentation pertinent to the student's truancy including interactions with the student and/or parents to the County Attorney's office.
- c. The County Attorney will forward the appropriate information to the Cottonwood County Family Service Truancy Coordinator to begin the mediation program.
- d. The CCFSTC will obtain a release of information and contact the school if the family accepts services.

### Step Three

- a. Upon the fifth (5th) unexcused absence, a (phone call/letter) parent contact is made.
- b. School personnel fax updated attendance to Cottonwood County Attorney and Des Moines Valley Health & Human Services with proper release of information.

- c. Upon receipt, the county attorney will write a letter to the parent of the truant student asking them and the student to participate in a diversionary meeting.

**Step Four**

- a. Upon the sixth (6th) unexcused absence, school personnel may make a (phone call and/or letter) parent contact and fax updated attendance to Cottonwood County Attorney and Des Moines Valley Health & Human Services with proper release of information.

**Step Five**

- a. Should the student reach seven (7) unexcused absences and an attempt has been made by the school to address the student's attendance concerns as described above: the school should notify the County Attorney for a CHIPS petition.

Students who are 18 years of age are allowed to “withdraw” from school with their parent’s permission.

THE SAME SET OF ATTENDANCE RULES APPLIES TO ALL STUDENTS REGARDLESS OF AGE.

## Discipline

Windom Schools take pride in the positive behavior of students and rewards those who show a daily understanding of what we hold as valuable in our daily behavior.

As a school district, we want to see our students soar higher and achieve better and we strongly believe that we will, if we follow this simple belief:

At Windom Area Schools, learning is first. We take pride in our safe & positive environment. Be proud. Be respectful. Be Responsible.

## You are an EAGLE!

### Eagle Pride Matrix

#### **Restorative Discipline**

When students fall short of Eagle Pride expectations, restoration of the strained relationship(s) may be necessary. Restorative discipline practices focus on building back the relationships that were strained as a result of a poor choice in words/actions. Restorative discipline practices are not punitive and are not focused on punishment. Restorative practices focus on teaching the student the ways in which their actions fell short of Eagle Pride expectations, and ways to learn and improve to do better in the future. A major goal of restorative discipline is keeping the student(s) in the classroom for the learning if at all possible. Restorative discipline may look differently for each student as natural consequences for actions are at the core of restorative practices. Windom Schools staff will work with all students to learn from mistakes and repair strained relationships. Restorative practices may include, but are not limited to:

- Mediation conferences (between students and all stakeholders.)
- Corrective action (example; Conflict: student leaves a lunch table a mess. Staff intervention: discussion with students about what happened and why. Action: student apologizes to lunchroom supervisor and lunchroom staff, spends a few minutes cleaning up the area.)
- Time in the office - when the student is not quite ready to be back in class at that time and they need to work with administration to discuss meeting future expectations.
- Time in the student support room (possibly a debrief with the counselor or social worker)
- Detention - when extra time is needed beyond the school day (before or after school, or during lunch) to help the student correct their behavior, or the student was not ready/willing to participate in mediation.
- Suspension - either in school or out - only when the presence of a student in the classroom causes a significant disruption to the learning environment and/or the offense was highly severe.

All of the above measures are intended to be non-exclusionary and work with students to remain in the learning environment.

### Behavior Flow Chart

#### **Backpack/Bags**

Backpacks/book bags/purses/any handbag/belt bag used to carry items to and from school **must be left in lockers during the school day**. Backpack searches may be conducted at administrative discretion based on a reasonable suspicion of a policy violation or for building security safety checks.

Refer to District Policy 502 for search procedures. [District Policy Manual](#).

#### **Searches of Student lockers, desks, personal possessions and student's person**

In the event of the existence of reasonable suspicion of a violation of school policy, students may be subject to a search by school administration. Searches of lockers, backpacks, persons and possessions may be conducted should reasonable suspicion of a school policy violation exist. When possible, a second adult will be present. When suspicion exists that a student may have in their possession a vaping device on their person, school administration may utilize a metal detecting wand. Students will not be asked to expose any part of their person and should suspicion exist that a device is present, parents will be called to come in and assist in the search, unless the suspicion relates to a direct safety threat to students and staff. Should a locker search be conducted, students will be alerted in a timely manner.

## **Book Policy**

The Windom School District provides students with all textbooks; if necessary. Normal wear is expected on these books. Abnormal wear, however, is not expected and students who intentionally drop, throw, sit on, write on, or otherwise misuse textbooks in any manner will be fined for damages to the book. An amendment to Minnesota Statutes 120.101 provides that schools may charge for lost or destroyed textbooks, workbooks, or library books. The school will charge an appropriate replacement fee for textbooks, workbooks, or library books lost or destroyed by students.

## **Chromebooks**

The Windom School District provides Chromebooks, a Chromebook charger cable and a Chromebook charger block to each student for educational purposes. Students must adhere to Chromebook use guidelines and pay all appropriate fees as communicated at orientation prior to the start of the school year. Students found to be using Chromebooks inappropriately may be assigned Chromebook use modules to satisfactorily complete prior to receiving Chromebook privileges back. Any fees assessed for Chromebook misuse/breaks/losses must be paid prior to graduation or receiving a Chromebook for the following year. HS Students are issued Chromebooks to take home and care for throughout the school year. Chromebooks are available for MS student use, but Chromebooks will remain in classrooms and students will not carry with them throughout the school day.

## **Bus Conduct**

Bus drivers have the authority to implement and enforce rules of behavior deemed appropriate to assure safety to and from school. Students are responsible for their behavior during the times they are being transported. Students with chronic behavior problems on the bus may lose the privilege of riding the bus. The bus is an extension of the school day. All students will be taught appropriate bus behavior and must submit the acknowledgement of the bus safety test during the first week of school. School disciplinary policy will be enforced.

## **Please keep in mind that the law says:**

Riding a school bus is a privilege, not a right.

While waiting for the school bus, students are expected to:

1. Stay back from the curb, driveway, and yellow lines at the school buildings.
2. Wait for the bus to come to a complete stop before approaching the bus.
3. Never chase or run beside a moving bus. Students who ride the bus shall:
  - a. Take a seat promptly and stay seated while the bus is in motion.
  - b. Be obedient and respectful of the bus driver.
  - c. Keep their heads, hands, and other parts of the body inside the bus windows at all times.
  - d. Not throw any objects through open windows.
4. Assure that no litter is left on the bus.
5. Refrain from using or having in possession any tobacco products, alcohol, or other contraband.
6. Do not use any obscene gestures or language.
7. Not verbally or physically harass anyone else.
8. Wear appropriate clothing for weather conditions.
9. No Bullying

## **Student Parking**

Parking a motor vehicle on school grounds is a privilege. Parking is permitted in the designated areas. All vehicles parked on school property are subject to inspection. The use of mini-bikes, snowmobiles, go karts,

all-terrain vehicles such as 4-wheelers are prohibited on school grounds. Student parking is permitted in the West Student parking lot only.

### **Discrimination**

It is the policy of Independent School District 177 to comply with state and federal laws, which prohibit discrimination in education programs, activities, or employment on grounds of race, color, creed, religion, national origin, sex, and marital status, status regard to public assistance or disability. Inquiries regarding compliance may be directed to the office of the principal at Windom Area High School, telephone 831-6910.

### **Food and Drink**

Water will be allowed with a secure lid. Food/beverages may be allowed in the classroom at the discretion of the classroom teacher and/or administration. Water may be consumed at lockers in a secure lid. Healthy snacks may be consumed at lockers during passing times.

### **Rights of Appeal**

If a student feels a right violation has taken place, they should first bring the matter to the attention of the building principal, unless the alleged violation involves this person. If the principal is involved or an appeal of a principal's decision is desired, the case may be brought to the Superintendent of Schools, and a further appeal may be made to the Board of Education at their next regular meeting. A student may appeal their case in court without going through the administrative process outlined above, but the court may require the student to first exhaust those channels with the local system. The local Board of Education also has the right of appeal. [Here is the discipline instance complaint/appeal form.](#)

### **Student Dress**

A dress code serves the purpose of establishing and maintaining a respectful environment conducive to learning. The intent of the dress code is to create an environment grounded in respect for every individual in the building and their right to feel safe, welcome & treated with dignity throughout their educational journey. The responsibility to adhere to the dress code rests with the students and their parents/guardians. Students must use mature judgment when choosing clothing to wear at school and students have the right to choose the manner in which they project themselves in public unless it causes a disruption with work, creates a classroom or school disruption or could be interpreted as harassment by others.

Clothing that is prohibited (not allowed) includes, but is not limited to:

- Sunglasses
- Gang related clothing
- Clothing displaying weapons
- Clothing promoting illegal activity for minors (drug, alcohol, tobacco)
- Clothing promoting profane, suggestive or obscene activity
- Clothing of a racially or ethnically insensitive nature
- Tops that are cut lower than four finger widths (fingers together) of collarbone
- Tops that are cut higher than four finger widths (fingers together) of top of waistband on pants
- Tube Tops
- One shoulder tops

- Blankets
- Coats/jackets - stored in lockers during school hours
- Flags
- Bottoms that do not extend beyond an extended arm at the side (fist closed)
- Bottoms that expose undergarments or private areas
- Hats are not to be worn by students in grades 6-8
- Hats that do not hinder the learning environment can be worn by students in grades 9-12. Teachers reserve the right to ask a student to remove a hat within the classroom. Hoods are not to be worn during school hours.

Students suspected to be in violation of the dress code will be asked to correct the violation by staff. A report to administration will be made should the student not correct the violation in a timely manner. Exceptions to the student dress code can be made at the discretion of administration.

\*Dress code is intended to be self-measurable. Students may be asked to demonstrate the four-finger rule (necklines), fist length (shorts, skirts, and dresses), and the four-finger rule (midriff) if they are suspected of violating the dress code. Fingers are to be pressed together when self-measuring.

### **Weapons**

All other weapons policies must be followed. No individual shall possess a weapon when in the school building, on school grounds, or on any school-sponsored trip or activity. Possession: defined by [MN Statute 609.66](#). Members of the district Clay Target League may possess a weapon at the shooting range. For more information on the WAHS weapons policy, please refer to the Discipline Policy section of this handbook or the Windom School's web page.

## **UNIFORM GUIDANCE & DISCIPLINE POLICY**

### **Part I: Philosophy and Purpose**

#### **Philosophy:**

It is the belief of the Board of Education of Independent School District #177 that each individual should be accepted into the educational program as he or she is; that the student shall be provided with a stimulating environment and opportunities for learning designed to assist the student in realizing his or her maximum mental, physical, emotional, and social development.

The Board also believes that the primary obligation for developing self-discipline, responsibility, and respect for other people begins in the home and with the parents/guardians. Children who have developed these qualities usually progress well in school. The school is also concerned with the development of attitudes, habits, and behavior and must provide a proper climate for learning; therefore, the school strives to work cooperatively with parents/guardians. Teachers want all students to learn, but their efforts can be thwarted by

disruptive behavior. When students do not follow the rules of proper conduct, the school has a responsibility to take action in the interest of those students and the other students in the school.

**Purpose:**

To ensure an atmosphere that is conducive to learning, it is necessary to carefully balance a student's individual rights with his or her responsibilities for good citizenship. It is in an effort to preserve this proper balance that the school board has adopted this code. The intended effect is to create an educational climate conducive to learning, to responsible and considerate behavior and one in which the safety of students and all persons is assured.

The school district takes very seriously any individual(s) making “terroristic threats.” The school district will take every means possible in conjunction with law enforcement toward the arrest and conviction of the individual(s) responsible for making a terroristic threat. The person(s) could face felony charges, which carry a maximum penalty of five years in jail and a \$10,000 fine. (Policy 121A.55 MN Statute-General Statement.

**PART II: DISCIPLINARY POLICIES & PROCEDURES**

**Introduction:**

The development of responsible behavior and self-discipline among students occurs at two levels within a school. First, since the student spends the greatest amount of time during the school day in the classroom, the classroom teacher must assume the primary responsibility for gaining the respect and cooperation of the students so that an effective learning environment may be maintained. Each teacher must apply a carefully thought out approach to classroom discipline and administer it with a sense of fairness and consistency.

At other times, disciplinary problems, which are beyond the scope of the classroom teacher's area of responsibility (i.e. between classes, lunchtime, before and after school) or are of a serious enough nature to require referral to the administration. Through the school-wide discipline program, the principal/assistant principal sets the tone for acceptable behavior throughout the school and campus. Students may be disciplined for off campus conduct, which disrupts, interferes with, or otherwise affects the learning environment, activities, or operation of the school. The principal/assistant principal also must operate from a carefully developed set of rules and consequences that ensure fair treatment, consistency, and due process.

Part II of this code is designed to describe the approach to classroom and school-wide discipline adopted by the Board of Education.

**Detention:**

A period of time beyond the regular school day (before/after school) in a supervised area specified by the principal/behavior specialist. The administration assigns detention by use of Infinite Campus and the Detention assignment sheet. If possible, students/parents may be given a minimum of 24 hours advance notice of the serving of such detention. Work/practice is not an excuse for not making up detention. Detention is a time scheduled upon agreement by administration. Students will be responsible for their own transportation home after serving detention.

Administration reserves the right to withhold any student with outstanding detentions from any school activity until all detentions are served.

**In-School Support Room:**

This room may be used as a cooling down/support room for students after an event has taken place. Students utilizing the In School Support Room will be supported by Student Support staff and will return to class after they have cooled down and are ready to enter the academic environment.

**In-School Suspension:**

This is the act of prohibiting a student from attending classes while still attending school in person. The student serves the suspension time in the school building in the in-school suspension room.

**Out-of-School Suspension:**

This is the act of prohibiting a student from attending school for a period of no more than 10 (ten) school days.

**Expulsion:**

An action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not extend beyond an amount of time equal to one school year from the date a student is expelled. Grounds for expulsion include MS. 121A.45, which states a student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation;
2. Willful conduct that significantly disrupts the rights of others to an education;
3. Willful conduct that endangers the student or other students, surrounding persons or the property of the school.

**Reasonable Force:**

Principals, teachers, and staff may use reasonable force when it is necessary under the circumstances to restrain or correct a student to prevent bodily harm or death to another.

**Student Discipline:**

1. School Board Policy 506 will be used to address all issues of student discipline.
2. A good learning atmosphere in the classroom is the joint responsibility of the teacher and students. This atmosphere will be promoted through clearly established and understood expectations and regulations. Because of varying classroom environments, these expectations may differ somewhat from teacher to teacher.
3. Classroom expectations, once established, are to be posted in each classroom.
4. The teacher or designee has the responsibility to act on infractions of classroom expectations. In cases where corrective actions prove ineffective, the teacher may remove the student from the classroom and refer him/her to the office and fill out an office Disciplinary Referral form on Infinite Campus.

**Progressive Discipline Guidelines:**

The classroom is the building block of a disciplined school experience. When classroom attempts to support a learner fall short, it may be necessary to refer disciplinary situations to the principal. To establish continuity and provide for guidance for progressive discipline when behaviors fall short of expectations and violate school policy, the following guidance is provided;

Consequence for Skipping Saturday School is a 1 Day In School Suspension

<b>Offense(s)</b>	<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>	<b>&gt;3 Offenses</b>
<b>Tardiness</b>	Documentation	Documentation	Documentation	Detention/Saturday School  Tardies are documented each quarter and reset after each quarter
<b>Skipping Class</b>	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above	Detention/Saturday School (Per period missed/Skipped) & Loss of privileges as outlined above & Parent Conference/Attendance Contract
<b>Vaping (Nicotine Based)</b>	1-2 Days In School Suspension & Completion of Re-Education Curriculum	5 Days In School Suspension, Referral to Law enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement
<b>Drug/Alcohol Use - On Campus</b>	5 Days In School Suspension, Referral to Law enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement	Up to 10 Days Out of School Suspension, Referral to Law Enforcement	Possible Expulsion
<b>Disrespect toward peer/staff (including harassment of a racial/sexual nature, verbal abuse, inappropriate language)</b>	If major (referred to office), upon investigation results, the student will complete a restorative assignment in an after school conference will be held with staff before the student returns to class.	If 2nd major instance (referred to office), upon investigation results, the student will serve an in school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration. The student will also be referred to the student support team for potential services that may be needed.	If 3rd major instance (referred to office), upon investigation results, the student will serve a 5 day in school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration.	If 4th major instance (referred to office), upon investigation results, the student will serve an out of school suspension and complete a re-entry meeting with staff before the student returns to class. The student will also have a parent meeting with administration.

<p><b>Disruptions to class/school/Non-Compliance</b></p>	<p>If major (referred to office), upon investigation results, the student will complete a restorative assignment in an after school detention. Re-entry conference will be held with staff before the student returns to class.</p>	<p>If 2nd major instance (referred to office), upon investigation results, the student will serve an in school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration. The student will also be referred to the student support team for potential services that may be needed.</p>	<p>If 3rd major instance (referred to office), upon investigation results, the student will serve a 5 day in school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration.</p>	<p>If 4th major instance (referred to office), upon investigation results, the student will serve an out of school suspension and complete a re-entry meeting with staff before the student returns to class. Student may be assigned community service within the school setting. The student will also have a parent meeting with administration.</p>
<p><b>Bullying</b></p>	<p>Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a cease and desist order and will complete a restorative worksheet in a 2 day in school suspension. A meeting with the student, their parent and administration will also be held.</p>	<p>Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 5 day in school suspension. A meeting with the student, their parent and administration will also be held.</p>	<p>Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 5 day out of school suspension. A meeting with the student, their parent and administration will also be held.</p>	<p>Upon results of investigation showing that the behavior was targeted, presented an imbalance of power, and conduct was present beyond one occurrence, the student will be issued a 10 day out of school suspension with a potential expulsion referred to the superintendent. A meeting with the student, their parent and administration will also be held.</p>
<p><b>Weapon</b></p>	<p>5 Day Out of School Suspension, parent meeting with admin</p>			

	If weapon is a gun or student intends to cause harm on school property the student is suspended for 10 days pending exclusionary proceedings			
<b>Physical assault</b>	5 Day in or out of school suspension (depending on disruption and threat, as determined by administration.) A meeting with the student, their parent(s) and administration will also be held.	10 day out of school suspension. A meeting with the student, their parent(s) and administration will also be held.	10 day out of school suspension. Recommendation for expulsion.	
<b>Terroristic Threats</b>	10 day out of school suspension pending referral for expulsion.			
<b>Fighting</b>	5 Day in or out of school suspension (depending on disruption and threat, as determined by administration.) A meeting with the student, their parent(s) and administration will also be held.	10 day out of school suspension. A meeting with the student, their parent(s) and administration will also be held.	10 day out of school suspension. Recommendation for expulsion.	
<b>Vandalism/Property Damage</b>	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school.	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 5	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 5	If material damages, the student will be assigned a fee. Contact will be made home. Student(s) will be assigned community service within the school. Student(s) will be assigned up to a 10

		day in school suspension.	day out of school suspension.	day out of school suspension and potentially referred for expulsion.
<b>Inappropriate touching/physical contact</b>	The student will serve up to a 5 day in school suspension and will be assigned restorative community service within the school setting to be completed after school hours.	The student will serve up to a 5 day out of school suspension and will be assigned restorative community service within the school setting to be completed after school hours. The student will be referred to the student services team for potential addition of services to address behaviors.	The student will serve up to a 10 day out of school suspension and will be assigned restorative community service within the school setting to be completed after school hours.	The student will serve up to a 10 day out of school suspension and be referred to the superintendent for expulsion.

**Administration will use the table above as a guide, but reserves the right to exercise discretion in the issuance of progressive discipline at any time to maintain the order of the school so all students can learn in a safe and positive environment and all staff can work in the same safe and positive environment. Through PBIS (Eagle Pride) Windom Area Schools strives to help students learn positive, responsible and respectful behaviors. When students fall short of taught expectations, the above list shall serve as a guide to help reinforce to students the importance of their behavior choices. Correcting the undesired behavior is always the goal within our disciplinary proceedings.**

**Rights and Responsibilities:**

**1. Student/Student Relationships:**

(See Sexual Harassment/Violence Policy also)

Right: Each student has the right to attend school and school activities and be free from Threats against his or her feelings, physical well-being, and property.

Responsibility: Each student shall be responsible to respect the feelings, property, and physical well-being of other students.

Policy: Students will refrain from physical and verbal abuse directed at other students, as well as any damage or theft of the property of a fellow student.

**2. Student/Staff Relationships:**

(See Sexual Harassment/Violence Policy also)

Right: Students and staff have a right to work, study, and teach/learn in an atmosphere of mutual respect. They also have the right to free inquiry and expression while being mindful of the responsibilities listed.

Responsibility: Students have the responsibility to respect authority, feelings, physical well-being, and property of members of the school staff.

Policy: Students shall refrain from disobedience, disrespect, threats, or attacks directed at members of the school staff, as well as damage to—or thefts of—property belonging to school staff members.

### 3. School Property:

Right: Each student is entitled to a well-equipped, well-maintained, clean, and aesthetically pleasing school environment.

Responsibility: Each student is responsible to respect and help maintain the appearance and cleanliness of the building.

Policy: Acts of vandalism, theft, and abuse of the school buildings and grounds are prohibited.

### 4. Protection of the Public Safety:

Right: Each student has a right to be safe and secure from physical harm while attending school.

Responsibility: Students have a responsibility to conduct themselves in such a manner as not to pose a threat to the health and safety of other students.

Policy: The infractions listed below, as well as any act that poses a threat to the health and safety of students and/or staff, are strictly forbidden.

### 5. Alcohol, Tobacco, Electronic Cigarette (Vaping Devices) and Drugs:

Right: Each student has the right to associate with students who are free from the use of alcohol, tobacco, and drugs and not be subjected to those wishing to buy, sell, or use such substances.

Responsibility: Each student has the responsibility to keep his or her mind and body in a sound, healthy condition.

Policy: It is the policy of this school district to maintain a positive, safe, and secure learning and working environment. In striving to attain such an environment, the district takes the position of “no tolerance” for illegal drug/alcohol possession, being under the influence, consumption, sale or distribution in our schools. In addition, the district takes a position of “no tolerance” for assault in our schools. Students are forbidden to be under the influence, knowingly or voluntarily possess, sell, consume, or distribute illegal drugs/drug paraphernalia, tobacco or electronic cigarette (vaping) devices or alcohol on school grounds, in school vehicles, or at school related activities at any site. **The immediate consequence for a first offense for knowingly possessing or consuming from a vaping device shall be a 2 day in-school suspension. The suspended student will have an anti-vaping curriculum to re-educate themselves on the dangers of vaping. Should the student complete the curriculum and have a follow up conversation with administration, the suspension may be reduced to no less than 1 day.**

### 6. Weapons:

No student shall possess a weapon when in the school building, on school grounds, within 300 feet of school property, or on any school-sponsored trip or activity. Members of the district Clay Target League may possess a weapon at the shooting range. “Possession” refers to having a weapon on one’s person or in an area subject to one’s control on school property or at a school trip/activity. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his/her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.

“Weapons” are identified in two (2) categories:

- A. articles commonly used or designed to inflict bodily harm and/or intimidate other persons. Examples are: firearms, whether loaded or unloaded; knives; clubs; metal knuckles; nunchucks; throwing stars;

explosives; stun guns; ammunition; chains; pellet guns; look alike guns; and other non functioning guns that could be used to threaten others;

- B. articles designed for other purposes but which are actually used to inflict bodily harm and/or intimidate. Examples include, but are not limited to: belts, combs, pencils, files, scissors, compasses, letter openers, and laser pens. Hunting items in a student's possession on school property will result in ISS.

## 7. Other Disciplinary Infractions

### Suspension Procedures

1. While on suspension, a student may be assigned to the in-school suspension room except when the infraction is serious enough to warrant a mandatory five day out-of-school suspension or when the student's presence in the building poses a threat to the health and safety of the students or staff or to the orderly operation of the school. Students assigned to in-school suspension will request work assignments from their teachers and be allowed to make up missed class assignments and tests receiving credit (please refer to the Attendance Policy regarding unexcused absences for an exception to this rule). All other rules pertaining to conduct in the ISS room are applicable
2. No suspension from school shall be imposed without an informal administrative conference with the student, except where it appears that the student will create an immediate and substantial danger to him or herself or to persons or property around the student.
3. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan and a copy of sections 121A.40 to 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect and upon his or her parent or guardian notification by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following the suspension. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to persons or property around him or her, the written notice shall be served either personally or by mail upon the student and his or her parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.
4. Notwithstanding the provisions of subdivisions 2 & 3, the student may be suspended pending the school board's decision in the expulsion to the extent that suspension may exceed five days.

### Exclusion and Expulsion Procedures:

1. No exclusion or expulsion shall be imposed without a hearing, unless the student and parent or guardian waives the right to a hearing in writing. The school board or its agent shall initiate the action.
2. Written notice of intent to take action shall:
  - a. Be served upon the student and his parent or guardian by certified mail;
  - b. Contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
  - c. State the date, time, and place of the hearing;
  - d. Be accompanied by a copy of sections 121A.40 to 121A.56;
  - e. Describe alternative educational programs accorded the student in an effort to avoid the expulsion proceedings; and
  - f. Inform the student and parent or guardian of the right to:
    - i. Have legal counsel at the hearing;
    - ii. Examine the student's records before the hearing;

- iii. Present evidence; and
  - iv. Confront and cross-examine witnesses.
3. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, student, parent or guardian.
4. The hearing shall be at a time and place reasonably convenient to student, parent or guardian.
5. The hearing shall be closed unless the student, parent/guardian requests an open hearing.
6. The student shall have a right to representation of his or her own choosing, including legal counsel; the school board shall advise the student's parent or guardian of available legal assistance.
7. The hearing shall take place before:
  - a. An independent hearing officer;
  - b. A member of the school board;
  - c. A committee of the school board or
  - d. The full school board; as determined by the school board.
8. The proceedings of the hearing shall be recorded and preserved, at the expense of the school district, pending ultimate disposition of the action. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.
9. At a reasonable time prior to the hearing, the student, parent or guardian, or his or her representative, shall be given access to all public school system records pertaining to the student, including any tests or reports upon which the proposed action may be based.
10. The student, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross examine any witness testifying for the public school system.
11. The student, parent or guardian, or his or her representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
12. The student cannot be compelled to testify in the dismissal proceedings.
13. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and be made to the school board within two days of the end of the hearing.
14. The decision by the school board shall be based upon the recommendation of the hearing officer or school board member or committee and shall be rendered at a special meeting within five days after receipt of the recommendation. The decision shall be in writing and the controlling facts found upon which the decision is made shall be stated in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

**Re-entry Procedures:**

1. Re-entry conferences following a suspension are required. The conference shall include the administration, parent or parent(s), student, classroom teacher when possible and any other party deemed appropriate by the principal/designee in charge.

2. A written re-entry contract shall be developed and signed by all parties involved upon re-entry from an out of school suspension. The re-entry contract will serve to detail the conditions for re-entry to school. It must be reasonable in the demands placed upon the student and the school. It shall include:
  - a. A statement by the student reflecting his or her commitment to follow the rules of conduct.
  - b. A list of requirements the student must complete upon his or her return to school.
  - c. A listing of any adjustments in the student's program of studies or school day.
  - d. A statement by the school citing the resources that will be utilized to assist the student's re-entry.
  - e. A statement relative to procedures or action to be taken if the agreement between the school and students are broken.
  - f. One copy of the re-entry contact shall be filed in the student's disciplinary file. One copy shall be given to the student and his or her parent/guardian.
  - g. A student's failure to abide by the re-entry contract or a portion of it may be interpreted as a violation of contract and may lead to further disciplinary action as provided by the terms of the contract.

### **PART III: STUDENT BEHAVIOR & PARTICIPATION IN SCHOOL ACTIVITIES**

Participation in the co-curricular activities offered by Windom Area High School is a privilege earned through maintaining satisfactory progress toward the school's graduation requirements and demonstrating responsible behavior. The Board of Education believes that students involved in disciplinary infractions resulting in suspension should be denied the right to participate in co-curricular and extra-curricular activities during the period of suspension.

#### **Local Policy:**

Any student placed on suspension for a period of a day(s) or any part of a day(s) (in-school or out-of-school) will not be allowed to practice, participate in, attend, or in any other way take part in a school activity sponsored by Windom Area Middle/High School until the suspension is completed. This rule will apply to ALL activities (athletic, music, club, organizations, dances, etc.) sponsored by Windom Area Middle/High School.

#### **Discipline of Special Education Students:**

Generally speaking, this discipline code applies to all students of Windom Area Middle/High School. However, a suspension or expulsion of a special education student may be construed as a change of the student's Individualized Educational Plan (I.E.P.) and may not occur without a team meeting. A team meeting shall be held within 5 school days of a 5-day suspension.

The team shall:

(a) Consistent with federal law governing days of removal and section 121A.46 of the MN Pupil Fair Dismissal Act, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.;

(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 of the MN Pupil Fair Dismissal Act do not apply to a dismissal of one day or less.

(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56 of the MN Pupil Fair Dismissal Act, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

### **Drug and Alcohol Offenses**

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, inhalants, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. §812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15, or tobacco or electronic cigarette (vaping) devices, before, during, or after school hours at school or in any other school district location as defined below.

"School district location" means in any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicles used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

A student who violates the terms of this policy will be subject to disciplinary action in accordance with the school district's discipline policy.

### **Harassment and Violence Policy**

#### **I. General Statement of Policy**

It is the policy of Independent School District No. 177 (the "School District") to maintain a learning and working relationship that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the School District to harass a student, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes: school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)

It shall be a violation of this policy for any student, teacher, administrator or other school personnel of the School District to inflict, threat to inflict, or attempt to inflict religious, racial or sexual violence upon any student, teacher, administrator or other school personnel.

The School District will act to investigate all complaints, formal or informal, verbal or written, of religious, racial or sexual harassment, or violence, and to discipline or take appropriate action against any student, teacher, administrator or other school personnel who is found to have violated this policy.

Any student found to be in violation of the religious, racial, sexual harassment or violence policy listed below will be subject to discipline including, but not limited to, parent phone call, in school suspension, out of school suspension and a behavior improvement plan as outlined in the table above.

## **II. Religious, Racial and Sexual Harassment and Violence Defined**

1. **Sexual Harassment Definition:** Sexual harassment consists of unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

### **Sexual harassment may include but is not limited to:**

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of student(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favor, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

2. **Racial Harassment Definition:** Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- a. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- b. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

c. otherwise adversely affects an individual's employment or academic opportunities.

**3. Religious Harassment Definition:** Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

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

**4. Sexual Violence Definition:** Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another, or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

**5. Racial Violence Definition:** Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

**6. Religious Violence Definition:** Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

**7. Assault Definition:**

- a. an act done with intent to cause fear in another of immediate bodily harm or death;
- b. the intentional infliction of or attempt to inflict bodily harm upon another;
- c. the threat to do bodily harm to another with present ability to carry out the threat.

### **III. Reporting Procedures**

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a student, teacher, administrator or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a student, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate School District official designated by this policy. The School District encourages any reports to be filed using the To Report Bullying Form on the Safe and Supportive Schools link on the school website.

For more information regarding this policy refer to the School District policy manual on the school website. Policy [#413](#) Harassment & Violence.

### **Bullying Prohibition**

*See Appendix "A"*

### **Hazing Prohibition**

Hazing is an act against a student or coercing a student into committing an act that creates a risk of harm to a person including but not limited to physical brutality, initiation into an unauthorized organization, acts which are demeaning in nature, and activities promoting disrespect for school or community. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times. In accordance with [Windom School District policy #526 Hazing Prohibition](#), students guilty of this activity will be dealt with in accordance with school policy.

For more information regarding this policy refer to [District Policy Manual](#) on school website policy #526 Hazing Prohibition

### **Technology Policy**

For more information regarding this policy refer to [District Policy Manual](#) on the School website Policy #524 or view the Eagle Pride matrix online.

Using the computers/Chromebooks and the internet is a privilege. Violation of the rules will result in loss of computer and internet use. Consequences for inappropriate use of technology will be at the discretion of the administration.

Students and parents/guardians must sign an agreement to these terms prior to using the computers.

1. Equipment and software must be used appropriately. Hardware and software needs to be left the way it was found. If a student finds a computer/Chromebook altered in any way, they should notify the teacher/supervisor immediately.
2. Food and beverages are not allowed in the computer labs.
3. Computers/Chromebooks are to be used for educational purposes; therefore, games; chat lines and chat rooms; inappropriate messages or graphics; and changing passwords, settings, or folder names are not an appropriate use.
4. Proxy sites are not to be used at any time.

Web access is available to students. However, any use of the school's technology resources which are unlawful, failure to follow school board policy and student handbook guidelines, or failure to adhere to local and state statutes can result in discipline, fines, restitution, and referral to outside agencies.

### **BYOD for college courses policy**

#### **Grievance Procedures:**

Student's complaints and grievances shall be resolved through orderly processes and at the lowest possible level. If a student feels he or she has not been dealt with fairly under the provisions of this code, the student may grieve the matter through the following process:

1. The opportunity shall be provided to any student and his/her parent/guardian to discuss with the teacher (or principal/designee if the difficulty is with the principal/designee) a decision or situation which he or she considers unfair.

2. If the matter remains unresolved, the student and his/her parent/guardian may request the assistance of the classroom teacher or another teacher of the student's choice. That person should strive to resolve the problem within three school days.
3. If the matter remains unresolved, the student, his/her parent/guardian, or the teacher may bring the matter to the principal's/designee's attention for their consideration and action. If the original difficulty were with the principal/designee, it would be taken directly to the superintendent; the principal/designee or superintendent should strive to resolve the problem in one week.
4. If the matter is still unresolved, it may be brought by any of the concerned parties to the superintendent for their consideration; the superintendent shall deal with the matter within a reasonable period of time, not to exceed one week.
5. Complaints that remain unresolved following any action of the superintendent may be referred in writing to the Board of Education, to be considered at the next meeting of the Board.

## Grades/Honor Roll

### Grading System

Windom Area Schools are focused on academic standards that will challenge students to excel beyond their own expectations. Grades communicate student achievement at a point in time. An academic grade based on course content aligned with local and Minnesota Academic State Standards will be communicated at the conclusion of each nine-week period for each subject taken. College courses will be graded as required by the college. The academic grade will be a measure of student growth toward the mastery of standards in that subject. Separate grades for each subject will also be reported that will encompass behaviors related to respect and responsibility such as effort, participation, attendance, and timeliness of homework. Additional comments may also be included on the report card. Although teachers have different styles of grading, grades for the student's report card may follow a scale similar to this:

Student academic grades will be calculated using the following scale:

- 93-100: A = 4.0
- 90-92: A- = 3.5 - 3.99
- 87-89: B+ = 3.25 - 3.49
- 83-86: B = 3.0 - 3.24
- 80-82: B- = 2.5 - 2.99
- 77-79: C+ = 2.25 - 2.49
- 73-76: C = 2.0 - 2.24
- 70-72: C- = 1.5 - 1.99
- 67-69: D+ = 1.25 - 1.49
- 63-66: D = 1.0 - 1.24
- 60-62: D- = .5 - .99
- 50-59: F (Fail)

### Changes in Registration

Changes to schedules need to be completed within two weeks of the first day of classes for the semester. College course changes fall under the guidelines of each institution.

Student academic grades are calculated for each term using the following breakdown:

**Semester 1**

**Quarter 1 (50% of Semester 1 Grade):**

Academic Grade = 80%

Engagement Grade = 20%

**Quarter 2 (50% of Semester 1 Grade):**

Academic Grade = 80%

Engagement Grade = 20%

**Semester 1 Total:**

Academic Grade = 80%

Engagement Grade = 20%

Total \_\_\_\_\_=100%

**Semester 2**

**Quarter 3 (50% of Semester 2 Grade):**

Academic Grade = 80%

Engagement Grade = 20%

**Quarter 4 (50% of Semester 2 Grade):**

Academic Grade = 80%

Engagement Grade = 20%

**Semester 2 Total:**

Academic Grade = 80%

Engagement Grade = 20%

Total \_\_\_\_\_=100%

Employability skills such as attendance, collaboration, respect, responsibility, timeliness, completing work on time & engagement in class are skills that Windom Area Middle and High School students must practice in order to graduate with the skills needed to have success in the 21st century employment climate. To aid students in these areas, and to provide meaningful feedback, an engagement grade will make up 10% of each student's quarter (20% per semester.) This will help comprise the overall academic grade for a student. Teachers will utilize the following [rubric](#) to help provide feedback to students in this category.

College classes are always weighted  $\frac{1}{3}$  higher - example: A student in College Biology who earned a 85% B - 3.0, this would be weighted as a 88% B+ - 3.33 in our grading system. The teacher puts the 85% B in the grading system, the system automatically bumps the grade  $\frac{1}{3}$  higher for the HS transcript.

**Honor Roll**

To be eligible for the 'A' or 'B' semester honor roll, students must have the minimum G.P.A. (Grade Point Average) as listed below with at least five (5) subjects carrying letter grades (A-F). All subjects for which letter grades (A-F) are given are included in the determination of honor roll eligibility.

G.P.A. required for 'A' Honor Roll—

G.P.A. of 3.5 to 4.00

G.P.A. required for 'B' Honor Roll—

G.P.A. of 3.00 to 3.49

### **Academic Excellence**

Academic Excellence graduates must have a cumulative GPA of 3.00 or above (starting with grade 9 through Semester 1 of the student's 12th grade year)

### **Honor Graduates**

Honor graduates must have a cumulative GPA of 3.33 or above (starting with grade 9 through Semester 1 of the student's 12th grade year).

### **Highest Honor Graduates**

Honor graduates must have a cumulative GPA of 3.67 or above (starting with grade 9 through Semester 1 of the student's 12th grade year). No valedictorian or salutatorian will be named.

### **Work Release/Open Campus/Honor Pass Lunch Privilege**

**QUALIFICATIONS:** Any student in grades 11 & 12 who is 16+ & who is not failing a course or currently on the missing assignment list for one week or greater.

#### **RULES:**

- 1. May leave during lunch period or Principal's Hour only.**
- 2. Must exit through the new gym foyer only for open campus lunch.**
- 3. Must present a pass to staff when asked to do so.**
- 4. Any student serving detention, having an unexcused absence, or having in excess of 3 unexcused tardies to any one class period may lose their Honor Pass for the quarter.**
- 5. Irresponsible driving, loitering or any other behavior issues will result in loss of privileges for a time to be designated by administration.**

[Open Lunch/ Principal's Hour/Work Release form](#)

### **Student of the Week**

Open to all students in grades 5-12. Each week two students will be selected from the Middle School (gr. 5-8) and High School (gr. 9-12). Student of the week criteria is up to the department, but things considered include: attitude, aptitude, cooperation, enthusiasm and dedication.

### **Graduation Requirements**

Graduating students must earn 26 credits in gr. 9-12 to earn a diploma from Windom Area High School.

Credits shall include:

- (1) Four (4) credits in English. Included in these credits are English 9, English 10, English 11, English 12
- (2) Four (4) credits in Social Studies. Included in these credits are Social 9, Social 10, Social 11, Social 12
- (3) Three (3) credits in Mathematics: Basic-Int. Algebra, Geometry, Advanced Algebra
- (4) Three (3) credits in Science: Earth & Space Science 9, Biology, Chemistry or Physics
- (5) One (1) credit in Health and Physical Education
- (6) One (1) credit in Arts: Music, Visual Arts or Media Arts
- (7) One-half (1/2) credit in Computers/Careers or Ag Pathways
- (8) One-half (1/2) credit in Personal Finance
- (9) Nine (9) credits in Electives  
Complete Eagle Achievement Project  
Successfully complete a nationally normed exam.

Students completing the requirements above, and who are in good standing are eligible to participate in the graduation commencement ceremony. Students may be denied the privilege of participating in the commencement ceremony at administrative discretion related to events that may cause the student to not be in good standing at the time of graduation.

### **Incompletes**

If a student is absent, he/she is given two days for each day absent in order to complete work that was missed. If the absence occurs near the end of the quarter/semester, the student may receive a grade of “Incomplete” on their report card. The grade of “incomplete” indicates a student has two weeks from the end of the grading period in order to complete required work. In cases of extended illness, the student may be given more time to complete the required work. Teachers are expected to change the “Incomplete” to a letter grade within two weeks of the end of the marking period.

\*\* Students who are failing a class, or have incomplete(s), must be referred to participate in the Extended Learning Period and/or Study Table. Extended learning is available Monday, Tuesday, Thursday, Friday through from 3:20-4:05, Study Table is available Wednesday from 2:45-3:45.

### **Transfers and Withdrawals**

It is the intent of this administration and faculty to give each student the best possible education we can. In order for that to occur, students must be in school on a very regular basis and participate in the activities of the individual classes on a satisfactory basis. However, in a few instances, Windom Middle High School may not be the most appropriate setting for a student’s education; therefore, the student or the guidance office may request for a transfer/withdrawal from our school.

### **Withdrawing from a College Course offered at Windom Area Schools**

When students drop a college class they will receive a “W” (Withdrawal) on their high school and college transcript. The drop period is from day one of class until the official drop date given by the college.

### **Windom Middle/High School Academic Eligibility Policy**

Our primary focus at Windom Middle/High School is the academic progress of each student. Because of this, an academic eligibility requirement has been established to promote student academic responsibility.

### Academic Eligibility

The criteria for academic eligibility is to maintain a passing grade throughout each quarter of the school year. Students who do not sustain the criteria for academic eligibility will be placed on the Ineligibility List. The Ineligibility List will be generated on the following dates:

- September 23rd - Probationary - Must attend Eagle Elevation/seek help from teachers
- October 14th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- November 11th (End Qtr 1) - Ineligible for any failing grade, must have an appeals form signed in order to participate
- December 2nd - Probationary - Must Attend Eagle Elevation/Seek Help from Teachers
- January 6th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- January 20th (End Qtr 2, Semester 1)- Ineligible for any failing grade, must have an appeals form signed in order to participate
- February 10th - Probationary - Must attend Eagle Elevation/seek help from teachers
- March 3rd - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- March 24th (End Qtr 3) - Ineligible for any failing grade, must have an appeals form signed in order to participate
- April 14th - Probationary - Must attend Eagle Elevation/seek help from teachers
- May 5th - Ineligible if grade remains at a Fail - must have an appeals form signed in order to participate
- June 2 (End Qtr 4, Semester 2) - Ineligible for any failing grade, must complete summer credit recovery in order to have full eligibility at the start of the following school year.
- Ineligibility runs from the dates listed above until the next list is run. Within each period an appeals form must be completed in order to maintain eligibility.

Should a student be placed on the Ineligibility List due to academic failure/insufficient progress, she/he will be ineligible based on the guidelines outlined above. Students placed on the Ineligibility List may be removed from ineligibility if a teacher determines the student is making satisfactory academic progress towards a passing grade and the teacher signs the appeals form. A form to verify a student has made satisfactory progress is available in the office. It is the responsibility of the student to have the form completed and present the form to their coach when completed and fully eligible. It is the responsibility of the teacher to communicate any failures to students in a proactive manner. Passing grades may not be overridden to failing grades. Should a student complete credit recovery summer school they will be removed from the ineligibility list and be fully eligible during the subsequent season. While the student is on the Ineligibility List, she/he is not allowed to compete in the activities listed below. The school's ineligibility policy applies to all school activities and events listed below. The ineligibility list shall be pulled from Infinite Campus and any student failing a class at the time of the list being populated will be determined to be ineligible.

\*\*\*Academic eligibility probation\*\*\* Students failing an entire semester or quarter for which they no longer have that course have the opportunity to meet with the high school counselor, activities director and high school principal to discuss the possibility of academic eligibility probation. The high school counselor,

activities director and high school principal may meet with a student and discuss terms and expectations for academic probation. Should the student fall short of the expectations laid out in the probationary agreement, they will serve their ineligibility period for one (1) week or one (1) contest whichever is greater.

### **Category I**

Baseball  
Basketball, B/G  
Cross Country, B/G  
Fastpitch Softball  
Football  
Golf, B/G  
Gymnastics  
Hockey, B/G  
Soccer  
Speech  
Track, B/G  
Volleyball  
Wrestling

### **Category II**

Class Trips/Activities/Field Trips\*  
Clay Target League  
Clubs\*  
FFA\*  
Knowledge Bowl  
Musical\*  
National Honors Society  
Robotics\*  
Winter Play\*  
Cheerleading\*

\*These activities follow the guidelines of the MSHSL, but are not governed by them, thus their penalties do not satisfy the violations of the league. In all situations the punishment can be more than the expectations laid out by the MSHSL, but cannot be less.

1. Students ineligible due to academic failures may be allowed to practice but may not compete or perform. Ineligible students are not allowed to travel with the team.
2. If a student's academic performance is affected by insufficient time being applied to coursework and assignments, students may not be allowed to practice if the teacher, coach/advisor, principal, and/or activities director feel that the student needs to use the practice and or competition time to make up work. If deemed necessary, a parent conference will be held either in person or by telephone to agree on action to be taken.
3. Receiving an incomplete does not make a student ineligible. Teachers and Administration may assign a student an incomplete grade.

The Activities Director will monitor academic eligibility of student participation and will coordinate policy administration with coaches and advisors.

### **Academic Honesty & Integrity**

#### **AI Policy (Implemented Spring 2025)**

**Academic dishonesty includes, but is not limited to:**

- **Plagiarism:** Presenting someone else's work, ideas, or words as your own without proper citation.

- **Cheating:** Using unauthorized materials or receiving unauthorized help during tests, quizzes, or assignments.
- **Fabrication:** Falsifying data, information, or citations in academic assignments.
- **Facilitating dishonesty:** Helping another student commit any form of academic dishonesty.
- **Unauthorized collaboration:** Working with others on an assignment when individual work is required.

### **Student Responsibilities**

- Complete all academic work with honesty and integrity.
- Ask teachers for clarification if unsure whether collaboration or certain resources are permitted.
- Report any observed academic dishonesty to a staff member.
- Properly cite all sources when conducting research or using others' work.

### **Teacher Responsibilities**

- Clearly communicate expectations regarding academic integrity for each assignment.
- Provide guidance on proper citation and research methods.
- Monitor student work for potential dishonesty and address concerns appropriately.
- Report violations to the administration according to school procedures.

### **Consequences of Academic Dishonesty**

Consequences for violations may include, but are not limited to:

#### **1. First Offense:**

- Conference with teacher, Parent/guardian notified, Possible loss of credit on the assignment (teacher discretion), Written reflection by student

#### **2. Second Offense:**

- Office referral, Parent/guardian meeting with administration, Grade of zero on the assignment, Disciplinary action (e.g., detention or academic probation)

### **3. Third or Severe Offense:**

- Possible suspension, Permanent record notation (in serious cases), Loss of eligibility for honors, awards, or leadership positions

### **Appeals Process**

Students have the right to appeal any disciplinary action related to academic honesty by submitting a written request (via email) to the principal within 5 school days of the decision.

**This policy was adapted with assistance from OpenAI's ChatGPT.**

OpenAI. *ChatGPT*, 5 June 2025, <https://chat.openai.com>. Accessed [5 June 2025].

## Medication/Drugs

### Health Office

#### **Student Medication Policy**

##### **I. Purpose**

The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency medication to students at school.

##### **II. General Statement of Policy**

The school district acknowledges that some students may require prescribed medication during the school day to function as near to their potential as possible. The school district's licensed school nurse or school staff member, who has been trained to administer medications under the supervision of the licensed school nurse, will administer the prescribed medications in accordance with law and school district procedures.

##### **III. Requirements**

- A. Prescription and over-the-counter medications require a signed authorization from the student's parent or guardian which requests school staff to administer medications to the student. Acetaminophen & Ibuprofen- and over-the-counter medication authorization form signed by a parent/guardian is required. Medication will be given per the directions on the bottle. An alternate dose can be given only after a physician's order has been submitted. Grades K-5 over-the-counter medications must be kept in the health office and administered by trained staff. Students in grades 6-12 may carry their own, but a signed parent consent and student agreement must be signed and on file.
- B. Both prescription and over-the-counter medications require a signed, written order from a health care professional that is licensed to prescribe medication. The order must indicate the student's name, date of authorization, the name of the medication, the dose to be given, the time to be given, how it is to be given, special instructions pertinent to the child or medication, duration of need for medication to be given at school and possible side effects or adverse reactions to the medication.
- C. Over-the-counter cough drops may be used by students to suppress non-productive coughs. The child's teacher will manage cough drop usage. Physician's orders are not required but parental authorization for use of cough drops is appreciated.
- D. Prescription medication must be brought to school by the parent or guardian in the current container appropriately labeled for the student by the pharmacy or physician in accordance with law. The following information must be on the label: child's full name, name and dosage of medication, time and directions for administration, physician's name, date that the prescription was filled. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance. A physician's order and a written parent/guardian authorization are required to give prescription medication at school. Please note the directions on the medication bottle must match the order. The pharmacy will split medications into two bottles upon request if needed.
- E. Only the amount of prescription medication that is needed to be taken during school should be brought to school. If any medication remains, it must be picked up by the guardian or destroyed by school staff at the end of the school year. Prescription medication will not be sent home with a student.
- F. Prescription medications are not to be carried by the student. Prescription medications shall be left with the appropriate school district personnel and will be kept in a locked drawer, cabinet or refrigerator, except as noted in a written agreement between the school district and the parent/guardian or as specified in an IEP (individual education plan), Sec. 504 Plan or IHP (individual health plan).
- G. Prescription medication will be taken by the student, under the supervision of authorized school personnel, at the designated time in a manner consistent with the prescribed instructions on the label.
- H. Students may be allowed to possess and use inhalers prescribed for asthma or reactive airway disease. Requirements which must be met prior to a student being given permission to carry and self-medicate with asthma medication in school:
1. The parent/guardian has not requested that school personnel administer the student's asthma Medication.
  2. The school nurse receives annual written authorization from the student's parent/guardian for the student to self-administer their asthma medication.
  3. An appropriate asthma action plan is developed annually and revised as needed.
  4. The inhaler is properly labeled for the student.
  5. The school nurse has assessed the student's knowledge and skills to safely possess and use his/her inhaler in a school setting and has entered a plan to implement safe possession and use of the inhaler into the student's school health record.
  6. A contract between the student, parent/guardian and school nurse has been signed to indicate agreement with conditions 1-5.

7. Inhalers- An Asthma Action plan completed by the physician must be on file and updated annually.

- I. New written physician's orders and written guardian's requests for administration of prescription medication are required at the beginning of each school year. The school nurse must have immediate written notification from the guardian of any change in the student's medication or if the medication is no longer required. For medication dosage or time of administration changes, the school nurse must receive written notification from the physician. A new container labeled with new pharmacy instructions shall be required for each change.
- J. Epi-Pens- Each building does stock epi-pens for emergencies. Students requiring an epi-pen for a life-threatening allergy will need an Allergy Action Plan completed by a physician on file and updated annually.
- K. The school nurse shall be responsible for supervising the recording of every dose of medication given. Records of medications taken by students along with their physician's order and parental/guardian authorization will be kept in the student health file or cumulative folder.
- L. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with the licensed school nurse. The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- M. Special health treatments such as, but not limited to, catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine but do require the same written physician's order and guardian's authorization.
- N. The provisions of this policy do not apply to medications:
- that are administered by the student's parent or guardian;
  - that are used off school grounds except for those needed during a one-day school field trip;
  - that are used in connection with athletics or extracurricular activities;
  - that is used in connection with activities that occur before or after the regular school day.

### **Mood Altering Chemicals**

The Minnesota State High School League eligibility requirements will be in effect for all extra-curricular activities, athletics, band, choir, dramatics, F.F.A., etc. Listed below are the disciplinary actions for students in activities who are in violation of the MSHSL (Minnesota State High School League) and WAHS rules and regulations regarding mood altering chemicals. Please see the activities director if you have questions.

District Policy 419 Tobacco-Free Environment

Policy 418 Drug Free Workplace/Drug Free School

## **Student Services/Activities**

### **Activities**

Athletics, publications, music, dramatics, and clubs provide a varied program for interested students. A student becomes a part of his school by participating in these activities. A student should choose his/her activities wisely and give their best to those they choose. Some of the activities listed should appeal to every student. In case you are in doubt about any activity, see your counselor for advice.

\*These activities follow the guidelines of the MSHSL, but are not governed by them, thus their penalties do not satisfy the violations of the league. In all situations the punishment can be more than the expectations laid out by the MSHSL, but cannot be less.

### **Category I Activities:**

(Includes all athletics, cheerleading, & speech.)

#### **A. Rule**

During the school year or during the season of practice, play, or rehearsal, regardless of the quantity, a student shall not use a beverage containing alcohol; possess or consume from a vaping device, use tobacco; or use or consume, have in possession, buy, sell, or give away marijuana or any substance defined by law as a drug. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

#### **B. Penalties**

##### **1. First Violation**

**Penalty:** After confirmation of the 1st violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks or 14 calendar days of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

##### **2. Second Violation**

**Penalty:** After confirmation of the 2nd violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or 3 weeks, 21 calendar days, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

##### **3. Third & Subsequent Violations Penalty:**

a) After confirmation of the third or subsequent violation, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater.

b) If after the third or subsequent violation, the student on his/her violation becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.

##### **4. Accumulative Penalties:** Penalties shall be accumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.

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

### **Category II Activities**

(All other extra-curricular activities not included in Category I.)

#### **A. First Violation**

Ineligible to participate for a period of two (2) weeks. This two (2) week period must include at least one (1) activity not included in Category I.

**B. Second Violation**

Ineligible to participate for a period of six (6) weeks. This six (6) week period must include at least one (1) event not included in Category I.

**C. Third and Subsequent Violations**

Ineligible to participate for a period of twelve (12) weeks. This twelve (12) week period must include at least two (2) events not included in Category I.

**Code of Conduct**

All students who participate in activities are subject to the MSHSL code of conduct as found in the activity participation bylaws and agreed to annually in the pre-activity paperwork. Students who are found to be in violation of the code of conduct may be subject to school disciplinary action.

**Activity Attendance**

Students who wish to participate in school activities must, on the day of the activity, be in school by 11:30am in order to be eligible to participate in practices, rehearsals, games, concerts, etc. Students who fall ill during the school day and leave school are not eligible to participate in extracurricular activities that day. This rule applies to all areas of the activities program -- music, athletics, and plays. Any special circumstances such as previously scheduled appointments must be approved by the AD/principal. The AD will supervise coaches and advisors monitoring student attendance/participation in activities.

**Student Clubs and Organizations**

Students that desire to form a Windom Area Schools club or organization shall meet with the building principal to seek approval, receive approval from a Windom Area Schools staff member to supervise the club/organization, develop bylaws for the club/organization, and present the bylaws to the Windom Area Schools board of education for approval.

**Honor Societies**

Windom Schools encourages the acknowledgement of student accomplishments through the recognition of Honor Societies. To maintain a uniform guideline for acceptable honor societies, the following procedures and specifications shall be followed:

- Any proposed honor society must be affiliated with Windom Schools. Examples include Windom National Honor Society & Windom Robotics Honor Society.
- Any proposed honor society must have a Windom Schools approved advisor.
- Any proposed honor society must have an advisory process for selecting members.
- Any proposed honor society must establish and maintain standards of acceptance for membership.
- Any proposed honor society applicant shall maintain a GPA of 3.0.
- Any proposed honor society must be open to juniors & seniors, or sophomores who have a GPA of 3.5 and complete a public service component.
- Any proposed candidate must have a clean record from major code of conduct violations.

Any proposed honor society must first meet with the Windom Area High School Principal to discuss the application and receive initial approval. Initial approval qualifies the application to seek school board approval.

**Graduation Dress Guidelines**

To maintain a consistent look of uniformity among all graduating seniors, Windom Area Schools has established the following guidance for dress and decorum at the commencement ceremony:

- Cords/stoles which are school affiliated (NHS, Robotics Honor Society, Honor Grad) are the only approved cords which may be worn over the graduation gown
- Pins & patches are not to be used to fasten anything to the cap &/or gown
- Semi-Formal under gown - dress will be addressed in school prior to graduation
- No adornments to cap and/or gown
- Graduate will process on their own unless assistance is necessary due to a medical condition
- Students failing to adhere to these guidelines may be asked to sit out of commencement

### **Announcements**

Announcements will be emailed to staff and students by 9:45 AM. They will also be posted on the Windom Schools' website: <https://www.windom.k12.mn.us/>. Special announcements/changes in schedule will be read over the intercom.

### **Class Advisors**

These are staff members who are appointed to supervise, administer and guide all activities, which are undertaken by the class as a whole. The class advisor sponsors and supervises class elections, activities, social functions, and the financial support of these activities. The purpose of these activities is to teach students how to work together democratically. They are also there to advise on other phases of citizenship training.

### **Student Services**

Students are encouraged to use the Student Services office for guidance. **Students are encouraged to send a Google Calendar invite and have the meeting accepted, or an email that is replied to, in order to leave class.** The counselor's availability does change daily; however, if you would like to talk to a counselor, social worker, nurse or school psychologist, please make an appointment via Google Calendar. Student Services staff is available to discuss personal matters on a confidential basis or just seek information on class scheduling, occupational information, etc.

### **Lockers/Padlocks**

One padlock for each locker in the middle high school will be provided by the school district on a student's first day of school. These padlocks must be returned to the school district on their last day of school. If a padlock is lost or broken during their enrollment, the student will be responsible for paying \$15.00 to have it replaced. **ONLY SCHOOL ISSUED PADLOCKS MAY BE USED. ALL OTHER PADLOCKS WILL BE REMOVED UNLESS APPROVED BY ADMINISTRATION.**

It is the policy of the state of Minnesota that:

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

Students will be responsible for keeping their personal possessions locked in their lockers at all times when they are not needed for class. The personal possessions of students within a school locker may be searched

only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Students are each assigned one locker and may only use one locker throughout the school year. This does not include gym lockers.

### **Lost and Found**

Please report all lost and found articles to the high school office.

### **Media Center**

The media center/computer lab will be used for Principal's Hour as well as as a place for students completing online courses through Edmentum. Teachers assistants may also be utilizing space in the media center. Students are encouraged to use the library and its computers for schoolwork. Rules for library use will be posted. Become familiar with the rules and use your library accordingly.

### **School Dances/Parties**

School dances are primarily for the students currently enrolled at Windom Middle/High School. All guests must be in the same age group and accompanied by a student currently enrolled in Windom Middle High School. The same rules of conduct shall apply to all students and guests alike.

All dances are set up through Student Senate or other school organizations with Administrative/Activities Director's approval. A law enforcement officer will be available/present at all dances. Students must complete a School Dance Guest Request form and submit it to the office prior to the end of the school day the day before the dance. The link to the form: [School Dance Guest Request Form](#)

### **Prom**

The link to the form: [School Prom Guest Request Form](#).

### **Homecoming/Winterfest**

Students may participate in Homecoming/Winterfest activities as planned by the school. Any student may be withheld from activities should their presence be determined to negatively influence the positive participation of the other participants. Administration retains discretion in determining eligibility for participation in activities, including royal courts. Students may be stripped of titles won (i.e. Homecoming (King/Queen) for violations of school policy.

## Miscellaneous

### **Arriving at School before 7:45**

We ask students to arrive at 7:45 or after for the school day. Students arriving at school before 7:45 a.m. that are not working with their teacher are asked to go to their lockers and then report to the commons areas or another supervised area.

## Directory Information

Directory information means information contained in an education record of a student which would not generally be considered harmful, or an invasion of privacy is disclosed. It includes, but is not limited to: the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e. full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include personally identifiable data, which references religion, race, color, social position or nationality. Such information is public and by law must be released upon request that Directory Information not be released on their child by requesting in writing. Persons having questions regarding records may contact the building Principal or Counselor.

A parent whose child received special education services under P.L. 94-142 may request that records be destroyed when they are no longer needed to provide educational services to their child. (NOTE: parents or students may find that these records are needed for social security benefits or other purposes at a later date).

### Parents, Please Read:

Occasionally students' photos will be used in connection with the Windom Area Schools. If you would prefer your child's photo not be used, you must submit a request in writing before October 1st to: Windom Area Schools, PO Box 177, Windom, Minnesota 56101. You can also email the principal with your request.

Persons having questions regarding records may contact any of the principals or school counselors. **Here is the [notification of rights under FERPA](#).**

### Electronic Devices/Cell Phone/Ear Bud/Nuisance Items Usage Policy

Students in grades 5, 6, 7 & 8 are required to keep cellular phones/smart watches silenced in their lockers throughout the school day. Cell phones/smart watches are not permitted in classrooms for students in grades 5, 6, 7 & 8. Violations to the middle school cell phone policy are as follows:

- 1) Phone/watch brought to office, student gets back at end of the day
- 2) Phone/watch brought to office, parent must pick up
- 3) Phone/watch brought to office, parent must pick up, student no longer permitted to bring cell phone/smart watch to school

Students in grades 9-12 may use electronic devices (iPads, iPods, Cell Phones, etc...) **at lockers** during passing time, and during lunch. Electronic devices (iPads, iPods, Cell Phones, etc...) are prohibited from the classroom. **Electronic devices including cell phones and headphones must be kept in lockers.**

**Headphones/earbuds may only be used in a class at teacher discretion and may only be connected to Chromebooks.** All electronic devices must be kept silent throughout the school day. Staff reserves the right to collect nuisance items from students that are disruptive to the learning environment at any time throughout the school day. Inappropriate use of cell phones, earbuds, personal audio devices, cameras or video cameras includes, but is not limited to: use during instructional class time; improper use in the Media Center; sending harassing messages/calls to other students or staff; and taking pictures/video without consent or knowledge of the parties involved. The school district reserves the ability to have a student check their electronic devices into the office and return at the end of the school day, or to ask the student, after parent communication, to leave their electronic devices at home.

Students in grades 9-12 who violate the guidelines above will be subject to the following disciplinary actions:

- 1) Phone/watch brought to office, student gets back at end of the day
- 2) Phone/watch brought to office, parent must pick up
- 3) Phone/watch brought to office, parent must pick up, student no longer permitted to bring cell phone/smart watch to school

### **BYOD for college courses policy**

#### **Taking pictures/videos in bathrooms and locker rooms is prohibited by Minnesota Law**

Students in violation of Minnesota Law shall receive school disciplinary action and referral to local law enforcement. Electronic devices including Chromebooks and cell phones are not allowed in the locker room or bathroom areas. **ISD 177 is not responsible for any lost, stolen, or damaged technology devices.**

#### **Crisis Management Plan**

5 Fire drills, 5 emergency lockdown drills and 1 tornado drill will be conducted annually. These emergency preparedness drills are required by law for the safety and protection of all students and staff. Emergency preparedness plans will be communicated to students by staff during the school year. Parents will be notified of any active shooter drills and given the opportunity to opt students out via communication with the school with 24 hours of notice prior to the drill. Mental health services will be available to any students seeking support following each drill.

#### **Notification of Pesticide Application**

Notification of the pesticide application schedule will be published in the District Newsletter annually. Any questions regarding this should be directed to the Director of Building and Grounds, Doug Holtz.

#### **Hallway Passing During Class**

Students wishing to speak with any adult in the building need to send a Google Calendar invite and have that invite accepted, or send an email and receive a reply indicating availability in order to leave a classroom, or receive a paper pass. Students must sign out of the classroom they are leaving and sign back in upon re-entry. Students leaving for the restroom/any passing during class should have the hall pass from the teacher they are leaving from.

#### **Pledge of Allegiance**

Since the 2003/04 school year, all public and charter school students shall recite the Pledge of Allegiance to the United States of America one or more times each week. The recitation shall be conducted in one of two ways:

1. by each individual classroom teacher or the teacher's surrogate
2. over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

#### **Visiting children and students**

Students that have out of town friends and relatives visiting school must fill out a guest approval form 24 hours in advance of the visit. Students who are not registered at Windom Area Middle High School may not be permitted to be in the school before, during or after school unless they have official business. If a student has official business, it is recommended they call the school for an appointment prior to that day. All visitors must sign in at the office and wear a visitor's badge while in the building. If a student is in school without official business they will be warned, the policy will be explained to them, and subsequently asked to leave the building. The second time the student is in the building without official business, law enforcement may be

called. Parents may eat lunch with their student one time per week but must sign into the office to do so. Parents who wish to visit a classroom must have administrative and teacher approval prior to the visit. Administration reserves the right to deny any parent this privilege at any time.

### **Student Information Hub**

All outside information must be approved by the administration. Once approved, the information may be posted on the Student Information Hub located outside the main MSHS office.

### **Yearbook**

The yearbook advisor(s) must approve all visual images submitted for publication in hard copy or digital version of the yearbook. All visual images and content are subject to review and approval by the school administration.

### **College Concurrent Enrollment Admission Eligibility**

The following criteria will be used to determine eligibility for concurrent enrollment courses. Administration reserves the right to determine the final eligibility for available college course seats.

#### TIER 1

Step 1. Top 50% of Seniors

Step 2. Top (33% SMSU) (67% MSU) of Juniors

#### TIER 2

Step 3. Senior 3.0 GPA or ACT of 25 or greater

Step 4. Junior (3.0 SMSU) (3.3 MSU) GPA

#### TIER 3

Step 5. Senior 21 ACT

Step 6. Junior 24 ACT

#### TIER 4

Step 7. Eligible Sophomores top 10% and score over 90% on a national normed test

**PSEO (post-secondary enrollment options) information is shared with students at the initial registration meetings held with students prior to requesting courses. State PSEO information can be found [here](#).**

**In addition to state/institutional admission requirements for Concurrent courses, Windom Area Schools requirements are as follows:**

- **GPA for courses within a discipline must be a 3.0 or higher**
  - **Example - Biology would be a course within the discipline of College Biology that a student must maintain a 3.0 GPA in**
- **STAR/MCA data indicates student readiness for success in Concurrent courses**
  - **Scores in the Meets or Exceeds category within the discipline**
  - **For courses with no immediate STAR/MCA data available the Reading MCA test or a Pre-ACT test may be utilized**

- **Students must maintain an attendance rate of 90% for the semester immediately preceding enrollment in a concurrent course**

**\*\*\*Students who do not meet any/all the criteria listed above may appeal for admission into Concurrent courses by seeking a Letter of Recommendation for a teacher within the discipline they are seeking to take a college course in. Example - should a student fall short in up to 3 categories listed above and wish to take College Algebra, the student must seek a Letter of Recommendation from a HS math teacher in order for admission into a College Algebra course.\*\*\***

**Students who receive a Failing Grade for a PSEO or Concurrent course, or who drop a course after the 10 day drop period, will pay the school for the cost of books/supplies related to taking the course.**

**Students who fail to return books/supplies for PSEO courses may lose the privilege of walking in the graduation commencement ceremony.**

### **MCA/MTAS Opt Out**

Below is a link to the MCA/MTAS opt-out form. This form needs to be submitted to the office by March 15. If students are not enrolled by March 15 they will have two weeks to submit this form upon their registration date.

[Link to MCA/MTAS Opt Out Form - Under Student Participation.](#)

### **Items Not Covered In Handbook**

It would be impossible to address every situation that arises during the school day and its related curricular, co-curricular, and extracurricular activities. School officials reserve the right to amend any provision in this handbook deemed to be in the best interest of the educational process. Furthermore, the principal may exercise administrative discretion and retains the right to issue penalties for acts of discipline not specifically stated herein and to alter any penalties as the principal considers necessary. Each situation is different and will be handled on an individual basis.

[ALL School Policies](#) are available on the district web page.

### **WEIGHT ROOM POLICY**

The weight room is a privilege not a right.

Windom 7-12th grade students, and 6th graders who have completed POWER, may use the weight room only if there's a supervisor. If there's no supervisor, the students will be asked to leave. We will have adult supervision from 3:30-5:00 PM on Monday, Tuesday, Thursday and Friday & 2:45-3:45 on Wednesdays for students to use the weight room. The weight room may also be available in the morning as communicated by supervisors. Students must be eligible academically to use the

weight room. Students should not use the Weight Room during the school day unless under direct and constant supervision by a supervisor.

If you have any questions, please see Jacob Johnson, Activities Director.

*APPENDIX A*

*To report bullying, click [here](#)*

## **514 BULLYING PROHIBITION POLICY**

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

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
  2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

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

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

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

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

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

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

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

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

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found to have violated this policy.

### **III. DEFINITIONS**

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

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

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities, or on

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

- G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .
- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

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

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

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

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

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

**V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in

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a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

## **VI. RETALIATION OR REPRISAL**

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

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;

3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and

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5. Internet safety and cyberbullying.
  - C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
  - D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
  - E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school

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district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

#### **VIII. NOTICE**

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

#### **IX. POLICY REVIEW**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

514-8

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MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



**Windom Area High School**

**MTSS Intervention  
Implementation**

# Why?

Implementing MTSS interventions at the high school level is a proactive approach to student support that helps improve academic outcomes to support teachers by helping students who may be working below grade level. Data is showing that an increasing number of students show the need for supports beyond what is currently provided. Providing an extra layer of support for struggling students will increase time and efficiency for all staff by allowing all teachers to meet the needs of all learners.

# Timeline

Year 0 - 2025-2026 - Trial of Draft Plan, Tier I & II Interventions

Year 1 - 2026-2027 - Full Implementation of Tiers I & II, Trial Tier III

Year 2 - 2027-2028 - Full Implementation of Tiers I, II & III

Year 3 - 2028-2029 - Sustainability

# Definitions

**MTSS - (Multi-Tiered Systems of Support)**. Can apply in academic & behavioral settings

**Tier I - (Universal Support)**. Evidence-based practices that support academic, behavioral, and social-emotional success of all students in all learning settings.

**Tier II - (Supplemental Support)**. Additional services to fill in skill gaps. Students tend to be 1 - 2 years below grade level academically; with support they are expected to be able to move to Tier 1 within a year or so.

**Tier III - (Intensified Support)**. Intensely targeted support for students who are falling 2+ years below grade level academically; with the right supports their skills will grow, but it will take longer.

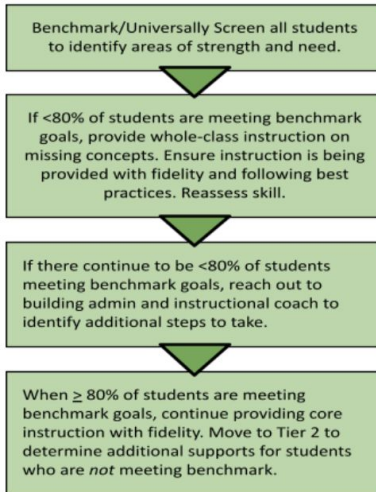
# How is this different than special education?

**Special Education:** Intensive Skill Instruction and remediation for students with disabilities. Can be thought of as "Tier 3 on steroids". Students skills will grow and develop, but the instruction that they receive also includes accommodations and modifications that tailor that instruction specifically to needs caused by their disability.

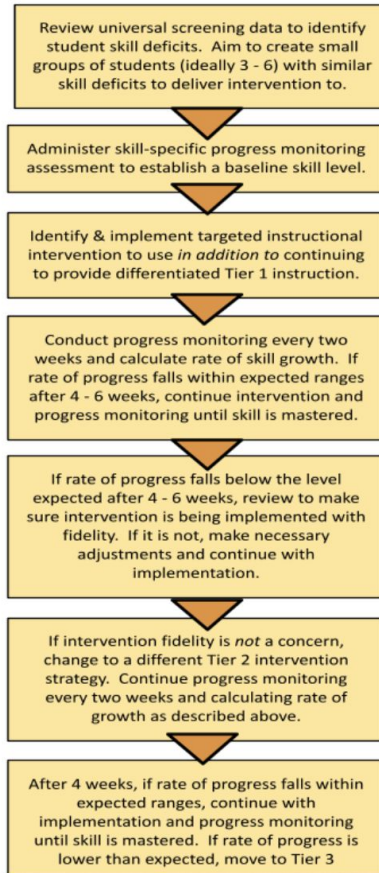
To be eligible for special education supports, students must meet criteria for one of 14 disability categories identified in federal law, **and** have gone through a process that demonstrates that Tier 1, 2, and 3 supports were not sufficient for meeting their needs. This is done through the PST and evaluation process in each of our buildings.

# MTSS Process Flowchart

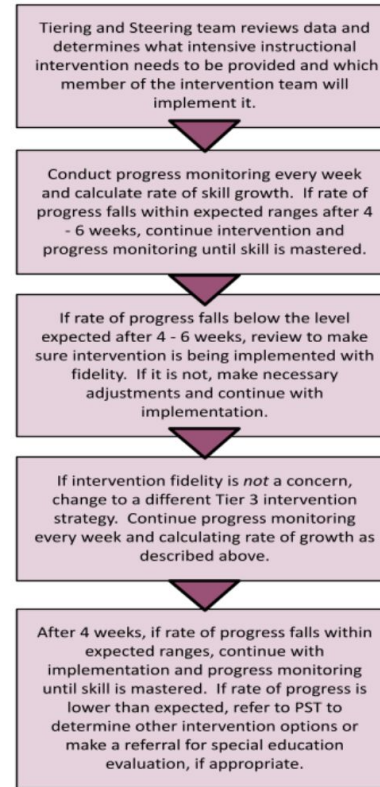
## Tier 1 (Universal Support)



## Tier 2 (Supplemental Support)



## Tier 3 (Intensive Support)



**Year 0** – 2025-2026 – Trial  
of Draft Plan, Tiers I & II  
Interventions

July-August - Hire an Intervention Teacher

August - Planning meetings to identify 9th grade students and make Tier I & II plans based on research and student data

September - Planning meetings with core teachers. REsearch based intervention supports implemented with students performing 2+ grade levels behind - in coordination with general education teaching staff

October - January - Re-calibration and continuation of research based supports implemented in September. Tiering and steering students based on performance

February - May - Continuation & refinement of research based implemented plans. Continued meetings and communication with general education teachers. Planning for Year 1 implementation.



Division of School Finance  
400 NE Stinson Blvd.  
Minneapolis, MN 55413

## Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-011  
Due: July 31, 2025

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2024, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2025. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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### Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2027 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2027 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11. **Effective FY 2025 and if applicable, provisions for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).**
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2024]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2024]). **The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.**

### Certification of Statement of Assurances

Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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FY 27 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 6/10/2025																
MDE / School Finance Division																				
<b>177</b> <= Type in School District Number																				
<b>WINDOM PUBLIC SCHOOL DISTRICT</b>																				
Calculations for Ten Year Projection				Pay 26	Change only if requiring levy adjustments	Payable 2025 LLC Certification	Current Estimate													
	LLC #	FY 2025	FY 2026	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035							
1		Type your district number in cell A2 (Minneapolis = 1.2)																		
2		Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b																		
3		Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33																		
4		Look-up data from following tabs																		
5		Initial Formula Revenue																		
6	57	1,283.18	1,292.62	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09	1,314.09							
6a		Additional Pre-K Pupil Units ( line 19 of Pre-K application)																		
6b		Total Adjusted Pupil Units = (6) + (6a)																		
7	401	40.54	40.55	41.55	42.55	43.55	44.55	45.55	46.55	47.55	48.55	49.55								
8		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00								
9	402	Building age ratio = (Lesser of 1 or (7) / 35)																		
10	403	487,608	491,196	499,353	499,353	499,353	499,353	499,353	499,353	499,353	499,353	499,353								
11		Added revenue for Eligible H&S Projects > \$100,000 / site																		
12	701	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess																		
13	754	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)																		
14	700	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)																		
15	753	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)																		
16a		Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab																		
16b		New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue																		
16r		New debt service for LTFM bonds for eligible new roofing projects > \$100,000 / site																		
17		Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b) + (16r)																		
18	405	Pay as you go revenue for eligible new H&S projects > \$100,000 / site (corresponds to Category 2 on the Expenditures spreadsheet)																		
18r		Pay as you go revenue for eligible new roofing projects > \$100,000 / site (corresponds to Category 6 on the Expenditures spreadsheet)																		
19	406	Total additional revenue for eligible projects >\$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (18) +(18r)																		
		Added revenue for Pre-K remodeling (for VPK approvals only)																		
20a	766	Net debt service for bonds approved for Pre-K remodeling																		
20b	407	Pay as you go for projects approved for Pre-K remodeling																		
20c		Total Pre-K revenue																		
20d	408	Total New Law Revenue (10) + (19) + (20c)																		



MDE / School Finance Division				FY 27 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection											Revised 6/10/2025		
<b>177</b> <= Type in School District Number																	
<b>WINDOM PUBLIC SCHOOL DISTRICT</b>																	
				Change only													
				if requiring levy	Payable 2025												
<i>Calculations for Ten Year Projection</i>				Pay 26	adjustments	LLC Certification	Current Estimate										
				LLC #	FY 2025	FY 2026	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	
59 Total General Fund Aid = (46) - (53)				443	n/a	n/a	135,357	145,534	150,857	153,475	156,018	155,995	246,899	246,894	246,898	246,896	
60 General Fund Equalized Levy = (58) * (41)				444	n/a	n/a	167,470	167,811	159,863	162,285	159,532	159,503	252,453	252,458	252,455	252,457	
61 General Fund Unequalized levy = (57) - (58)				445			-	0	0	0	0	0	0	0	0	0	
62 Total General Fund Levy = (60) + (61)				446			167,470	167,811	159,863	162,285	159,532	159,503	252,453	252,458	252,455	252,457	
<b>48 Debt Service Portion of Revenue (grandfather districts *)</b>																	
<b>* MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth</b>				763+764+765+766													
51 Total Debt Service Revenue = (49) + (50) + (50b)				768			188,370	186,008	188,633	183,593	183,803	183,855	-	-	-	-	
52 Equalized debt Service Revenue (lesser of (43) or (51))				436			188,370	186,008	188,633	183,593	183,803	183,855	-	-	-	-	
53 Debt Service Aid = (52) * (42)				438			188,370	186,008	188,633	183,593	183,803	183,855	-	-	-	-	
54 Equalized Debt Service Levy = (52) - (53)				439			-	-	-	-	-	-	-	-	-		
55 Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))				440			-	-	-	-	-	-	-	-	-	-	
<b>56 General Fund Portion of Revenue (grandfather districts *)</b>																	
57 Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)				441			302,826	313,345	310,720	315,760	315,550	315,498	499,353	499,353	499,353	499,353	
58 General Fund Equalized Revenue = (43) - (52)				442			302,826	313,345	310,720	315,760	315,550	315,498	499,353	499,353	499,353	499,353	
59 Total General Fund Aid = (46) - (53)				443			31,184	45,918	53,806	59,118	63,093	63,045	246,899	246,894	246,898	246,896	
60 General Fund Equalized Levy = (58) * (41)				444			271,642	267,427	256,914	256,642	252,457	252,452	252,453	252,458	252,455	252,457	
61 General Fund Unequalized levy = (57) - (58)				445			-	0	0	0	0	0	0	0	0	0	
62 Total General Fund Levy = (60) + (61)				446			271,642	267,427	256,914	256,642	252,457	252,452	252,453	252,458	252,455	252,457	
<b>Notes:</b>																	
1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.																	
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.																	
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.																	



**School Board Resolution  
Independent School District No. 177  
Adopting The School District's Fiscal Year (FY) 2027  
Long-Term Facilities Maintenance Ten-Year Plan**

**Whereas**, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes, subdivision 4 states a school district or intermediate district must annually adopt and approve a ten-year facilities plan by July 31 for commissioner approval.

**Whereas**, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

School Board Member \_\_\_\_\_ moved for the resolution adoption and the motion was duly seconded by School Board Member \_\_\_\_\_ and, upon vote being thereon, the following voted in favor of the motion:

And the following voted against \_\_\_\_\_.

**Therefore, be it resolved that**, the School Board of Independent School District No. 177 approves and adopts the attached ten-year Long-Term Facilities Maintenance plan for FY 2027 on the fourteenth of July 2025.

\_\_\_\_\_  
**School Board Clerk Signature**



*Learning. Leading. Excelling. Together.*

## **Referral Bonus**

The Windom School District is a great place to live and learn. Together, we educate students in a safe, responsive, and nurturing environment, where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge necessary for a successful future.

Staff members speaking highly of our district is attractive to potential future employees who are looking for a great community in which to work and live. As we progress through the hiring process, any Windom School District employee who refers a candidate will receive a bonus upon the newly hired employee's completion of 30 days of employment.

If the Windom employee is the person who refers the candidate, he/she may not participate in the interview committee.

Teacher hire = \$400 Referral Bonus

Para, Custodian, or Food Service hire = \$200 Referral Bonus

\*This program began on July 11, 2023 and will expire on **May 31, 2026**.

# Memo

**To:** Board of Education Members  
**From:** Holly Anderson, Business Manager  
**CC:** Jamie Frank, Superintendent  
**Date:** 7/1/2025  
**Re:** Recommendation for Commercial Auto Insurance Change

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In reviewing our liability coverage, it was brought to our attention that we should have umbrella liability coverage over our automobile insurance. When working with our insurance agents we found out by keeping our insurance with one provider our current \$4 million umbrella liability insurance would extend to our automobile insurance coverage if we made a change to EMC Insurance from Auto Owners. We received a quote from EMC insurance for our commercial auto coverage, which was approximately \$125 more per year. Another change to our policy would be increasing the deductible from \$500 to \$1,000 for our comprehensive and collision coverage. Even with these changes, the liability coverage we will receive will protect the district for any future claims. Bank Midwest insurance has provided great service; we thank them for their time and assistance over the past years of coverage.

At this time, we would like to recommend moving our commercial automobile coverage to EMC Insurance effective July 1, 2025, with the annualized premium of approximately \$9853. This premium will be prorated based on the dates of coverage and then will be a part of our property and liability renewal that will happen at the end of October.

As always, if you have any questions please contact me. Thank you.

EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

EFF DATE: 10/28/24

POLICY NO: 6E3-88-65---25  
EXP DATE: 10/28/25

\*\*COMMERCIAL AUTO DECLARATIONS - BUSINESS AUTO COVERAGE FORM\*\*

SUPPLEMENTARY SCHEDULE

ITEM TWO - UNINSURED MOTORISTS COVERAGE AND UNDERINSURED MOTORISTS COVERAGE

THE LIMIT OF INSURANCE FOR THE COVERAGE SHOWN BELOW IS THE LIMIT OF INSURANCE SHOWN FOR THE STATE WHERE A COVERED 'AUTO' IS PRINCIPALLY GARAGED. REFER TO THE SPECIFIC COVERAGE ENDORSEMENT FOR THE DESCRIPTION OF THE COVERAGE PROVIDED FOR EACH STATE LISTED BELOW.

COVERAGE  
UNINSURED MOTORISTS LIMIT OF INSURANCE

	"BODILY INJURY" AND "PROPERTY DAMAGE" COMBINED	"BODILY INJURY" EACH PERSON EACH "ACCIDENT"	"BODILY INJURY" EACH "ACCIDENT"	"PROPERTY DAMAGE" EACH "ACCIDENT"
ST	SINGLE LIMIT			
MN			\$ 1,000,000	

UNDERINSURED MOTORISTS LIMIT OF INSURANCE  
(WHEN NOT INCLUDED IN UNINSURED MOTORISTS COVERAGE)

	"BODILY INJURY" AND "PROPERTY DAMAGE" COMBINED	"BODILY INJURY" EACH PERSON EACH "ACCIDENT"	"BODILY INJURY" EACH "ACCIDENT"	"PROPERTY DAMAGE" EACH "ACCIDENT"
ST	SINGLE LIMIT			
MN			\$ 1,000,000	

DATE OF ISSUE 06/24/25 (BPP)



EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

POLICY NO: 6E3-88-65---25  
TRANS EFF DATE: 05/16/25

COMMERCIAL AUTO DECLARATIONS - BUSINESS AUTO

ITEM THREE - SCHEDULE OF COVERED AUTOS YOU OWN

Coverages - Premiums, Limits And Deductibles

(Absence of a deductible or limit entry in any column below means that the limit of deductible entry in the corresponding Item Two Column applies instead)

LIMITS OR DEDUCTIBLE

COVERED AUTOS LIABILITY \$ 1,000,000  
PERSONAL INJURY PROTECTION SEPARATELY STATED IN EACH PERSONAL  
(OR EQUIVALENT INJURY PROTECTION ENDORSEMENT  
NO-FAULT COVERAGE) MINUS \$ 0 DEDUCTIBLE  
ADDED PERSONAL INJURY PROTECTION SEPARATELY STATED IN EACH ADDED PERSONAL  
(OR EQUIVALENT ADDED INJURY PROTECTION ENDORSEMENT  
NO-FAULT COVERAGE)

UNINSURED MOTORISTS  
UNDERINSURED MOTORISTS  
COMPREHENSIVE COVERAGE \$REFER TO SCHEDULE DEDUCTIBLE  
FOR ALL PERILS  
(A MAXIMUM DEDUCTIBLE MAY ALSO APPLY.  
REFER TO COVERAGE FORM FOR DETAILS.)

COLLISION \$REFER TO SCHEDULE DEDUCTIBLE  
FOR EACH COVERED AUTO

\*\*\*\*\*

COVERED AUTO DESCRIPTION / COVERAGE . PREMIUM  
\*\*\*\*\*  
LOC: 001 1400 17TH ST  
WINDOM MN. 56101-1147

VEH NO 1 TERR: 115  
1999 FORD F-250 ID NO 1ftnf2019XEE99548.

ADDITIONAL INFORMATION:  
COST NEW: 18520 RADIUS: LOCAL USE: COMMERCIAL .  
AGE: LIAB-Y PHYS- .  
LIGHT TRUCK CLASS: 03499 .  
COVERED AUTOS LIABILITY . \$ 293.00  
PERSONAL INJURY PROTECTION 0 DED . 12.00  
UNINSURED MOTORISTS . INCLUDED  
UNDERINSURED MOTORISTS . INCLUDED  
TOTAL VEHICLE PREMIUM \$ 413.00



INSURANCE

PAGE NO: 2

EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

POLICY NO: 6E3-88-65---25  
TRANS EFF DATE: 05/16/25

VEH NO 2 TERR: 115  
 2008 DODGE GRAND CARA ID NO 1D8HN44H28B192714.  
 ADDITIONAL INFORMATION:  
 COST NEW: 21740 RADIUS: NA USE: NA .  
 AGE: LIAB-M PHYS- .  
 PRIV PASSENGER - COMM CLASS: 7398 .  
 COVERED AUTOS LIABILITY . \$ 481.00  
 PERSONAL INJURY PROTECTION 0 DED . 46.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 TOTAL VEHICLE PREMIUM . \$ 687.00

VEH NO 3 TERR: 115  
 2008 CHEVROLET 1500 ID NO 1GCEC14XX8Z108031.  
 ADDITIONAL INFORMATION:  
 COST NEW: 17070 RADIUS: LOCAL USE: COMMERCIAL .  
 AGE: LIAB-M PHYS- .  
 LIGHT TRUCK CLASS: 03499 .  
 COVERED AUTOS LIABILITY . \$ 335.00  
 PERSONAL INJURY PROTECTION 0 DED . 12.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 TOTAL VEHICLE PREMIUM . \$ 455.00

VEH NO 4 TERR: 115  
 2002 DODGE CARAVAN ID NO 2B4GP54LX2R560299.  
 ADDITIONAL INFORMATION:  
 COST NEW: 29480 RADIUS: LOCAL USE: COMMERCIAL .  
 AGE: LIAB-U PHYS- .  
 LIGHT TRUCK CLASS: 03499 .  
 COVERED AUTOS LIABILITY . \$ 325.00  
 PERSONAL INJURY PROTECTION 0 DED . 12.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 TOTAL VEHICLE PREMIUM . \$ 445.00

VEH NO 5 TERR: 115  
 2012 DODGE GRAND CARA ID NO 2C4RDGCG1CR173498.  
 ADDITIONAL INFORMATION:  
 COST NEW: 26495 RADIUS: LOCAL USE: COMMERCIAL .  
 AGE: LIAB-I PHYS- .  
 LIGHT TRUCK CLASS: 03499 .  
 COVERED AUTOS LIABILITY . \$ 385.00  
 PERSONAL INJURY PROTECTION 0 DED . 12.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 TOTAL VEHICLE PREMIUM . \$ 505.00



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EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

POLICY NO: 6E3-88-65---25  
TRANS EFF DATE: 05/16/25

VEH NO 6 TERR: 115  
 2013 DODGE GRAND CARA ID NO 2C4RDGCG4DR550343.  
 ADDITIONAL INFORMATION:  
 COST NEW: 26495 RADIUS: NA USE: NA .  
 AGE: LIAB-H PHYS-H .  
 PRIV PASSENGER - COMM CLASS: 7398 .  
 COVERED AUTOS LIABILITY . \$ 516.00  
 PERSONAL INJURY PROTECTION 0 DED . 46.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 COMPREHENSIVE ACV 1000 DED . 219.00  
 \$ 1000 DEDUCTIBLE FOR ALL PERILS FOR EACH COVERED AUTO  
 (A MAXIMUM DEDUCTIBLE MAY ALSO APPLY REFER TO COVERAGE FORM  
 FOR DETAILS.)

SEE ITEM FOUR FOR HIRED OR BORROWED AUTOS

COLLISION ACV 1000 DED . 135.00  
 TOTAL VEHICLE PREMIUM . \$ 1,076.00

-----  
 VEH NO 7 TERR: 115  
 2017 DODGE GRAND CARA ID NO 2C4RDGBG5HR740949.  
 ADDITIONAL INFORMATION:  
 COST NEW: 24995 RADIUS: NA USE: NA .  
 AGE: LIAB-D PHYS-D .  
 PRIV PASSENGER - COMM CLASS: 7398 .  
 COVERED AUTOS LIABILITY . \$ 555.00  
 PERSONAL INJURY PROTECTION 0 DED . 46.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 COMPREHENSIVE ACV 1000 DED . 304.00  
 \$ 1000 DEDUCTIBLE FOR ALL PERILS FOR EACH COVERED AUTO  
 (A MAXIMUM DEDUCTIBLE MAY ALSO APPLY REFER TO COVERAGE FORM  
 FOR DETAILS.)

SEE ITEM FOUR FOR HIRED OR BORROWED AUTOS

COLLISION ACV 1000 DED . 179.00  
 TOTAL VEHICLE PREMIUM . \$ 1,244.00



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EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

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VEH NO 8 TERR: 115  
 2017 DODGE GRAND CARA ID NO 2C4RDGCG9HR755243.  
 ADDITIONAL INFORMATION:  
 COST NEW: 30395 RADIUS: NA USE: NA .  
 AGE: LIAB-D PHYS-D .  
 PRIV PASSENGER - COMM CLASS: 7398 .  
 COVERED AUTOS LIABILITY . \$ 544.00  
 PERSONAL INJURY PROTECTION 0 DED . 46.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 COMPREHENSIVE ACV 1000 DED . 361.00  
 \$ 1000 DEDUCTIBLE FOR ALL PERILS FOR EACH COVERED AUTO  
 (A MAXIMUM DEDUCTIBLE MAY ALSO APPLY REFER TO COVERAGE FORM  
 FOR DETAILS.)

SEE ITEM FOUR FOR HIRED OR BORROWED AUTOS

COLLISION ACV 1000 DED . 216.00  
 TOTAL VEHICLE PREMIUM . \$ 1,327.00

-----  
 VEH NO 9 TERR: 115  
 2023 CHEVROLET SUBURBAN ID NO 1GNSKBED0PR364426.  
 ADDITIONAL INFORMATION:  
 COST NEW: 58695 RADIUS: LOCAL USE: COMMERCIAL .  
 AGE: LIAB-3 PHYS-3 .  
 LIGHT TRUCK CLASS: 03499 .  
 COVERED AUTOS LIABILITY . \$ 527.00  
 PERSONAL INJURY PROTECTION 0 DED . 12.00  
 UNINSURED MOTORISTS . INCLUDED  
 UNDERINSURED MOTORISTS . INCLUDED  
 COMPREHENSIVE ACV 1000 DED . 552.00  
 \$ 1000 DEDUCTIBLE FOR ALL PERILS FOR EACH COVERED AUTO  
 (A MAXIMUM DEDUCTIBLE MAY ALSO APPLY REFER TO COVERAGE FORM  
 FOR DETAILS.)

SEE ITEM FOUR FOR HIRED OR BORROWED AUTOS

COLLISION ACV 1000 DED . 599.00  
 TOTAL VEHICLE PREMIUM . \$ 1,798.00

-----  
 ITEM 3 PREMIUM SUMMARY  
 COVERED AUTOS LIABILITY . \$ 3,961.00  
 PERSONAL INJURY PROTECTION . 244.00  
 UNINSURED MOTORISTS . 266.00  
 UNDERINSURED MOTORISTS . 914.00  
 COMPREHENSIVE . 1,436.00  
 COLLISION . 1,129.00  
 -----  
 TOTAL . \$ 7,950.00

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EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

EFF DATE: 10/28/24

POLICY NUMBER 6E3-88-65  
EXP DATE: 10/28/25

COMMERCIAL AUTO DECLARATIONS - BUSINESS AUTO

ITEM FOUR: SCHEDULE OF HIRED OR BORROWED COVERED AUTO  
COVERAGE AND PREMIUMS

COVERED AUTOS LIABILITY COVERAGE - COST OF HIRE BASIS  
FOR AUTOS **NOT** USED IN YOUR MOTOR  
CARRIER OPERATIONS (OTHER THAN MOBILE OR FARM EQUIPMENT)

COVERED AUTOS STATE LIABILITY COVERAGE	ESTIMATED ANNUAL COST OF HIRE FOR ALL STATES	RATE	PREMIUM
EXCESS MN IF ANY		100	\$ 151.00
FOR 'AUTOS' NOT USED IN YOUR MOTOR CARRIER OPERATIONS, COST OF HIRE MEANS THE TOTAL AMOUNT YOU INCUR FOR THE HIRE OF 'AUTOS' YOU DON'T OWN (NOT INCLUDING 'AUTOS' YOU BORROW OR RENT FROM YOUR PARTNERS OR 'EMPLOYEES' OR THEIR FAMILY MEMBERS). COST OF HIRE DOES NOT INCLUDE CHARGES FOR SERVICES PERFORMED BY MOTOR CARRIERS OF PROPERTY OR PASSENGERS.			
			-----
TOTAL PREMIUM			\$ 151.00

ITEM FIVE: SCHEDULE FOR NON-OWNERSHIP COVERED AUTOS LIABILITY

OTHER THAN A SOCIAL SERVICE AGENCY	NUMBER OF EMPLOYEES	PREMIUM
	101 - 500	\$ 1,502.00
TOTAL NON-OWNERSHIP COVERED AUTOS PREMIUM		----- \$ 1,502.00

-----  
PREMIUM FOR CHANGES . \$ 4,458.00

-----  
TOTAL PREMIUM FOR CHANGES . \$ 4,458.00  
-----

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EMPLOYERS MUTUAL CASUALTY COMPANY  
WINDOM ISD 177

TRANS EFF DATE: 05/16/25

POLICY NO: 6E3-88-65---25  
EXP DATE: 10/28/25

ENDORSEMENT PREMIUM DETAIL

ENDORSEMENTS	CLASS	PREMIUM
Auto Elite Extension School	8579	\$ 250.00

Preliminary

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10/28/24

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INSURANCE

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EMPLOYERS MUTUAL CASUALTY COMPANY

X SCH MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MPD)	1.000
<b>TERM PREM:</b>	1,502.00
<b>TRANS PREM: +</b>	679.00

AUTO ELITE EXTENSION SCHOOL

CLASS: 8579

LIABILITY		COMPREHENSIVE		COLLISION	
FLAT FEE	250	FLAT FEE	0	FLAT FEE	0
X EXPEN MOD	1.000	X EXPEN MOD	1.000	X EXPEN MOD	1.000
X TRANS MOD	1.000	X TRANS MOD	1.000	X TRANS MOD	1.000
<b>TERM PREM:</b>	250.00	<b>TERM PREM:</b>	0.00	<b>TERM PREM:</b>	0.00
<b>TRANS PREM: +</b>	113.00	<b>TRANS PREM: +</b>	0.00	<b>TRANS PREM: +</b>	0.00

TERRORISM

STATE: MN

LIABILITY		COMPREHENSIVE		NO-FAULT	
LIAB COV TOTAL	7,044	OTC COV TOTAL	1,677	NO FLT COV TOTL	244.00
X LIAB TERR FAC	.001	X OTC TERR FAC	.005	X NOFLT TERR FC	.001
<b>TERM PREM:</b>	7.00	<b>TERM PREM:</b>	8.00	<b>TERM PREM:</b>	1.00
<b>TRANS PREM: +</b>	3.00	<b>TRANS PREM: +</b>	4.00	<b>TRANS PREM: +</b>	0.00

TOTAL TERRORISM PREMIUM: 16.00

VEHICLE COVERAGES

LOCATION: 001	VEH NO: 1	
YEAR: 1999	MAKE: FORD	MODEL: F-250
BODY TYPE/DESCRIPTION:		VIN: 1ftnf2019XEE99548
ADDITIONAL INFORMATION:		
VEHICLE TYPE: LIGHT TRUCK		SIZE: LIGHT
CLASS: 03499	AGE: LIAB-Y PHYS-	MECH LIFT: N/A DUMP:N
ZONE CLASS:	RADIUS: LOCAL	USE: COMMERCIAL FLEET: Y
OCN: 18,520	S.P. COV TYPE: N/A	
COVERAGE BASIS: OTC-N/A	COLL-N/A	
GARAGING ST: MN	REGISTRATION ST: MN	TERRITORY: 115
ZIP CODE: 56101-1147	NAICS: 611110	

LIABILITY		UNINSURED MOTORISTS		NO-FAULT	
LOSS COST	234.053	BASE	26	LOSS COST	12
X BASE CO LCM	2.66	IND INSD		X BASE CO LCM	1.49
X CO FACTOR	1	FARM/FLEET FA		X CO FACTOR	1
X ZIP REL	0.460	DED FACTOR		X TERR REL	0.645
X NSTNF FACTOR	1.000	9 MONTH FACT		X EXCL OF WL FC	1.00
X INC LIM FACT	1.580	MISC FACTOR		X DED FACTOR	1.000
X ADD INS/HRD F	1.00	RATING FACT 1	1.000	X STACKING FACT	1.000

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X PRIMARY FACT	1.12	RATING FACT 2	1.000	X RATING FACT 1	0.985
X SEC FACTOR	1.00	RATING FACT 3	1.000	X RATING FACT 2	1.000
X FLT SIZE FACT	1.00	RATING FACT 4	1.000	X RATING FACT 3	1.000
X AGE FACTOR	0.72	RATING FACT 5	1.000	X RATING FACT 4	1.000
X OCN FACTOR	0.96	(TRANS MOD	1.000	X RATING FACT 5	1.000
X NAICS FACTOR	0.85	EXPER MOD	1.000	X (TRANS MOD	1.000
X RATING FACT 1	0.985	SCH MOD	1.000	X CC/EXP MOD	1.000
X RATING FACT 2	1.000	CC/EXP MOD	1.000	X EXPER MOD	1.000
X RATING FACT 3	1.000	FLEET MOD	1.000	X SCH MOD	1.000
X RATING FACT 4	1.000	OTHER MOD	1.000	X FLEET MOD	1.000
X RATING FACT 5	1.000	PACK MOD	1.000	X PACK MOD	1.000
X (TRANS MOD	1.000	MPD)		X OTHER MOD	1.000
X CC/EXP MOD	1.000	<b>TERM PREM:</b>	26.00	X MLAR MOD	1.000
X EXPER MOD	1.000	<b>TRANS PREM: +</b>	12.00	X MPD)	1.000
X SCH MOD	1.000			<b>TERM PREM:</b>	12.00
X FLEET MOD	1.000			<b>TRANS PREM: +</b>	5.00
X PACK MOD	1.000				
X OTHER MOD	1.000				
X MLAR MOD	1.000				
X MPD)	1.000				
<b>TERM PREM:</b>	293.00				
<b>TRANS PREM: +</b>	132.00				

UNDERINSURED MOTORISTS

BASE	82
9 MONTH FACT	
IND INSD	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000
RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	82.00
<b>TRANS PREM: +</b>	37.00

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POLICY NO: 6E3-88-65---25

EMPLOYERS MUTUAL CASUALTY COMPANY

**LOCATION:** 001                   **VEH NO:** 2  
**YEAR:** 2008                   **MAKE:** DODGE                   **MODEL:** GRAND CARA  
**BODY TYPE/DESCRIPTION:**                   **VIN:** 1D8HN44H28B192714  
**ADDITIONAL INFORMATION:**  
**VEHICLE TYPE:** PRIV PASSENGER - COMM                   **SIZE:** N/A  
**CLASS:** 7398                   **AGE:** LIAB-M PHYS-                   **MECH LIFT:** N/A                   **DUMP:** N/A  
**ZONE CLASS:**                   **RADIUS:** N/A                   **USE:** N/A                   **FLEET:** Y  
**OCN:** 21,740                   **S.P. COV TYPE:** N/A  
**COVERAGE BASIS:** OTC-N/A                   **COLL-N/A**  
**GARAGING ST:** MN                   **REGISTRATION ST:** MN                   **TERRITORY:** 115  
**ZIP CODE:** 56101-1147                   **NAICS:** 611110

**LIABILITY**

LOSS COST 216.632  
X BASE CO LCM 2.66  
X CO FACTOR 1  
X ZIP REL 0.648  
X NSTNF FACTOR 1.000  
X INC LIM FACT 1.510  
X ADD INS/HRD F 1.00  
X CLASS FACTOR 1  
X FLT SIZE FACT 1.00  
X AGE FACTOR 0.85  
X OCN FACTOR 1.02  
X NAICS FACTOR 1  
X RATING FACT 1 0.985  
X RATING FACT 2 1.000  
X RATING FACT 3 1.000  
X RATING FACT 4 1.000  
X RATING FACT 5 1.000  
X (TRANS MOD 1.000  
X CC/EXP MOD 1.000  
X EXPER MOD 1.000  
X SCH MOD 1.000  
X FLEET MOD 1.000  
X PACK MOD 1.000  
X OTHER MOD 1.000  
X MLAR MOD 1.000  
X MPD) 1.000  
**TERM PREM:** 481.00  
**TRANS PREM:** + 217.00

**UNINSURED MOTORISTS**

BASE 34  
IND INSD  
FARM/FLEET FA  
DED FACTOR  
9 MONTH FACT  
MISC FACTOR  
RATING FACT 1 1.000  
RATING FACT 2 1.000  
RATING FACT 3 1.000  
RATING FACT 4 1.000  
RATING FACT 5 1.000  
(TRANS MOD 1.000  
EXPER MOD 1.000  
SCH MOD 1.000  
CC/EXP MOD 1.000  
FLEET MOD 1.000  
OTHER MOD 1.000  
PACK MOD 1.000  
MPD)  
**TERM PREM:** 34.00  
**TRANS PREM:** + 15.00

**NO-FAULT**

LOSS COST 33.5263  
X BASE CO LCM 1.49  
X CO FACTOR 1  
X TERR REL 0.948  
X EXCL OF WL FC 1.00  
X (OPER EXPER 1.000  
+ USE FACT) 0.000  
X DED FACTOR 1.000  
X STACKING FACT 1.000  
X RATING FACT 1 0.985  
X RATING FACT 2 1.000  
X RATING FACT 3 1.000  
X RATING FACT 4 1.000  
X RATING FACT 5 1.000  
X (TRANS MOD 1.000  
X CC/EXP MOD 1.000  
X EXPER MOD 1.000  
X SCH MOD 1.000  
X FLEET MOD 1.000  
X PACK MOD 1.000  
X OTHER MOD 1.000  
X MLAR MOD 1.000  
X MPD) 1.000  
**TERM PREM:** 46.00  
**TRANS PREM:** + 21.00

**UNDERINSURED MOTORISTS**

BASE 126  
9 MONTH FACT  
IND INSD  
RATING FACT 1 1.000  
RATING FACT 2 1.000  
RATING FACT 3 1.000  
RATING FACT 4 1.000

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RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	126.00
<b>TRANS PREM: +</b>	57.00

**LOCATION:** 001      **VEH NO:** 3  
**YEAR:** 2008      **MAKE:** CHEVROLET      **MODEL:** 1500  
**BODY TYPE/DESCRIPTION:**      **VIN:** 1GCEC14XX8Z108031  
**ADDITIONAL INFORMATION:**  
**VEHICLE TYPE:** LIGHT TRUCK      **SIZE:** LIGHT  
**CLASS:** 03499      **AGE:** LIAB-M PHYS-      **MECH LIFT:** N/A      **DUMP:** N  
**ZONE CLASS:**      **RADIUS:** LOCAL      **USE:** COMMERCIAL      **FLEET:** Y  
**OCN:** 17,070      **S.P. COV TYPE:** N/A  
**COVERAGE BASIS:** OTC-N/A      **COLL-N/A**  
**GARAGING ST:** MN      **REGISTRATION ST:** MN      **TERRITORY:** 115  
**ZIP CODE:** 56101-1147      **NAICS:** 611110

LIABILITY	
LOSS COST	234.053
X BASE CO LCM	2.66
X CO FACTOR	1
X ZIP REL	0.460
X NSTNF FACTOR	1.000
X INC LIM FACT	1.580
X ADD INS/HRD F	1.00
X PRIMARY FACT	1.12
X SEC FACTOR	1.00
X FLT SIZE FACT	1.00
X AGE FACTOR	0.84
X OCN FACTOR	0.94
X NAICS FACTOR	0.85
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000

UNINSURED MOTORISTS	
BASE	26
IND INSD	
FARM/FLEET FA	
DED FACTOR	
9 MONTH FACT	
MISC FACTOR	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000
RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	26.00
<b>TRANS PREM: +</b>	12.00

NO-FAULT	
LOSS COST	12
X BASE CO LCM	1.49
X CO FACTOR	1
X TERR REL	0.645
X EXCL OF WL FC	1.00
X DED FACTOR	1.000
X STACKING FACT	1.000
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
<b>TERM PREM:</b>	12.00
<b>TRANS PREM: +</b>	5.00

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EMPLOYERS MUTUAL CASUALTY COMPANY

X MPD)	1.000
<b>TERM PREM:</b>	335.00
<b>TRANS PREM: +</b>	151.00

**UNDERINSURED MOTORISTS**

BASE	82
9 MONTH FACT	
IND INSD	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000
RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	82.00
<b>TRANS PREM: +</b>	37.00

**LOCATION:** 001      **VEH NO:** 4  
**YEAR:** 2002      **MAKE:** DODGE      **MODEL:** CARAVAN  
**BODY TYPE/DESCRIPTION:**      **VIN:** 2B4GP54LX2R560299  
**ADDITIONAL INFORMATION:**  
**VEHICLE TYPE:** LIGHT TRUCK      **SIZE:** LIGHT  
**CLASS:** 03499      **AGE:** LIAB-U PHYS-      **MECH LIFT:** N/A      **DUMP:** N  
**ZONE CLASS:**      **RADIUS:** LOCAL      **USE:** COMMERCIAL      **FLEET:** Y  
**OCN:** 29,480      **S.P. COV TYPE:** N/A  
**COVERAGE BASIS:** OTC-N/A      **COLL-N/A**  
**GARAGING ST:** MN      **REGISTRATION ST:** MN      **TERRITORY:** 115  
**ZIP CODE:** 56101-1147      **NAICS:** 611110

LIABILITY	UNINSURED MOTORISTS	NO-FAULT
LOSS COST 234.053	BASE 26	LOSS COST 12
X BASE CO LCM 2.66	IND INSD	X BASE CO LCM 1.49
X CO FACTOR 1	FARM/FLEET FA	X CO FACTOR 1
X ZIP REL 0.460	DED FACTOR	X TERR REL 0.645
X NSTNF FACTOR 1.000	9 MONTH FACT	X EXCL OF WL FC 1.00
X INC LIM FACT 1.580	MISC FACTOR	X DED FACTOR 1.000
X ADD INS/HRD F 1.00	RATING FACT 1 1.000	X STACKING FACT 1.000
X PRIMARY FACT 1.12	RATING FACT 2 1.000	X RATING FACT 1 0.985
X SEC FACTOR 1.00	RATING FACT 3 1.000	X RATING FACT 2 1.000
X FLT SIZE FACT 1.00	RATING FACT 4 1.000	X RATING FACT 3 1.000
X AGE FACTOR 0.76	RATING FACT 5 1.000	X RATING FACT 4 1.000
X OCN FACTOR 1.01	(TRANS MOD 1.000	X RATING FACT 5 1.000
X NAICS FACTOR 0.85	EXPER MOD 1.000	X (TRANS MOD 1.000
X RATING FACT 1 0.985	SCH MOD 1.000	X CC/EXP MOD 1.000



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X RATING FACT 2 1.000  
 X RATING FACT 3 1.000  
 X RATING FACT 4 1.000  
 X RATING FACT 5 1.000  
 X (TRANS MOD 1.000  
 X CC/EXP MOD 1.000  
 X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 325.00  
**TRANS PREM: +** 147.00

CC/EXP MOD 1.000  
 FLEET MOD 1.000  
 OTHER MOD 1.000  
 PACK MOD 1.000  
 MPD)  
**TERM PREM:** 26.00  
**TRANS PREM: +** 12.00

X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 12.00  
**TRANS PREM: +** 5.00

UNDERINSURED MOTORISTS

BASE 82  
 9 MONTH FACT  
 IND INSD  
 RATING FACT 1 1.000  
 RATING FACT 2 1.000  
 RATING FACT 3 1.000  
 RATING FACT 4 1.000  
 RATING FACT 5 1.000  
 (TRANS MOD 1.000  
 EXPER MOD 1.000  
 SCH MOD 1.000  
 CC/EXP MOD 1.000  
 FLEET MOD 1.000  
 OTHER MOD 1.000  
 PACK MOD 1.000  
 MPD)  
**TERM PREM:** 82.00  
**TRANS PREM: +** 37.00

LOCATION: 001 VEH NO: 5  
 YEAR: 2012 MAKE: DODGE MODEL: GRAND CARA  
 BODY TYPE/DESCRIPTION: VIN: 2C4RDGCG1CR173498  
 ADDITIONAL INFORMATION:  
 VEHICLE TYPE: LIGHT TRUCK SIZE: LIGHT  
 CLASS: 03499 AGE: LIAB-I PHYS- MECH LIFT: N/A DUMP:N  
 ZONE CLASS: RADIUS: LOCAL USE: COMMERCIAL FLEET: Y  
 OCN: 26,495 S.P. COV TYPE: N/A  
 COVERAGE BASIS: OTC-N/A COLL-N/A  
 GARAGING ST: MN REGISTRATION ST: MN TERRITORY: 115  
 ZIP CODE: 56101-1147 NAICS: 611110

LIABILITY		UNINSURED MOTORISTS		NO-FAULT	
LOSS COST	234.053	BASE	26	LOSS COST	12
X BASE CO LCM	2.66	IND INSD		X BASE CO LCM	1.49

EMPLOYERS MUTUAL CASUALTY COMPANY

X CO FACTOR 1  
X ZIP REL 0.460  
X NSTNF FACTOR 1.000  
X INC LIM FACT 1.580  
X ADD INS/HRD F 1.00  
X PRIMARY FACT 1.12  
X SEC FACTOR 1.00  
X FLT SIZE FACT 1.00  
X AGE FACTOR 0.9  
X OCN FACTOR 1.01  
X NAICS FACTOR 0.85  
X RATING FACT 1 0.985  
X RATING FACT 2 1.000  
X RATING FACT 3 1.000  
X RATING FACT 4 1.000  
X RATING FACT 5 1.000  
X (TRANS MOD 1.000  
X CC/EXP MOD 1.000  
X EXPER MOD 1.000  
X SCH MOD 1.000  
X FLEET MOD 1.000  
X PACK MOD 1.000  
X OTHER MOD 1.000  
X MLAR MOD 1.000  
X MPD) 1.000  
**TERM PREM:** 385.00  
**TRANS PREM: +** 174.00

FARM/FLEET FA  
DED FACTOR  
9 MONTH FACT  
MISC FACTOR  
RATING FACT 1 1.000  
RATING FACT 2 1.000  
RATING FACT 3 1.000  
RATING FACT 4 1.000  
RATING FACT 5 1.000  
(TRANS MOD 1.000  
EXPER MOD 1.000  
SCH MOD 1.000  
CC/EXP MOD 1.000  
FLEET MOD 1.000  
OTHER MOD 1.000  
PACK MOD 1.000  
MPD)  
**TERM PREM:** 26.00  
**TRANS PREM: +** 12.00

X CO FACTOR 1  
X TERR REL 0.645  
X EXCL OF WL FC 1.00  
X DED FACTOR 1.000  
X STACKING FACT 1.000  
X RATING FACT 1 0.985  
X RATING FACT 2 1.000  
X RATING FACT 3 1.000  
X RATING FACT 4 1.000  
X RATING FACT 5 1.000  
X (TRANS MOD 1.000  
X CC/EXP MOD 1.000  
X EXPER MOD 1.000  
X SCH MOD 1.000  
X FLEET MOD 1.000  
X PACK MOD 1.000  
X OTHER MOD 1.000  
X MLAR MOD 1.000  
X MPD) 1.000  
**TERM PREM:** 12.00  
**TRANS PREM: +** 5.00

UNDERINSURED MOTORISTS

BASE 82  
9 MONTH FACT  
IND INSD  
RATING FACT 1 1.000  
RATING FACT 2 1.000  
RATING FACT 3 1.000  
RATING FACT 4 1.000  
RATING FACT 5 1.000  
(TRANS MOD 1.000  
EXPER MOD 1.000  
SCH MOD 1.000  
CC/EXP MOD 1.000  
FLEET MOD 1.000  
OTHER MOD 1.000  
PACK MOD 1.000  
MPD)  
**TERM PREM:** 82.00  
**TRANS PREM: +** 37.00



INSURANCE

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POLICY NO: 6E3-88-65---25

EMPLOYERS MUTUAL CASUALTY COMPANY

**LOCATION:** 001                   **VEH NO:** 6  
**YEAR:** 2013                   **MAKE:** DODGE                   **MODEL:** GRAND CARA  
**BODY TYPE/DESCRIPTION:**                   **VIN:** 2C4RDGCG4DR550343  
**ADDITIONAL INFORMATION:**  
**VEHICLE TYPE:** PRIV PASSENGER - COMM                   **SIZE:** N/A  
**CLASS:** 7398                   **AGE:** LIAB-H PHYS-H                   **MECH LIFT:** N/A                   **DUMP:** N/A  
**ZONE CLASS:**                   **RADIUS:** N/A                   **USE:** N/A                   **FLEET:** Y  
**OCN:** 26,495                   **S.P. COV TYPE:** N/A  
**COVERAGE BASIS:** OTC-ACV                   **COLL-ACV**  
**GARAGING ST:** MN                   **REGISTRATION ST:** MN                   **TERRITORY:** 115  
**ZIP CODE:** 56101-1147                   **NAICS:** 611110

**LIABILITY**

LOSS COST	216.632
X BASE CO LCM	2.66
X CO FACTOR	1
X ZIP REL	0.648
X NSTNF FACTOR	1.000
X INC LIM FACT	1.510
X ADD INS/HRD F	1.00
X CLASS FACTOR	1
X FLT SIZE FACT	1.00
X AGE FACTOR	0.92
X OCN FACTOR	1.01
X NAICS FACTOR	1
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
<b>TERM PREM:</b>	516.00
<b>TRANS PREM: +</b>	233.00

**UNINSURED MOTORISTS**

BASE	34
IND INSD	
FARM/FLEET FA	
DED FACTOR	
9 MONTH FACT	
MISC FACTOR	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000
RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	34.00
<b>TRANS PREM: +</b>	15.00

**COMP DED: 1000**

LOSS COST	220
X BASE CO LCM	2.55
X CO FACTOR	1
X ZIP REL	1.286
X CLASS FACTOR	1
X FLT SIZE FACT	1.00
<b>X VAL-DED FACTR</b>	0.308
(VEH VAL FACT	0.43
- DED FACT)	.122
X NAICS FACTOR	1
X ANTI THFT DSC	1.00
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
<b>X REPLACE FACT</b>	1.000
<b>TERM PREM:</b>	219.00
<b>TRANS PREM: +</b>	99.00

**COLL DED: 1000**

LOSS COST	310.632
X BASE CO LCM	2.55
X CO FACTOR	1
X ZIP REL	0.701
X CLASS FACTOR	1
X FLT SIZE FACT	0.99
<b>X VAL-DED FACTR</b>	0.25

**NO-FAULT**

LOSS COST	33.5263
X BASE CO LCM	1.49
X CO FACTOR	1
X TERR REL	0.948
X EXCL OF WL FC	1.00
X (OPER EXPER	1.000
+ USE FACT)	0.000

**UNDERINSURED MOTORISTS**

BASE	126
9 MONTH FACT	
IND INSD	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000

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CONTINUED





INSURANCE

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EMPLOYERS MUTUAL CASUALTY COMPANY

X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
<b>TERM PREM:</b>	555.00
<b>TRANS PREM: +</b>	251.00

PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	34.00
<b>TRANS PREM: +</b>	15.00

X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
X REPLACE FACT	1.000
<b>TERM PREM:</b>	304.00
<b>TRANS PREM: +</b>	137.00

COLL DED: 1000

LOSS COST	310.632
X BASE CO LCM	2.55
X CO FACTOR	1
X ZIP REL	0.701
X CLASS FACTOR	1
X FLT SIZE FACT	0.99
X VAL-DED FACTR	0.330
(VEH VAL FACT	0.47
- DED FACT)	.140
X NAICS FACTOR	1
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
X REPLACE FACT	1.000
<b>TERM PREM:</b>	179.00
<b>TRANS PREM: +</b>	81.00

NO-FAULT

LOSS COST	33.5263
X BASE CO LCM	1.49
X CO FACTOR	1
X TERR REL	0.948
X EXCL OF WL FC	1.00
X (OPER EXPER	1.000
+ USE FACT)	0.000
X DED FACTOR	1.000
X STACKING FACT	1.000
X RATING FACT 1	0.985
X RATING FACT 2	1.000
X RATING FACT 3	1.000
X RATING FACT 4	1.000
X RATING FACT 5	1.000
X (TRANS MOD	1.000
X CC/EXP MOD	1.000
X EXPER MOD	1.000
X SCH MOD	1.000
X FLEET MOD	1.000
X PACK MOD	1.000
X OTHER MOD	1.000
X MLAR MOD	1.000
X MPD)	1.000
<b>TERM PREM:</b>	46.00
<b>TRANS PREM: +</b>	21.00

UNDERINSURED MOTORISTS

BASE	126
9 MONTH FACT	
IND INSD	
RATING FACT 1	1.000
RATING FACT 2	1.000
RATING FACT 3	1.000
RATING FACT 4	1.000
RATING FACT 5	1.000
(TRANS MOD	1.000
EXPER MOD	1.000
SCH MOD	1.000
CC/EXP MOD	1.000
FLEET MOD	1.000
OTHER MOD	1.000
PACK MOD	1.000
MPD)	
<b>TERM PREM:</b>	126.00
<b>TRANS PREM: +</b>	57.00



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POLICY NO: 6E3-88-65---25

EMPLOYERS MUTUAL CASUALTY COMPANY

**LOCATION:** 001                   **VEH NO:** 8  
**YEAR:** 2017                   **MAKE:** DODGE                   **MODEL:** GRAND CARA  
**BODY TYPE/DESCRIPTION:**                   **VIN:** 2C4RDGCG9HR755243  
**ADDITIONAL INFORMATION:**  
**VEHICLE TYPE:** PRIV PASSENGER - COMM                   **SIZE:** N/A  
**CLASS:** 7398                   **AGE:** LIAB-D PHYS-D                   **MECH LIFT:** N/A                   **DUMP:** N/A  
**ZONE CLASS:**                   **RADIUS:** N/A                   **USE:** N/A                   **FLEET:** Y  
**OCN:** 30,395                   **S.P. COV TYPE:** N/A  
**COVERAGE BASIS:** OTC-ACV                   **COLL-ACV**  
**GARAGING ST:** MN                   **REGISTRATION ST:** MN                   **TERRITORY:** 115  
**ZIP CODE:** 56101-1147                   **NAICS:** 611110

LIABILITY		UNINSURED MOTORISTS		COMP DED: 1000	
LOSS COST	216.632	BASE	34	LOSS COST	220
X BASE CO LCM	2.66	IND INSD		X BASE CO LCM	2.55
X CO FACTOR	1	FARM/FLEET FA		X CO FACTOR	1
X ZIP REL	0.648	DED FACTOR		X ZIP REL	1.286
X NSTNF FACTOR	1.000	9 MONTH FACT		X CLASS FACTOR	1
X INC LIM FACT	1.510	MISC FACTOR		X FLT SIZE FACT	1.00
X ADD INS/HRD F	1.00	RATING FACT 1	1.000	X VAL-DED FACTR	0.508
X CLASS FACTOR	1	RATING FACT 2	1.000	(VEH VAL FACT	0.63
X FLT SIZE FACT	1.00	RATING FACT 3	1.000	- DED FACT)	.122
X AGE FACTOR	0.98	RATING FACT 4	1.000	X NAICS FACTOR	1
X OCN FACTOR	1	RATING FACT 5	1.000	X ANTI THFT DSC	1.00
X NAICS FACTOR	1	(TRANS MOD	1.000	X RATING FACT 1	0.985
X RATING FACT 1	0.985	EXPER MOD	1.000	X RATING FACT 2	1.000
X RATING FACT 2	1.000	SCH MOD	1.000	X RATING FACT 3	1.000
X RATING FACT 3	1.000	CC/EXP MOD	1.000	X RATING FACT 4	1.000
X RATING FACT 4	1.000	FLEET MOD	1.000	X RATING FACT 5	1.000
X RATING FACT 5	1.000	OTHER MOD	1.000	X (TRANS MOD	1.000
X (TRANS MOD	1.000	PACK MOD	1.000	X CC/EXP MOD	1.000
X CC/EXP MOD	1.000	MPD)		X EXPER MOD	1.000
X EXPER MOD	1.000	<b>TERM PREM:</b>	34.00	X SCH MOD	1.000
X SCH MOD	1.000	<b>TRANS PREM:</b> +	15.00	X FLEET MOD	1.000
X FLEET MOD	1.000			X PACK MOD	1.000
X PACK MOD	1.000			X OTHER MOD	1.000
X OTHER MOD	1.000			X MLAR MOD	1.000
X MLAR MOD	1.000			X MPD)	1.000
X MPD)	1.000			X REPLACE FACT	1.000
<b>TERM PREM:</b>	544.00			<b>TERM PREM:</b>	361.00
<b>TRANS PREM:</b> +	246.00			<b>TRANS PREM:</b> +	163.00

COLL DED: 1000		NO-FAULT		UNDERINSURED MOTORISTS	
LOSS COST	310.632	LOSS COST	33.5263	BASE	126
X BASE CO LCM	2.55	X BASE CO LCM	1.49	9 MONTH FACT	
X CO FACTOR	1	X CO FACTOR	1	IND INSD	
X ZIP REL	0.701	X TERR REL	0.948	RATING FACT 1	1.000
X CLASS FACTOR	1	X EXCL OF WL FC	1.00	RATING FACT 2	1.000
X FLT SIZE FACT	0.99	X (OPER EXPER	1.000	RATING FACT 3	1.000
X VAL-DED FACTR	0.400	+ USE FACT)	0.000	RATING FACT 4	1.000





INSURANCE

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EMPLOYERS MUTUAL CASUALTY COMPANY

X RATING FACT 5 1.000  
 X (TRANS MOD 1.000  
 X CC/EXP MOD 1.000  
 X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 527.00  
**TRANS PREM:** + 238.00

PACK MOD 1.000  
 MPD)  
**TERM PREM:** 26.00  
**TRANS PREM:** + 12.00

X CC/EXP MOD 1.000  
 X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 552.00  
**TRANS PREM:** + 250.00

**COLL DED: 1000**

LOSS COST 330.211  
 X BASE CO LCM 2.22  
 X CO FACTOR 1  
 X ZIP REL 0.815  
 X PRIMARY FACT 1.10  
 X SEC FACTOR 1.00  
 X FLT SIZE FACT 0.99  
**X VAL-DED FACTR** 1.100  
 (VEH VAL FACT 1.2  
 - DED FACT) .100  
 X NAICS FACTOR 0.85  
 X HVY FARM FACT 1  
 X DUMPING FACT 1  
 X RATING FACT 1 0.985  
 X RATING FACT 2 1.000  
 X RATING FACT 3 1.000  
 X RATING FACT 4 1.000  
 X RATING FACT 5 1.000  
 X (TRANS MOD 1.000  
 X CC/EXP MOD 1.000  
 X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 599.00  
**TRANS PREM:** + 271.00

**NO-FAULT**

LOSS COST 12  
 X BASE CO LCM 1.49  
 X CO FACTOR 1  
 X TERR REL 0.645  
 X EXCL OF WL FC 1.00  
 X DED FACTOR 1.000  
 X STACKING FACT 1.000  
 X RATING FACT 1 0.985  
 X RATING FACT 2 1.000  
 X RATING FACT 3 1.000  
 X RATING FACT 4 1.000  
 X RATING FACT 5 1.000  
 X (TRANS MOD 1.000  
 X CC/EXP MOD 1.000  
 X EXPER MOD 1.000  
 X SCH MOD 1.000  
 X FLEET MOD 1.000  
 X PACK MOD 1.000  
 X OTHER MOD 1.000  
 X MLAR MOD 1.000  
 X MPD) 1.000  
**TERM PREM:** 12.00  
**TRANS PREM:** + 5.00

**UNDERINSURED MOTORISTS**

BASE 82  
 9 MONTH FACT  
 IND INSD  
 RATING FACT 1 1.000  
 RATING FACT 2 1.000  
 RATING FACT 3 1.000  
 RATING FACT 4 1.000  
 RATING FACT 5 1.000  
 (TRANS MOD 1.000  
 EXPER MOD 1.000  
 SCH MOD 1.000  
 CC/EXP MOD 1.000  
 FLEET MOD 1.000  
 OTHER MOD 1.000  
 PACK MOD 1.000  
 MPD)  
**TERM PREM:** 82.00  
**TRANS PREM:** + 37.00

-----  
 TOTAL CHANGE PREMIUM \$ 4,458.00  
 -----

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DATE OF ISSUE 06/24/25 (BPP)

EMPLOYERS MUTUAL CASUALTY COMPANY

COMMERCIAL AUTO/GARAGE ORIGINAL COST NEW SUMMARY WORKSHEET (BUSINESS AUTO)  
POLICY LEVEL COMMISSION: 15.0%

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LOC.	STATE	ORIGINAL COST NEW
001	MN	\$ 253,885
		-----
	MN TOTAL	\$ 253,885

Preliminary

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DATE OF ISSUE 06/24/25 (BPP)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 405

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2012~~ 2016

## **405 VETERAN'S PREFERENCE**

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

### **I. PURPOSE**

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.
- C. Veteran's preference points will be applied pursuant to applicable law as follows:
  1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
  3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
  4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

- D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.
- E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.
- F. The school district's policy is to use a 100-point hiring system to enable allocation of veteran's preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.
- G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

**[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minnesota Statutes section 43A.16.]**

- H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
  - 1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
  - 2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.
- I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

**Legal References:** Minn. Stat. § 43A.11 (Veteran's Preference)  
 Minn. Stat. § 197.455 (Veteran's Preference Applied)  
 Minn. Stat. § 197.46 (Veterans Preference Act)  
*Hall v. City of Champlin*, 463 N.W.2d 502 (Minn. 1990)  
*Young v. City of Duluth*, 410 N.W.2d 27 (Minn. Ct. App. 1987)

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

## **525 VIOLENCE PREVENTION [APPLICABLE TO STUDENTS AND STAFF]**

### **I. PURPOSE**

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

### **III. IMPLEMENTATION OF POLICY**

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.

- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with [Minnesota Statutes section Minn. Stat. § 121A.05](#).
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

#### IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

***[Note: The school board can adopt any of the prevention strategies that it intends to implement in its schools, including some or all of the following sample strategies.]***

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with

sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.

- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching –students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop student safety forums that both inform and elicit students’ ideas about particular safety problems in the building.
- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- R. Develop curriculum on child sexual abuse prevention for students, including age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the [Child Welfare Information Gateway](#) website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse

and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

## **V. STUDENT SUPPORT**

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

## **VI. PERSONNEL**

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (~~School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact Personnel Data~~)  
Minn. Stat. § 120B.22 (Violence Prevention Education)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.64 (Notification)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
*Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*Stephenson v. Davenport Cmty. Sch. Dist.*, 110 F.3d 1303 (8<sup>th</sup> Cir. 1997)  
*McIntire v. Bethel School*, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)  
*Olesen v. Board of Educ. of Sch. Dist. No. 228*, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

**Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 504 (Student Dress and Appearance)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

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](http://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 701.1

Orig. 1996

Revised: \_\_\_\_\_

Rev. 202200

## **701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET**

***[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]***

### **I. PURPOSE**

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

### **III. REQUIREMENT**

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

**Legal References:** Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

**Cross References:** MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
~~MSBA Service Manual, Chapter 7~~

## **714 FUND BALANCES**

***[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]***

### **I. PURPOSE**

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

### **III. DEFINITIONS**

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws

or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### **IV. CLASSIFICATION OF FUND BALANCES**

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

#### **V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of [ \_\_\_\_ percent of the annual budget.] [ \_\_\_\_ months of operating expenses.]

***[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]***

#### **VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

***[Note: The school board determines this order.]***

#### **VII. COMMITTING FUND BALANCE**

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

#### **VIII. ASSIGNING FUND BALANCE**

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: \_\_\_\_\_. ***[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

**IX. STABILIZATION ARRANGEMENTS**

***[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]***

**X. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

***[Note: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]***

**Legal References:**

Statement No. 54 of the Governmental Accounting Standards Board

**Cross References:**

~~MSBA Service Manual, Chapter 7, Education Funding~~ None

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 720

Orig. 1996

Revised: \_\_\_\_\_

Rev. 202219

## **720 VENDING MACHINES**

### **I. PURPOSE**

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, that maximizes the revenues from those machines, that allows those revenues to be included in the budget of the facility in which they are generated, and that establishes controls to avoid fraud, theft, or the appearance of impropriety.

### **III. AUTHORIZATION**

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the school board as provided in this policy.

***[Note: This provision can be narrowed to apply only to specific facilities.]***

### **IV. SUPERVISION; APPROVAL; LOCATION**

- A. All vending machines shall be under the supervision of the school principal or other person in charge of the facility in which the machine is located. That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge of that facility. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, the school board, after proper review, shall make the final determination.
- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The principal or other person in charge of the school facility may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

## V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the school board on a facility-by-facility basis.

***[Note: These provisions may need to be amended if the school board determines to contract for vending machine services on an exclusive and district-wide basis.]***

- B. If the estimated aggregate receipts from all vending machines located in a school facility will be \$10,000 or more in a fiscal year, the contract for any vending machine in that facility must be awarded after the receipt of sealed bids and compliance with [Minnesota Statutes section Minn. Stat. § 123B.52](#).

***[Note: This dollar figure is lower than the \$175,000 statutory requirement for sealed bids but is recommended to protect the interests of the public.]***

- C. If the estimated aggregate receipts from all vending machines located in a school facility will be less than \$10,000 in a fiscal year, the contract for any vending machine in that facility may be awarded after the receipt of two or more quotations after taking into consideration conformity with the specifications, terms of delivery, other conditions imposed in the call for quotations, and compliance with [Minnesota Statutes section Minn. Stat. § 123B.52](#).

***[Note: This dollar figure is lower than the \$25,000 statutory requirement for quotations but is recommended to protect the interests of the public.]***

- D. The contracting process shall be conducted in compliance with [Minnesota Statutes section Minn. Stat. § 123B.52](#). A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.
- E. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.
- F. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.
- G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.
- H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.

- I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

## **VI. ACCOUNTING**

- A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.
- B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget of the facility in which the proceeds are generated. That amount may be expended in accordance with established expenditure procedures.
- C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained by the principal's office.

**Legal References:** Minn. Stat. § 123B.20 (Dealing in School Supplies)  
Minn. Stat. § 123B.52 (Contracts)  
Minn. Stat. § 471.345 (Uniform Municipal Contracting LawContracts)  
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; PenaltyConflict of Interest)

**Cross References:** MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)  
MSBA/MASA Model Policy 702 (Accounting)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 802

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024

## **802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL**

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

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

### **II. GENERAL STATEMENT OF POLICY**

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

### **III. DEFINITIONS**

- A. "Contract" means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. "Official newspaper" is a regular issue of a qualified legal newspaper.

### **IV. MANNER OF DISPOSITION**

#### **A. Authorization**

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

#### **B. Contracts Over \$175,000**

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
  - a. another school district;
  - b. the state department of corrections;
  - c. the board of trustees of Minnesota State Colleges and Universities;
  - d. the family of a student residing in the district whose total family income meets the federal definition of poverty; or
  - e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

**Legal References:** Minn. Stat. § 13.591 (Business Data)  
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)  
Minn. Stat. § 123B.29 (Sale at Auction)  
Minn. Stat. § 123B.52 (Contracts)  
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)  
[Minn. Stat. § 471.85 \(Property Transfer; Public Corporations\)](#)  
Minn. Stat. § 645.11 (Published Notice)

**Cross References:** MSBA School Law Bulletin "F" (School District Contract and Bidding Procedures)

## Substitute Rates of Pay - Effective 7/1/2025

Board Approved July \_\_\_\_, 2025

Paraprofessionals	Effective 7/1/2025					2025-2026 Per Hour	85% of first year rate based on MSEA contract*	INCENTIVE PAY: Additional pay based on total number of hours worked monthly	
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour			Total Hours per Month worked	
Regular	\$ 12.75	\$ 13.60	\$ 13.90	\$ 14.16	\$ 14.46	85% of first year rate based on MSEA contract*	Over 30 hours	+ \$.75 per hour added to all hours worked	
*Long-Term	\$ 14.25	\$ 15.20	\$ 15.55	\$ 15.83	\$ 16.16	95% of first year rate based on MSEA contract*	Over 60 hours	+ \$1.50 per hour added to all hours worked	
Windom Schools Retiree Pay Rate for all hours worked - \$5 per hour more than Regular rate		\$ 18.60	\$ 18.90	\$ 19.16	\$ 19.46	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Not eligible for INCENTIVE PAY or Long-Term pay			

Secretaries	Effective 7/1/2025					2025-2026 Per Hour	85% of first year rate based on WESP contract*	INCENTIVE PAY: Additional pay based on total number of hours worked monthly	
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour			Total Hours per Month worked	
Regular	\$ 14.07	\$ 14.92	\$ 15.40	\$ 15.73	\$ 15.98	85% of first year rate based on WESP contract*	Over 40 hours	+ \$.75 per hour added to all hours worked	
*Long-Term	\$ 15.73	\$ 16.68	\$ 17.20	\$ 17.58	\$ 17.86	95% of first year rate based on WESP contract*	Over 80 hours	+ \$1.50 per hour added to all hours worked	
Windom Schools Retiree Pay Rate for all hours worked - \$5 per hour more than Regular rate		\$ 19.92	\$ 20.40	\$ 20.73	\$ 20.98	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Not eligible for INCENTIVE PAY or Long-Term pay			

Custodians	Effective 7/1/2025					2025-2026 Per Hour	85% of first year rate based on WESP contract*	INCENTIVE PAY: Additional pay based on total number of hours worked monthly	
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour			Total Hours per Month worked	
Regular	\$ 13.27	\$ 14.12	\$ 14.60	\$ 14.95	\$ 15.17	85% of first year rate based on WESP contract*	Over 40 hours	+ \$.75 per hour added to all hours worked	
*Long-Term	\$ 14.83	\$ 15.78	\$ 16.35	\$ 16.68	\$ 16.95	95% of first year rate based on WESP contract *	Over 80 hours	+ \$1.50 per hour added to all hours worked	
Windom Schools Retiree Pay Rate for all hours worked - \$5 per hour more than Regular rate		\$ 19.12	\$ 19.60	\$ 19.95	\$ 20.17	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Not eligible for INCENTIVE PAY or Long-Term pay			
Lawn Mowers	\$ 13.63	\$ 14.32	\$ 14.75	\$ 15.20	\$ 15.65	3% increase from prior year			

Food Service	Effective 7/1/2025					2025-2026 Per Hour	85% of first year rate based on WESP contract*	INCENTIVE PAY: Additional pay based on total number of hours worked monthly	
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour			Total Hours per Month worked	
Regular	\$ 12.16	\$ 13.01	\$ 13.50	\$ 13.85	\$ 14.04	85% of first year rate based on WESP contract*	Over 20 hours	+ \$.75 per hour added to all hours worked	
*Long-Term	\$ 13.59	\$ 14.54	\$ 15.10	\$ 15.44	\$ 15.69	95% of first year rate based on WESP contract *	Over 30 hours	+ \$1.50 per hour added to all hours worked	
Windom Schools Retiree Pay Rate for all hours worked - \$5 per hour more than Regular rate		\$ 18.01	\$ 18.50	\$ 18.85	\$ 19.04	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Not eligible for INCENTIVE PAY or Long-Term pay			

Homebound Services	Effective 7/1/2025					2025-2026 Per Hour	BA 0 / 184 contract days / 7.5 hours
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour		
Teacher	\$ 30.87	\$ 31.85	\$ 33.39	\$ 34.54	TBD	3% increase from prior year	
Paraprofessional	\$ 17.09	\$ 17.61	\$ 18.15	\$ 18.70	\$ 19.26		

Teachers	Effective 7/1/2025					2025-2026 Per Hour	Full Day from approximately 7:45 am - 45 minute period (paid for when in-house teacher covers a class during their prep period)	INCENTIVE PAY: Additional pay based on total number of days worked monthly	
	2021-2022 Per Hour	2022-2023 Per Hour	2023-2024 Per Hour	2024-2025 Per Hour	2025-2026 Per Hour			Full Days per Month worked	Half Days per Month Worked
Regular	\$150/day	\$155/day	\$ 165.00	\$ 175.00	\$ 180.00	45 minute period (paid for when in-house teacher covers a class during their prep period)	Days 1 - 5	\$180	Days 1 - 5 \$100
	\$18.50/Period	\$19.00/Period	\$ 25.00	\$ 25.00	\$ 25.00	4 periods or 3 hours of direct instructional/supervision	*Days 6 - 10	\$195	*Days 6 - 10 \$105
	\$80/half day	\$82.50/half day	\$ 90.00	\$ 100.00	\$ 100.00	BA 0 / 184 contract days	*Days 11+	\$220	*Days 11+ \$120
*Long-Term	\$231.53	\$238.82	\$250.40	\$259.03	TBD	*GOES BACK TO DAY 1			
Windom Schools Retiree Pay Rate for all full days worked		\$175/day	\$ 185.00	\$ 195.00	\$ 195.00	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Eligible for Incentive Pay rate if work 11+ days per month			
Windom Schools Retiree Pay Rate for all half days worked		\$90/half day	\$ 95.00	\$ 105.00	\$ 105.00	Must be retired from the Windom School District with a minimum of 10 years of consecutive service in the district. Eligible for Incentive Pay rate if work 11+ days per month			

If a teacher has a class already and combines with another class this teacher does not get paid.

\*Long-term applies to the substitute who works in the same position for 10 consecutive days

Focus Area	Goal	Objectives	Status	Next Steps	Key	
Safety and Well-Being	Goal 1: We will uphold the priority of physical safety for all staff and students.	Objective 1.1: By the spring of 2024, a study will be conducted to compile potential safety improvements, including an annual update for staff on safety protocols with ongoing training for new staff.	A School Facility Self-Assessment by the MN School Safety Center has been completed. Crisis Go and ALICE Training continues to be built into the Fall Inservice. A Reunification Drill took place on October 16, 2024.		Objective Met - completed	
		Objective 1.2: By the fall of 2024, a plan will be developed to address findings from the safety study.	A School Facility Self-Assessment by the MN School Safety Center has been completed. Results were reported to the board in July 2024. The Crisis Team will use the results to refine ongoing training for staff.		Plans are in Place to Complete Objective	
	Goal 2: We will create a supportive and welcoming learning environment.	Objective 2.1: Identify and address cultural barriers annually.	The focus has been on ensuring that all students feeling welcome. The FACES position will continue to be funded through a Remick Grant. Antonio helps address barriers such as language, transportation, basic needs, and students working to support the family. Accommodations are made to support students.			
		Objective 2.2: By December 1, 2023, environmental barriers for students will be identified.	The Student Senate is engages in conversation routinely to provide feedback in this area. The American Indian Parent Advisory Group met in June 2025. They are happy with their children's experience at WAS.			
		Objective 2.3: Beginning by the fall of 2024, action steps to increase a sense of belonging for all will be created, including a continued and enhanced anti-bullying effort.	Second Step Curriculum has been purchased and implemented in 24-25.			
Meaningful Achievement for All Students	Goal 3: We will close the Achievement Gap by preparing students for their career choices.	Objective 3.1: Utilize AVID to create highly engaging learning experiences rich in inquiry, critical thinking, collaboration, and problem-solving.	Routinely, Instructional and peer coaches help staff implement new strategies for inquiry, critical thinking, problem-solving, and collaboration.			
		Objective 3.2: An appropriate curriculum and level of rigor for each learner will be maintained.	A curriculum cycle has been developed. Science curriculum for grades K-12 was approved in May of 2024. Elementary Literacy curriculum was adopted in May of 2025. Preschool comprehensive curriculum was adopted in May of 2025. We will continue to follow the curriculum cycle for curriculum review and adoption.			
		Objective 3.3: Identify, encourage, and empower students to participate as leaders.	Opportunities such as student senate, CEO, Captains Council, and Boys/Girls State.			
		Objective 3.4: The school board will maintain a diligent stance monitoring curriculum and media utilized by the district.	After viewing a presentation by the curriculum adoption committee, asking questions of the committee members, the board approve new curriculum.			
	Goal 4: Engage families to create the best support for student learning.	Objective 4.1: Develop strategies to engage with parents to support learners throughout all developmental levels.	Infinite Campus is our new student information system. This comes with a Parent Portal so that all parents can track assignments and grades for their child(ren). Monthly newsletters are sent from each building. These have viewing rates of 400+. Family engagement nights takes place at the Elementary and ECFE is hosted weekly at the Early Learning Center.			
		Objective 4.2: Increase participation in family engagement opportunities.	The Eementary hosted several Family Nights in 24-25 and will continue to host monthly Family Nights every year.			
	Goal 5: We will provide teaching and learning that is responsive to each student's needs.	Objective 5.1: Implement a Multi-Tiered System of Support for academic, social, emotional, and behavioral learning.	There are many strengths of the current MTSS system. Teachers use Fastbridge and Star to identify areas of strength and improvement. Intervention, EL and Gifted and talented teachers work with classroom teachers to provide instruction specific to each student's need. Counselors, socialworkers, Greater MN Therapists, and a mental health professional from SWWC provide additional support to students with social, emotional, and behavioral needs. Dane, Amanda, and Jamie attended the state MTSS conference in June of 2025. We are connected to state resources to help refine the system.			
		Objective 5.2: Provide differentiated instruction to meet the needs of each and every student.	Teachers use star data to identify deficit skill areas and provide leveled text. A high school intervention teacher was hired.		This will be an emphasis for 24-25.	
		Objective 5.3: Accelerate language development for English Learners.	UFLI provides phonics instruction leaving more time for language development by EL Teachers.			
	Goal 6: We will annually evaluate the success of meeting the five goals of the World's Best Workforce (WBWF).	Objective 6.1: All students are kindergarten ready;	We annually evaluate and report to MDE on these 5 goals.			
		Objective 6.2: All students reading at grade level every year.				
		Objective 6.3: Closing the achievement gap for identified groups;				
Objective 6.4: All students graduating career and college ready; and						
Objective 6.5: All students graduating on time.						
Support for Staff	Goal 7: We will provide meaningful Professional Development.	Objective 7.1: Provide all staff with the resources and support needed to excel in their roles.	LETRS and OL&LA training took place for Elementary Teachers and Sped/Intervention/EL Teachers at the MSHS. Fastbridge Training for elementary also took place for elementary staff. Literacy training for MSHS with Tracy Frederick occurred in 24-25.			
		Objective 7.2: Identify, encourage, and empower staff to be future leaders of Windom Schools.	Career Ladder positions are working well. Teachers gain leadership experience by participating in Leadership Teams, QComp, PBIS Committee, etc. We also have positions like the instructional coach and peer engagement coaches that provide opportunities.			
	Goal 8: We will recruit, hire, and retain the most qualified	Objective 8.1: Begin initiatives to "Grow Our Own" students to become Windom School's staff.	WAS engaged with SWWC to participate in "Grow Your Own Sped Teacher". We have 8 employees taking courses to become a teacher.			

	staff available.	Objective 8.2: Enhance the mentoring program to support all newly hired employees.	Our mentoring program is strong and met monthly as a group and more frequently individually. Principals took an active leadership role in 24-25 in the mentoring program.						
	Goal 9: We will define and	Objective 8.3: Improve the system of support for all new hires.	Administration has quarterly meetings with HR to promote crystal clear communication in the hiring process. This will continue in 25-26.						
	build a Collaborative Culture.	Objective 9.1: Continue to utilize transparent communication throughout the district.	Each building publishes monthly newsletters for families and weekly updates for staff. Monthly staff meetings are held for both paras and teachers. In addition, the superintendent publishes monthly community newsletters and a monthly staff update from the district level. Thrillshare makes communication streamlined. It is the expectation that teachers send home progress communication. SeeSaw messaging is used frequently for two-way communication with elementary families.						
		Objective 9.2: Engage and empower building leadership teams to lead toward a collaborative culture districtwide.	Building Leadership Teams meet twice a month. Culture surveys were not completed this year however office referrals were down, attendance was up, and teacher and para checkout was very positive.						
Facility and Finance	Goal 10: We will commit to continual maintenance and improvement of facilities.	Objective 10.1: Continue to prioritize proactive maintenance of buildings and grounds.	The Director of Buildings and Grounds monitors the facilities and makes recommendations to proactively address ongoing maintenance. In the summer of 2025, the windows at the MSHS will be recaulked. The superintendent is working with SWWC on a long-term facility maintenance plan.						
		Objective 10.2: Seek solutions for the "over capacity" issues.	The board has monitored enrollment throughout the year and noticed that Windom Schools is not currently growing.						
	Goal 11: We will make small class sizes a priority.	Objective 10.3: Explore options for a Fine Arts Performance Center and Athletic complex.	The Arts and Athletics Project went to voters on May 13, failing by 46 votes. The board will review the survey results and figure out next steps.						
	Goal 12: We will maintain a	Objective 11.1: Continually monitor class sizes.	The board monitors enrollment on a monthly basis.						
	healthy fund balance.	Objective 12.1: Annually, develop a budget that balances the needs of students with available funding.	The business manager and superintendent create a budget annually to balance needs and funding. As special education cross subsidy funds became available, a special education administrator position was formed. The ADSIS application was approved by MDE to fund 60% of an Intervention Teaching position at the High School.						
		Objective 12.2: The budget will be reviewed by the School Board a minimum of three times a year.	The business manager reports to the board on a quarterly basis.						

Submitted  
7/1/25

### Annual Compliance (Vote of Concurrence or Nonconcurrence)

District, Charter School, Cooperative, or Tribally Controlled School Name Windom Schools

School Year 24-25

### American Indian Parent Advisory Committee (AIPAC) Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote 6/30/25

Date the AIPAC Presented to the School Board 7/14/25

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of American Indian Education (OAIE).

Date of Nonconcurrent Vote

Date the AIPAC Presented to the School Board

Date the Written Response from the School Board is Due

The District, Charter School, Cooperative, or Tribally Controlled School Does Not Have an AIPAC

The district or school does not yet have an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes 2024, section 124D.78. By signing below, district, charter school, cooperative, or Tribally controlled school leadership commits to working with the Office of American Indian Education on committee formation.

### Required Signatures

*[Signature]*

6-30-25

School Board Chairperson

*Jamie Frank*

Date  
6/30/25

Superintendent or Charter School/Tribally Controlled School Director

*[Signature]*

Date  
6/30/25

AIPAC Chairperson

Date