Carlton-Wrenshall Board Meeting

Monday, August 17, 2026 6:00 PM
Silver Creek Secondary Music Room, 207 Pioneer Drive, Wrenshall, MN 55797

I. **Call to Order**

II. **Pledge of Allegiance**

III. **Roll Call**

IV. **Adoption of Agenda**

V. **Administrative Reports**

V.A. Otter Creek Principal's Report

V.B. Silver Creek Principal's Report

V.C. Community Education Report

V.D. American Indian Education Liaison Report

VI. **Regular Business**

VI.A. Approval of Minutes

VI.B. Accept Business Office Report

VI.C. Approval of Consent Agenda

VI.D. Strategic Planning Presentations

VI.D.1. Northspan Presentation (6:30pm)

VI.D.2. MSBA Presentation (7pm Remote)

VI.D.3. Rising Tide Presentation (7:30pm)

VI.D.4. Promote Me Presentation (8pm)

VII. **District Reports**

VII.A. Enrollment Reports

VII.B. Superintendent's Report

VII.C. Board Director or Committee Reports

VIII. **Action Items**

VIII.A. Acceptance of Donations

VIII.B. Award Bid for Propane & Diesel

VIII.C. Award Bid for Dairy & Bread

VIII.D. Approve Purchase of Buses

VIII.E. Resolution Providing For a Public Hearing to Consider Granting a Proposed Property Tax Abatement

VIII.F. Approve Otter Creek Kids Care Handbook for 2026-2027 School Year

VIII.G. Approve Otter Creek Student Handbook for 2026-2027 School Year

VIII.H. Approve Silver Creek Secondary Student Handbook for 2026-2027 School Year

VIII.I. Achievement and Integration Grant

VIII.J. Approve ISD2918 District Policies

VIII.K. Approve MOU (MARSS Position & Work Day Contracted Days)

VIII.L. Approve Continuation of Part-Time Employment for School Board Directors

VIII.M. Approve CTE Project Contract

VIII.N. Approve Services for School Psychologist

VIII.O. Approve At-Will Agreement for American Indian Cultural Coordinator/Liaison

VIII.P. Approve Contract for Family School Support Worker

VIII.Q. Approve MARSS Consultant Agreement

VIII.R. Approve File Merger & Administrative Substitute Agreement

VIII.S. Approve One Year Leave of Absence

VIII.T. Approve School Calendar Change

VIII.U. Northern Lights Special Education Cooperative Agreement FY27

VIII.V. Approve Cardiac Emergency Response Plan (CERP)

VIII.W. Approve Resolution for Sale of Carlton High School Facilities and Property

VIII.X. Set Adult Meal Prices for Fiscal Year 2027

VIII.Y. Approve Community Education Pay Rates for Fiscal Year 2027

VIII.Z. Set Substitute Pay Rates for Fiscal Year 2027

VIII.AA. Certify the Maximum Proposed Levy for 2027 Payable 2028

VIII.BB. Approve School Closure Guidelines

VIII.CC. Approve 2025-2027 SSP Negotiated Agreement

VIII.DD. Approve Contract Services with Rising Tide Consulting

IX. **Set Superintendent Goals for Fiscal Year 2027**

X. **Future Meetings**

XI. **Adjournment**

Carlton-Wrenshall School Board Meeting

Monday, August 17, 2026 * Silver Creek Building Music Room * 6:00 pm

I. Call to Order

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III. Roll Call

IV. Adoption of Agenda

V. Administrative Reports
   a. Otter Creek Principal Report
   b. Silver Creek Principal Report
   c. Community Education Report
   d. American Indian Liaison Report

VI. Regular Business
   a. Approval of Minutes
   b. Accept Business Office Report
   c. Approval of Consent Agenda
   d. Strategic Planning Presentations
      i. Northspan Presentation – 6:30 pm
      ii. MSBA Presentation – 7:00 pm virtual
      iii. Rising Tide Presentation – 7:30 pm
      iv. Promote Me Presentation – 8:00 pm

VII. District Reports
   a. Enrollment Report
   b. Superintendent Report
   c. Board Director or Committee Report

VIII. Action Items
   a. Acceptance of Donations
   b. Award Bid for Propane & Diesel
   c. Award Bid for Dairy & Bread
   d. Approve Purchase of Buses
   e. Resolution Providing for a Public Hearing to Consider Granting a Proposed Property Tax Abatement

f. Approve Otter Creek Kids Care Handbook for 2026-2027

g. Approve Otter Creek Student Handbook for 2026-2027

h. Approve Silver Creek Student Handbook for 2026-2027

i. Achievement and Integration Grant

j. Approve ISD 2918 District Policies

k. Approve MOU

l. Approve Continuation of Part-time Employment by Board Directors

m. Approve CTE Project Contract with Chris Gustafson

n. Approve Services for School Psychologist

o. Approve At-Will Agreement - American Indian Cultural Liaison/Coord

p. Approve Contract for Family School Support Worker

q. Approve MARSS Consultant Agreement

r. Approve File Merger & Administrative Substitute Agreement

s. Approve One Year Leave of Absence

t. Approve School Calendar Change

u. Northern Lights Special Education Co-op Agreement FY27

v. Approve Cardiac Emergency Response Plan (CERP)

w. Approve Resolution for Sale of Carlton High School Facilities/Property

x. Set Adult Meal Prices FY27

y. Approve Community Education Pay Rates FY27

z. Set Substitute Pay Rates FY27

aa. Certify Maximum Proposed Levy for Year 2027 Payable 2028

bb. Approve School Closing Guidelines

cc. Approve 2025-2027 SSP Negotiated Agreement

IX. Set Superintendent Goals FY27

X. Future Meetings

XI. Adjournment

Carlton Independent School District 93
Working Session Minutes
Monday, August 10, 2026
6:00 PM

The Board of Education Independent School District 93, Carlton, Minnesota, met for a Working Session on Monday, August 10, 2026, in the Silver Creek Secondary Music Room.

I. Call Meeting to Order
Meeting called to order by chairperson, Eric Ankrum at 6:02pm.

I.A. Roll Call
Board Clerk, Ryan Leonzal took roll call. Members present: Eric Ankrum, Laura Nilsen, Sam Ojibway, Ashley Laveau, Jon Beck, Ryan Leonzal. Mary Carlson present remotely.

II. Approve Meeting Agenda

III. Financial Review
Eric Ankrum instructed board members to review documents and request additonal information before the August 17 meeting.

IV. Business

IV.A. Facility Projects (ICS Presentation)
Nathan Norton from ICS presented B&G projects that could be funded through the use of LTFM funds and abatement bonds. Board members discussed options.

IV.B. Transition

IV.B.1. School Calendar
Theresa Vermeersch requested additional early release days, including September 23 & 30 for staff to process and submit the Qcomp application to MDE. Vermeersch informed the board that the merger of the districts and staff will require additional processing for PLC's.

IV.B.2. Transportation
Board members reviewed attachments for the purchase of two additional buses to meet the transportation needs of the consolidated district. Chairperson Ankrum requested that the superintendent, business manager, and transportation director develop a fleet rotation cycle and costs associated with this cycle for board review.

IV.B.3. Board Policies
Policy committee members Laura Nilsen and Mary Carlson presented board policies that required adjustments as a result of the consolidation. Board members will review documents and the consolidated district policies will be presented for adoption at the August 17 meeting.

IV.B.4. Student Handbooks
Principal Blanchard and Dean of Students, Peterson presented the Silver Creek handbook for review.

IV.B.5. IT & Phones
Superintendent Schill stated that the new phone system is scheduled for installation on August 18.

IV.B.6. Facility Preparation

Board Chair Ankrum reported that the lift station pump project began yesterday at Silver Creek. Other buildings and grounds projects are progressing and are on schedule.

IV.B.7. Disposal of Assets

Superintendent Schill reported that Lots for Bid and Midwest Mission will remove assets at the Carlton High School site. The date of the online auction will be scheduled.

IV.C. Strategic Planning Process

Superintendent Schill listed the schedule of interviews of entities that submitted bids for leading the strategic planning process for the consolidated district for the August 17 meeting.

IV.D. School Closure Guidelines

Superintendent Schill reported that the board may want to consider utilizing both the Alert System and also notifying a radio station or television station regarding weather-related school closures. Schill also informed the board that they would need to determine if Elearning days would be utilized this year or discontinued until properly processed by staff and stakeholders.

IV.E. Leave of Absence Request

Staff member's leave of absence request was discussed. Item will be placed as an action item for the August 17 meeting.

V. Adjourn

Board Chair Ankrum adjourned the meeting at 8:25pm

_____	_____	_____	_____
School Board Chair	Date	School Board Clerk	Date

Carlton-Wrenshall Board Meeting
Monday, July 20, 2026 6:00 pm

Silver Creek Secondary Music Room
207 Pioneer Drive
Wrenshall, MN 55797

Eric Ankrum:	Present
Jon Beck:	Present
Mary Carlson:	Present
Ashley Laveau:	Present
Ryan Leonzal:	Absent
Laura Nilsen:	Present
Sam Ojibway:	Present

Present: 6, Absent: 1.

I. Call to Order

Meeting called to order by Chairperson, Eric Ankrum.

II. Pledge of Allegiance

III. Roll Call

IV. Adoption of Agenda

Motion to approve the agenda. This motion, made by Mary Carlson and seconded by Laura Nilsen, Carried.
Ryan Leonzal: Absent, Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ashley Laveau: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 6, Nay: 0, Absent: 1

V. Regular Business

V.A. Approval of Minutes

Motion to approve the minutes. This motion, made by Laura Nilsen and seconded by Mary Carlson, Carried.
Ryan Leonzal: Absent, Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ashley Laveau: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 6, Nay: 0, Absent: 1

V.B. Accept Business Office Report

Eric Ankrum discussed budget for FY27.

V.C. Approval of Consent Agenda

Motion to approve consent agenda. This motion, made by Mary Carlson and seconded by Jon Beck, Carried.
Ryan Leonzal: Absent, Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ashley Laveau: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 6, Nay: 0, Absent: 1

Laura Nilsen requested Media Specialist leave of absence be pulled from the consent agenda for discussion. All board members agreed and item pulled from the consent agenda for discussion.

VI. Informational Items

VI.A. Superintendent Report
Superintendent Schill presented and discussed the transition process.

VI.B. Building Transition Update
Chair person Eric Ankrum presented an update from the Facilities Committee.

VI.C. Board Director or Committee Reports
Facilities Committee - Eric Ankrum discussed the bid for HVAC installation at Otter Creek. He also discussed the expansion for bus parking for FY27.
Budget Committee - Ankrum reported that Beth continues to monitor the budget for the consolidated district.
Ankrum asked board members to review the committee list for the newly consolidated board. He also suggested the board schedule a board retreat for the first week of August.

VI.D. FTE/Class List Assignments
Superintendent Schill reported that the FTE's were included in the consent agenda attachment.

VI.E. Strategic Planning Proposals
Discussion occurred regarding the three proposals for completing the district strategic plan. Board members decided to extend the RFP for another week with a deadline date of July 28, 2026.
Board members would discuss the proposals and interview possible candidates at the August 10 work session.

VI.F. Request for Proposals (Milk & Bread)
Board reviewed RFP.

VI.G. Request for Proposals (Propane & Diesel)
Board reviewed RFP.

VI.H. Commuity Education Report
Daisy Rose presented attached Community Education Report.

VI.I. Enrollment Report
Eric Ankrum discussed the attached enrollment report and the possible need to add a kindergarten section or other solution to additional students enrolling in the district.

Recess at 7:42pm
Reconvene at 7:45pm

VII. Action Items

VII.A. Acceptance of Donations
No donations presented.

VII.B. Hiring Requests
Motion to approve the hiring of a 3rd kindergarten section if deemed necessary by the elementary principal. This motion, made by Mary Carlson and seconded by Laura Nilsen, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.C. Approve the designation of Beth Peterson, Business Manager, as the Key Executive for the Carlton-Wrenshall School District.
Approve the designation of Beth Peterson, Business Manager, as the Key Executive for the Carlton-Wrenshall School District. This motion, made by Laura Nilsen and seconded by Mary Carlson, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.D. Resolution Authorizing Participation in the Minnesota School District Liquid Asset Fund
Motion to approve the resolution. This motion, made by Mary Carlson and seconded by Jon Beck, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.E. Resolution Authorizing Participation in the MN Trust
Motion to authorize participation in MN Trust. This motion, made by Laura Nilsen and seconded by Mary Carlson, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.F. Gym End Pad Replacement Proposal
Motion to approve gym end pads. This motion, made by Mary Carlson and seconded by Sam Ojibway, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.G. The district is required to prepare and submit a 10-Year LTFM plan in accordance with Minnesota Statute 123B.595
Motion to introduce and approve the resolution. This motion, made by Laura Nilsen and seconded by Mary Carlson, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck:

Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.H. IRS Mileage Reimbursement Rates
Motion to approve mileage reimbursement rate at $.76 per mile from July, 2026-December, 2026. This motion, made by Laura Nilsen and seconded by Jon Beck, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.I. Approval of IOwA for ISD2918 FY27
Motion to approve Superintendent as the IWoA for FY27. This motion, made by Laura Nilsen and seconded by Jon Beck, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VII.J. Policy 902.1 Community Use of School Facilities
Motion to approve Policy 902.1. This motion, made by Mary Carlson and seconded by Laura Nilsen, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

VIII. Future Meetings
Discussion occurred relating to the Leave of Absence request. Board directed Superintendent Schill to seek legal advice.
Motion by Mary Carlson and second by Laura Nilsen to postpone approval until the August 17, 2026 board meeting. Unanimous approval.

IX. Adjournment
Motion to adjourn at 8:17pm. This motion, made by Laura Nilsen and seconded by Jon Beck, Carried.
Ryan Leonzal: Absent, Ashley Laveau: Abstain (With Conflict), Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Laura Nilsen: Yea, Sam Ojibway: Yea
Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1
Unable to record Laveau's remote vote as she was not visually present.

Carlton-Wrenshall ISD #2918

Receipt Listing Report with Detail by Deposit

Fund Summary

Fund	Total
01	$188,705.72
02	$90.85
04	$5,466.07
07	$16,754.05
Report Total	**$211,016.69**

Carlton-Wrenshall ISD #2918
Exp/Rev Summary - Fd
Period Ending July 31, 2026

Sequence: L, Fd

		Description	Adopted27 Annual Budget	Period 202701	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
E	Expenditure								
01	General		0.00	100,196.63	100,196.63	0%	124,273.85	0%	(224,470.48)
02	Food Service		0.00	1,558.00	1,558.00	0%	0.00	0%	(1,558.00)
03	Transportation		0.00	1,205.17	1,205.17	0%	2,288.19	0%	(3,493.36)
04	Community Service		0.00	738.93	738.93	0%	13,518.64	0%	(14,257.57)
05	Capital Outlay		0.00	41,467.44	41,467.44	0%	42,909.08	0%	(84,376.52)
45	OPEB Irrevocable Trust		0.00	0.00	0.00	0%	200.00	0%	(200.00)
E	**Expenditure**		0.00	145,166.17	145,166.17	0%	183,189.76	0%	(328,355.93)
		Report Totals:	0.00	145,166.17	145,166.17	0%	183,189.76	0%	(328,355.93)

Carlton-Wrenshall ISD #2918

Detail Payment Register By Check

Fund Summary

Fund	Description	Total
01	General	$635,529.69
02	Food Service	$7,163.73
03	Transportation	$1,205.17
04	Community Service	$738.93
05	Capital Outlay	$41,467.44
Report Total		**$686,104.96**

JULY 2026 EXPENSE SUMMARY

Check No.	Vendor	Amount	Date	Description
7000	AFSCME COUNCIL 65	$81.13	7/15/2026 0:00	AFSCME Dues
7001	ADVANTAGE EMBLEM SCREEN PRINT	$600.00	7/1/2026 0:00	Accounts Payable
7002	CARDMEMBER SERVICE	$5,278.82	7/1/2026 0:00	Accounts Payable
7003	CARLTON COUNTY HUMAN SVCS	$50.00	7/1/2026 0:00	Accounts Payable
7004	CLOQUET AUTOMOTIVE	$102.27	7/1/2026 0:00	Accounts Payable
7005	FUSIONTECH LLC	$600.00	7/1/2026 0:00	Accounts Payable
7006	ISD #0091 BARNUM	$42,725.00	7/1/2026 0:00	Due to Other MN Dist
7007	ISD #0091 BARNUM	$10,672.48	7/1/2026 0:00	Due to Other MN Dist
7008	ISD #0093 CARLTON	$24,871.34	7/1/2026 0:00	Due to Other MN Dist
7009	ISD #0094 CLOQUET	$6,692.31	7/1/2026 0:00	Due to Other MN Dist
7010	ISD #0094 CLOQUET	$9,991.59	7/1/2026 0:00	Due to Other MN Dist
7011	ISD #0094 CLOQUET	$6,296.78	7/1/2026 0:00	Due to Other MN Dist
7012	ISD #0094 CLOQUET	$6,526.03	7/1/2026 0:00	Due to Other MN Dist
7013	ISD #0094 CLOQUET	$9,743.39	7/1/2026 0:00	Due to Other MN Dist
7014	ISD #0094 CLOQUET	$6,457.20	7/1/2026 0:00	Due to Other MN Dist
7015	ISD #0097 MOOSE LAKE	$5,991.94	7/1/2026 0:00	Due to Other MN Dist
7016	ISD #0097 MOOSE LAKE	$5,843.07	7/1/2026 0:00	Due to Other MN Dist
7017	ISD #0381 LAKE SUPERIOR	$5,748.53	7/1/2026 0:00	Due to Other MN Dist
7018	ISD #0381 LAKE SUPERIOR	$10,968.07	7/1/2026 0:00	Due to Other MN Dist
7019	ISD #0381 LAKE SUPERIOR	$4,285.90	7/1/2026 0:00	Due to Other MN Dist
7020	ISD #0381 LAKE SUPERIOR	$4,179.44	7/1/2026 0:00	Due to Other MN Dist
7021	ISD #0381 LAKE SUPERIOR	$5,605.73	7/1/2026 0:00	Due to Other MN Dist
7022	ISD #0381 LAKE SUPERIOR	$6,851.42	7/1/2026 0:00	Due to Other MN Dist
7023	ISD #0704 PROCTOR	$21,068.34	7/1/2026 0:00	Due to Other MN Dist
7024	ISD #0704 PROCTOR	$2,112.45	7/1/2026 0:00	Due to Other MN Dist
7025	ISD #0704 PROCTOR	$877.93	7/1/2026 0:00	Due to Other MN Dist
7026	ISD #0704 PROCTOR	$21,605.08	7/1/2026 0:00	Due to Other MN Dist
7027	ISD #0704 PROCTOR	$10,348.03	7/1/2026 0:00	Due to Other MN Dist
7028	ISD #709 DULUTH	$1,058.80	7/1/2026 0:00	Due to Other MN Dist
7029	L & M SUPPLY INC	$111.86	7/1/2026 0:00	Accounts Payable
7030	LUKE WARGIN	$113.82	7/1/2026 0:00	Accounts Payable
7031	MENARDS - WEST DULUTH	$33.01	7/1/2026 0:00	Accounts Payable
7032	MN ENERGY RESOURCES	$56.70	7/1/2026 0:00	Accounts Payable
7033	MN ENERGY RESOURCES	$57.61	7/1/2026 0:00	Accounts Payable
7034	MRI SOFTWARE	$25.00	7/1/2026 0:00	Accounts Payable
7035	NORTHLAND LAWN & SPORT LLC	$195.18	7/1/2026 0:00	Accounts Payable
7036	RATWIK, ROSZAK & MALONEY	$85.50	7/1/2026 0:00	Accounts Payable
7037	VIKING AUTOM SPRINKLER CO	$957.50	7/1/2026 0:00	Accounts Payable
7038	WELLS FARGO-PAYMENT REMIT	$49.42	7/1/2026 0:00	Accounts Payable
7039	WIEDIGER SPEECH & LANGUAGE	$1,076.34	7/1/2026 0:00	Accounts Payable
7040	WIEDIGER SPEECH & LANGUAGE	$2,266.00	7/1/2026 0:00	Accounts Payable
7041	WIEDIGER SPEECH & LANGUAGE	$1,405.03	7/1/2026 0:00	Accounts Payable
7042	AVIBEN BENEFIT PARTNERS	$71.04	7/1/2026 0:00	Accounts Payable
7043	ARCC	$48,744.64	7/23/2026 0:00	ARCC Fees
7044	HUDL INC	$1,500.00	7/23/2026 0:00	Software License-FB
7045	MN SECRETARY OF STATE NOTARY	$120.00	7/23/2026 0:00	General Supplies-Admin
7046	PROMOTING ME LLC	$17,965.00	7/23/2026 0:00	Consult/Fees For Svc
7047	PROMOTING ME LLC	$4,395.00	7/23/2026 0:00	Consult/Fees For Svc
7048	SECURLY INC	$678.40	7/23/2026 0:00	Software Lic Agreemt
7049	ACP CREATIVIT LLC	$4,302.13	7/27/2026 0:00	Consult/Fees For Svc
7050	ACP CREATIVIT LLC	$393.70	7/27/2026 0:00	Consulting Fees/Serv
7051	ACP CREATIVIT LLC	$379.60	7/27/2026 0:00	Consulting Fees/Serv
7052	AVIBEN BENEFIT PARTNERS	$280.96	7/27/2026 0:00	Consulting Fees/Serv
7053	CITY OF WRENSHALL	$269.35	7/27/2026 0:00	Water & Sewage
7054	CLOQUET SANITARY SERVICE	$1,365.67	7/27/2026 0:00	Contr Svc- Garbage
7055	CLOQUET SANITARY SERVICE	$1,021.75	7/27/2026 0:00	Contr Svc- Garbage

7056	COMO OIL AND PROPANE	$735.96	7/27/2026 0:00	Fuel For Vehicles
7057	CONSTELLATION NEW ENERGY GAS	$240.11	7/27/2026 0:00	Fuel For Bldgs
7058	DELTA DENTAL OF MINNESOTA	$2,976.62	7/27/2026 0:00	Payroll Ded - Dental
7059	ELLA KOLENDA	$37.00	7/27/2026 0:00	Wrens Club Gen Suppls
7060	GUARANTEED NETWORK SERVICES	$1,077.00	7/27/2026 0:00	Comm Srvc-Telephone
7061	INFINITE CAMPUS INC	$8,524.60	7/27/2026 0:00	Dues/Licenses/ Member
7062	ISD #0011 ANOKA-HENNEPIN SCHOOL	$350.00	7/27/2026 0:00	Fees for Svc-Food Svc
7063	JULIEAUNA F JOHNSON	$40.00	7/27/2026 0:00	Officg Exp GIRLS BBALL
7064	LAKE SUPERIOR ZOO EDU DEPT	$396.00	7/27/2026 0:00	Wrens Club Field Trip
7065	LEAF CAPITAL FUNDING LLC	$919.60	7/27/2026 0:00	Lease Principal
7066	MADISON NATIONAL LIFE INS	$3,330.63	7/27/2026 0:00	Payroll Ded - LTD
7067	MADISON NATIONAL LIFE INS	$3,183.61	7/27/2026 0:00	Payroll Ded - LTD
7068	MADISON NATIONAL LIFE INS	$633.55	7/27/2026 0:00	Payroll Ded - Life Ins
7069	MASON GOETZ	$80.00	7/27/2026 0:00	Offic Exp GIRLS BBALL
7070	MASSP - SECONDARY PRINCIPALS	$640.00	7/27/2026 0:00	Travel-Admin Staff Dev
7071	MICHAEL SCHMIDT	$150.00	7/27/2026 0:00	Offic Exp GIRLS BBALL
7072	MICHAEL SCHMIDT	$150.00	7/27/2026 0:00	Offic Exp GIRLS BBALL
7073	MINNESOTA POWER	$6,666.46	7/27/2026 0:00	Electricity
7074	MN PEIP	$36,376.56	7/27/2026 0:00	Payroll Ded - Health Ins
7075	MN PEIP	$44,436.32	7/27/2026 0:00	Payroll Ded - Health Ins
7076	MN PEIP	$42,178.80	7/27/2026 0:00	Payroll Ded - Health Ins
7077	MN TELECOMMUNICATIONS	$2,015.00	7/27/2026 0:00	Svc Purch from MN JP
7078	MN TELECOMMUNICATIONS	$667.00	7/27/2026 0:00	Svc Purch from MN JP
7079	MSBA	$7,982.00	7/27/2026 0:00	Dues & Membership
7080	NATL INSURANCE SVCS OF WI INC	$283.45	7/27/2026 0:00	Payroll Ded - Life Ins
7081	NATL INSURANCE SVCS OF WI INC	$272.06	7/27/2026 0:00	Payroll Ded - Life Ins
7082	NORTHEAST SERVICE COOP	$200.00	7/27/2026 0:00	Dues/ Membership
7083	NORTHLAND FIRE & SAFETY	$1,354.50	7/27/2026 0:00	Prof & Tech Serv -FIRE
7084	NORTHLAND FIRE & SAFETY	$2,235.00	7/27/2026 0:00	Prof & Tech Serv-FIRE
7085	PER MAR SECURITY SERVICES	$21.62	7/27/2026 0:00	Security System Fees
7086	PROTECH PROJECTION SYSTEMS	$8,953.00	7/27/2026 0:00	Instrucl Tech Supls
7087	RILEY W AMENT	$80.00	7/27/2026 0:00	Offic Exp GIRLS BBALL
7088	RILEY W AMENT	$80.00	7/27/2026 0:00	Offic Exp GIRLS BBALL
7089	SFM	$7,609.00	7/27/2026 0:00	Workers Comp
7090	SONOVA USA INC - PHONAK LLC	$290.00	7/27/2026 0:00	General Supplies-HOH
7091	SONOVA USA INC - PHONAK LLC	$435.00	7/27/2026 0:00	General Supplies-HOH
7092	TASC	$64.16	7/27/2026 0:00	Consult Fees/Serv-Admin
7093	TWIN PORTS PEST & LAWN MGMT	$374.00	7/27/2026 0:00	Supplies-Ops & Maint
7094	UNITED TRUCK BODY CO INC	$469.21	7/27/2026 0:00	Repairs & Maint Serv
7095	US BANK EQUIPMENT FINANCE	$532.00	7/27/2026 0:00	Lease Principal
7096	VIKING AUTOMATIC SPRINKLER	$600.00	7/27/2026 0:00	Equipment-Operations
7097	VIKING AUTOMATIC SPRINKLER	$720.00	7/27/2026 0:00	Prof & Tech Serv-ENVIR
7098	VIKING AUTOMATIC SPRINKLER	$255.00	7/27/2026 0:00	Prof & Tech Serv FIRE
7099	VIKING AUTOMATIC SPRINKLER	$1,438.50	7/27/2026 0:00	Prof & Tech Serv FIRE
7100	BEST OIL COMPANY	$777.71	7/1/2026 0:00	Accounts Payable
7101	BETHANY THOMPSON	$301.25	7/1/2026 0:00	Accounts Payable
7102	BLYTHE BARTL	$100.40	7/1/2026 0:00	Accounts Payable
7103	BRENT POKORNOWSKI	$65.69	7/1/2026 0:00	Accounts Payable
7104	CITY OF CARLTON	$2,143.10	7/1/2026 0:00	Accounts Payable
7105	ESCAPE FIRE PROTECTION, INC	$705.00	7/1/2026 0:00	Accounts Payable
7106	GINA KNAUS	$548.54	7/1/2026 0:00	Accounts Payable
7107	ISD #0094 CLOQUET	$4,197.21	7/1/2026 0:00	Accounts Payable
7108	ISD #0095 - CROMWELL	$522.87	7/1/2026 0:00	Accounts Payable
7109	ISD #0099 ESKO	$5,262.93	7/1/2026 0:00	Accounts Payable
7110	NORTHERN LIGHTS SPEC ED COOP	$1,612.34	7/1/2026 0:00	Accounts Payable
7111	NORTHSTAR MEDIA, INC.	$569.77	7/1/2026 0:00	Accounts Payable
7112	BOND TRUST SERVICES CORP	$475.00	7/1/2026 0:00	Accounts Payable
7113	ISD #0094 CLOQUET	$247.00	7/1/2026 0:00	Due to Other MN Dist

7114	ISD #709 DULUTH	$122,521.87	7/1/2026 0:00	Due to Other MN Dist
7115	MINNESOTA POWER	$1,148.46	7/1/2026 0:00	Accounts Payable
7116	MINNESOTA POWER	$850.09	7/1/2026 0:00	Accounts Payable
7117	NORTHEAST SERVICE COOP	$1,350.00	7/1/2026 0:00	Accounts Payable
7118	NORTHERN LIGHTS ACADEMY	$3,124.51	7/1/2026 0:00	Due to Other MN Dist
7119	NORTHERN LIGHTS ACADEMY	$3,238.50	7/1/2026 0:00	Due to Other MN Dist
7120	STATE OF MINN FIRE MARSHALL	$1,733.40	7/1/2026 0:00	Accounts Payable
7121	AFSCME COUNCIL 65	$23.01	7/30/2026 0:00	AFSCME Dues
7122	ALAINA LEIDER	$305.93	7/30/2026 0:00	Wrens Club Gen Supls
7123	DELTA DENTAL OF MINNESOTA	$2,792.41	7/30/2026 0:00	Payroll Ded - Dental
7124	FRANK SCHILL	$14,166.66	7/30/2026 0:00	Supt- Consult Fees/Serv
7125	GINA KNAUS	$180.00	7/30/2026 0:00	ECSE Supplies
7126	GINA KNAUS	$200.18	7/30/2026 0:00	Travel-ECSE
7127	GREAT LAKES OFFICE SOLUTNS	$4.67	7/30/2026 0:00	Non-Instr Tech Supls
7128	GREAT LAKES OFFICE SOLUTNS	$67.52	7/30/2026 0:00	Non-Instr Tech Supls
7129	GREAT LAKES OFFICE SOLUTNS	$17.20	7/30/2026 0:00	Non-Instr Tech Supls
7130	GREAT LAKES OFFICE SOLUTNS	$16.54	7/30/2026 0:00	Non-Instr Tech Supls
7131	GREAT LAKES OFFICE SOLUTNS	$18.55	7/30/2026 0:00	Non-Instr Tech Supls
7132	MADISON NATIONAL LIFE INS	$633.55	7/30/2026 0:00	Payroll Ded - Life Ins
7133	TREASURER LOCAL UNION 346	$133.50	7/30/2026 0:00	Dues Local
7134	TREASURER LOCAL UNION 346	$133.50	7/1/2026 0:00	Accounts Payable
7135	TREASURER LOCAL UNION 346	$133.50	7/1/2026 0:00	Accounts Payable
7136	TREASURER LOCAL UNION 346	$16.00	7/1/2026 0:00	Accounts Payable
7137	TREASURER LOCAL UNION 346	$290.00	7/1/2026 0:00	Accounts Payable
7138	TREASURER LOCAL UNION 346	$270.00	7/1/2026 0:00	Accounts Payable
7139	HEATHER GERTH	$890.58	7/1/2026 0:00	Accounts Payable
7141	ISD #0094 CLOQUET	$822.50	7/1/2026 0:00	Due to Other MN Dist
7142	ISD #0094 CLOQUET	$25,988.96	7/1/2026 0:00	Due to Other MN Dist
7144	ISD #0094 CLOQUET	$852.51	7/1/2026 0:00	Due to Other MN Dist
7147	ISD #0099 ESKO	$5,386.72	7/1/2026 0:00	Due to Other MN Dist
7148	ISD #0099 ESKO	$5,523.97	7/1/2026 0:00	Due to Other MN Dist
7151	ISD #0577 WILLOW RIVER	$1,174.50	7/1/2026 0:00	Due to Other MN Dist
7156	KARI RIES	$21.31	7/1/2026 0:00	Accounts Payable
7197	ESCAPE FIRE PROTECTION, INC	$450.00	7/1/2026 0:00	Accounts Payable
7198	ISD #0094 CLOQUET	$5,759.91	7/1/2026 0:00	Due to Other MN Dist
7199	ISD #0094 CLOQUET	$4,168.24	7/1/2026 0:00	Due to Other MN Dist
7200	ISD #0095 - CROMWELL	$536.18	7/1/2026 0:00	Due to Other MN Dist
7201	ISD #0095 - CROMWELL	$522.88	7/1/2026 0:00	Due to Other MN Dist
7202	ISD #0381 LAKE SUPERIOR	$1,107.15	7/1/2026 0:00	Due to Other MN Dist
7203	ISD #0381 LAKE SUPERIOR	$1,079.66	7/1/2026 0:00	Due to Other MN Dist
7204	ISD #0381 LAKE SUPERIOR	$1,277.07	7/1/2026 0:00	Due to Other MN Dist
7205	ISD #0577 WILLOW RIVER	$1,209.49	7/1/2026 0:00	Due to Other MN Dist
7206	ISD #0577 WILLOW RIVER	$1,240.31	7/1/2026 0:00	Due to Other MN Dist
7207	ISD #0700 HERMANTOWN	$647.22	7/1/2026 0:00	Due to Other MN Dist
7208	ISD #0700 HERMANTOWN	$504.40	7/1/2026 0:00	Due to Other MN Dist
7209	ISD #0700 HERMANTOWN	$631.14	7/1/2026 0:00	Due to Other MN Dist
7210	ISD #0700 HERMANTOWN	$123.43	7/1/2026 0:00	Due to Other MN Dist
7211	ISD #0700 HERMANTOWN	$735.23	7/1/2026 0:00	Due to Other MN Dist
7212	ISD #0700 HERMANTOWN	$126.55	7/1/2026 0:00	Due to Other MN Dist
7213	ISD #709 DULUTH	$29,209.11	7/1/2026 0:00	Due to Other MN Dist
7214	NORTHERN LIGHTS ACADEMY	$69.56	7/1/2026 0:00	Due to Other MN Dist
7215	NORTHERN LIGHTS ACADEMY	$412.27	7/1/2026 0:00	Due to Other MN Dist
7216	NORTHERN LIGHTS ACADEMY	$141.47	7/1/2026 0:00	Due to Other MN Dist
7217	NORTHERN LIGHTS ACADEMY	$515.25	7/1/2026 0:00	Due to Other MN Dist
7218	RATWIK, ROSZAK & MALONEY	$1,111.50	7/1/2026 0:00	Accounts Payable
7219	RATWIK, ROSZAK & MALONEY	$741.00	7/1/2026 0:00	Accounts Payable
	TOTAL	$779,085.03		

Carlton-Wrenshall ISD #2918
Receipt Listing Report

Deposit Ctrl No	Batch	Co	Receipt No	Receipt Type	Bank	Check No	Date	Pmt Type	Grp	Code	Customer	Status	Amount
1001		2918	1001	Credit	1		07/23/26	Check	1	1006	Northeast Service Coop	Applied	90,000.00
		2918	1002	Credit	1		07/23/26	Check	1	1110	Lunch Program	Applied	11.35
											Deposit Control Total:		**90,011.35**
1002		2918	1003	Credit	1		07/22/26	Check	1	1006	Northeast Service Coop	Applied	3,008.95
		2918	1004	Credit	1		07/22/26	Check	1	1042	LATCH KEY	Applied	1,737.75
		2918	1005	Credit	1		07/22/26	Check	1	1500	Miscellaneous	Applied	284.50
											Deposit Control Total:		**5,031.20**
1003		2918	1006	Credit	1	MAYBalanceC	07/06/26	Wire	1	1001	Carlton County	Applied	9,755.93
											Deposit Control Total:		**9,755.93**
1004		2918	1007	Credit	1	MayBalanceW	07/06/26	Wire	1	1001	Carlton County	Applied	13,611.54
											Deposit Control Total:		**13,611.54**
1005		2918	1008	Credit	1		07/09/26	Check	1	1500	Miscellaneous	Applied	893.32
											Deposit Control Total:		**893.32**
1006		2918	1009	Credit	1		07/10/26	Wire	1	1002	State of MN	Applied	8,275.98
											Deposit Control Total:		**8,275.98**
1007		2918	1010	Credit	1	10525697	07/15/26	Wire	1	1002	State of MN	Applied	9.93
											Deposit Control Total:		**9.93**
1008		2918	1011	Credit	1		07/15/26	Wire	1	1002	State of MN	Applied	24.78
											Deposit Control Total:		**24.78**
1009		2918	1012	Credit	1		07/31/26	Check	1	1002	State of MN	Applied	80,402.66
											Deposit Control Total:		**80,402.66**
1010		2918	1013	Credit	1		07/31/26	Wire	1	1001	Carlton County	Applied	3,000.00
											Deposit Control Total:		**3,000.00**
											Report Total:		211,016.69

CARLTON-WRENSHALL
PUBLIC SCHOOL DISTRICT
SMALL-TOWN VALUES. UNLIMITED POTENTIAL.

(218) 384-4274
ISD #2918

August 17, 2026

Consent Agenda

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

Appointments:
Tatum Swanson – Student Data Specialist/MARSS Coordinator (per MOU)
Anna Luehrs – Office Manager/Nursing Assistant – ASP Class 6
Paige Greenwood – Kindergarten Teacher
Leticia Thornhill – American Indian Cultural Liaison – .5 FTE
Hope DeFoe – American Indian Education Coordinator – .6 FTE
Daniel Duncan – bus driver
Bart Solberg – bus driver
Steven Schroder – bus driver
Dennis Korpela – bus driver
Amanda Smith – JV Head Coach/Varsity Assistant Volleyball
Kima Taylor – JH Coach Volleyball
Eli Krisak – JV Head Coach/Varsity Assistant boy's basketball coach
Kevin Hufziger – Varsity Cross Country Assistant Coach
Erin Bowes – Head Speech Coach

Lane Changes:

Changes of Assignment:

At-Will Agreements:

Leaves of Absence:
Chloe Swanson – MultiMedia Production/Library Media Specialist Teacher – one year with option for renewal.

Resignations:
Blythe Bartl – Community Education – effective August 28, 2026.

NORTHSPAN

CONNECTIONS · CAPACITY · CAPITAL

CARLTON-WRENSHALL SCHOOL DISTRICT

Strategic Planning Facilitation Services

July 14, 2026

PREPARED FOR:
Frank Schill, Superintendent
fschill@isd100.org

PREPARED BY:
Elissa Hansen, President & CEO
ehansen@northspan.org

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ABOUT US

Northspan is an economic and business development consulting firm focused on building connections, strengthening capacity, and unlocking access to capital. As full-service, contracted consultants, we bring a broad range of expertise to complex challenges. Our expertise lies in forging strong relationships, facilitating impactful conversations, and sparking innovative insights and actions that move projects from concept to completion.

OUR MISSION

Purpose, Cause, & Passion

To engage & elevate.

Our Niche

We are expert navigators, transforming ideas into accomplishments.

OUR CORE VALUES

We foster respect through intentional engagement of stakeholders and seek common solutions to community, business, and organizational challenges.

Inclusive: We facilitate intentional engagement of stakeholders and seek common solutions to community, business, and organizational challenges.

Trustworthy: We earn the loyalty of our clients by operating ethically, reliably, confidentially, and with integrity.

Stewards: We carefully manage the resources entrusted to us and focus on the long-term well-being of our clients and programmatic service areas.

Adaptable: We offer a broad range of expertise which enables us to seize new opportunities and tailor our offerings to meet our clients' needs.

Diligent: We provide satisfaction to our clients by delivering excellent customer service and clear results.

WHAT MAKES US DIFFERENT?

- Forging strong relationships.
- Facilitating impactful conversations.
- Sparking innovative insights and actions.

OUR PROVEN CLIENT NAVIGATION PROCESS!

Northspan began providing economic development consulting in 1985, and we now serve between 70–80 clients per year. Our work is grounded in our values to be Inclusive, Trustworthy, Stewards, Adaptable and Diligent — engaging your constituency, embracing tough challenges, identifying areas for growth, and charting a specific, strategic and tailored path forward to help you succeed.

FORM CONNECTIONS

We identify, develop, and collaborate on projects to strengthen communities, attract and retain businesses, and enhance quality of life.

- Community Engagement
- Research & Analysis
- Policy Development
- Strategic Support & Gap Capacity

BUILD CAPACITY

We improve the health and vitality of boards, councils, committees, and collaborations through methods that build capacity and enhance effectiveness.

- Economic Impact Analysis
- Strategic Planning
- Growth & Change Management
- Crisis & Readiness Planning

ACCESS CAPITAL

We integrate seamlessly with a network of public and private partners to help you secure the resources needed to transition, expand, and drive economic growth.

- Loan Fund Design & Maintenance
- Valuations & Succession Planning
- Feasibility Analysis
- 3rd Party Underwriting

NORTHSPAN BY THE NUMBERS

75+ YEARS COMBINED EXPERIENCE

70+ CLIENTS SERVED IN 2025

6 TALENTED TEAM MEMBERS

DEVELOPMENT PHILOSOPHY: ENGAGING & ELEVATING SINCE 1985

Northspan's mission is to transform ideas into accomplishments. With over 40 years in community and economic development, we are known for creating tailored strategies for each engagement. Despite changes in staff over the years, we remain committed to inclusive participation and respect. We build long-term partnerships with communities and organizations, often working behind the scenes to enhance the capacity of those providing essential services.

Trust is fundamental to our work, and we uphold high standards of professionalism. Our extensive network includes state and local governments, private companies, philanthropic organizations, nonprofits, and community leaders. Successful community engagement requires buy-in from a diverse network, and we strive for this in every project.

Our six-person team provides research and administrative support, streamlining processes and offering cost-effective services. Our professionalism, responsiveness, and fresh energy ensure quick progress and client satisfaction.

FLEXIBLE AND INCLUSIVE ENGAGEMENT STRATEGIES

Northspan's approach emphasizes inclusive participation and respect, adapting our processes to these principles. Facilitators listen to all perspectives and encourage participation from everyone. We incorporate non-traditional methods, including arts and active engagement, to reach communities in new ways and inspire a renewed vision for their future.

Northspan's facilitation is based on the Institute of Cultural Affairs-USA Technology of Participation (ToP) methods, transforming how groups think, talk, and work together. We immerse ourselves in communities to understand their challenges and opportunities, identify potential changes, and pilot ideas.

We build partnerships and collaborations to foster trust, changing perspectives and inviting long-range thinking. By listening, observing, and engaging, we make the best recommendations to elevate growth, recovery, and change.

ELEVATING DIVERSE VOICES AND PERSPECTIVES

Northspan embraces a holistic vision of community and economic development, understanding how partners can collaborate to best serve their communities. We navigate the broader development ecosystem, helping organizations find their unique niches and avoid service duplication.

We diligently research and understand the internal politics and histories of the communities and organizations we serve, breaking down historical divides and building new connections. Our experience in both public and private sectors equips us to handle tough conversations around organizational and community change.

We prioritize not only recognizing attendees at community meetings but also actively encouraging participation from underrepresented groups. Our expansive view of diversity spans age, race, faith, gender, and sexual orientation.

Well-connected with state and local governments, private companies, philanthropic organizations, nonprofits, and community leaders, we ensure successful community engagement through broad buy-in from diverse networks.

OUR CORE METHODS

Focused Conversations facilitate meaningful communication by:

- Providing a structure for clear dialogue and reflection
- Delving deeply into topics
- Encouraging diverse perspectives
- Creating shared awareness

Consensus Workshops lead to group decisions that respect diverse perspectives, create joint resolve, and inspire action by:

- Engaging all group members
- Organizing ideas and decisions
- Revealing consensus in large groups
- Building effective team partnerships
- Creating shared agreement

Action Planning (when appropriate) is a short-term planning approach for events or projects with group agreement by:

- Visualizing the completed task
- Analyzing the current situation
- Focusing the group's commitment
- Establishing clear accountability
- Developing a coordinated action timeline
- Creating commitment to action

July 14, 2026

RE: Strategic Planning Facilitation Services

Dear Mr. Schill,

Northspan is pleased to present this proposal for strategic planning services in response to the RFP issued by the Carlton-Wrenshall School District. We have a long history of strategic plan facilitation in Northeast Minnesota, including current support for Carlton-Wrenshall through a contract providing professional development related to diversity, equity, and inclusion.

We believe our experience and expertise in strategic planning, coupled with our deep history in Carlton County, position us well to complete this work. President & CEO Elissa Hansen will lead this project with assistance from Vice President Karl Schuettler, Senior Consultant Ali Bilden Camps, and Consultant Amber Lewis. Other Northspan team members with relevant qualifications may participate as needed to ensure a seamless and effective planning process.

Please let us know if you'd like to have additional conversations or if we can be of any further assistance as you make your decision. We look forward to potentially working with your team!

Best wishes,

Be well,

Elissa Hansen
President & CEO

EXECUTIVE SUMMARY

Northspan presents a structured, accountability-driven strategic planning process to support the Carlton-Wrenshall School District in developing a three-year strategic framework. Building on our existing work with the District on diversity, equity, and inclusion, we will guide a planning effort that produces a shared practical vision, identifies core challenges, establishes strategic directions, and outlines an implementation plan.

The process follows six phases: Preparation and Design, Practical Vision, Underlying Contradictions, Strategic Directions, Redefining Vision, Mission, and Core Values, and Focused Implementation. These phases combine environmental assessment, stakeholder engagement, and facilitation methods grounded in the District's context.

Northspan will spend fall 2026 in a phase of deep learning around the current state of the district. We will conduct extensive background research, and engagement will include community and staff surveys, focus groups with students, families, staff, and community members, and four strategic planning workshops. Four subsequent strategic planning workshops with a strategy committee will move participants from visioning to strategy development and into measurable action planning aligned with District priorities such as achievement, belonging, operational stability, and civic readiness. By the end of the process, participants will have identified a series of actions required to carry out its new directions with measures and implementation plans.

Northspan will compile all inputs into a complete strategic plan, a one-page summary, and a dashboard and monitoring framework. We also recommend continued engagement through quarterly planning workshops and an annual evaluation session to maintain momentum.

The project team includes President and CEO Elissa Hansen, Vice President Karl Schuettler, Senior Consultant Ali Bilden Camps, and Consultant Amber Lewis. Our experience with regional organizations and educational institutions positions us to support the District effectively.

The proposed cost for the full scope of work is $54,000. This process will provide Carlton-Wrenshall with a practical, community-informed roadmap to guide decisions and strengthen outcomes over the next three years.

APPROACH AND METHODOLOGY

Goal

Develop a three-year strategic framework including a practical vision, underlying contradictions, strategic directions, and action planning to guide its implementation.

Recommended Approach

Northspan's preferred strategic planning method includes six phases:

1. Preparation & Design
2. Practical Vision
3. Underlying Contradictions
4. Strategic Directions
5. Redefining Vision, Mission, & Core Values
6. Focused Implementation

PREPARATION & DESIGN

Northspan works with the group to design the engagement, clarify who needs to be involved, and examine the group's environment, which provides focus for the workshops. Preparation and design of our strategic planning method could incorporate all the following components:

- Clarify strategic planning goals
- Identify those to be engaged in the workshops
- Organize & schedule workshops and check-in meetings when necessary

ENVIRONMENTAL ASSESSMENTS

Conduct environmental assessments

1. Internal & External Analysis
2. Community Survey
3. Strategy Committee, Board, & Staff Survey
4. Focus Group Listening Sessions

(1) Internal & External Analysis

Northspan documents District & community resources and assets through organizational review, community analysis, and supplement with relevant data.

- Obtain background information & related materials
- Existing strategic, planning, or related documents
- Assess the District through an equity and belonging lens, as has been developed through Northspan's existing contract with the District to support equity and inclusion efforts
- Aligning the process with state statute and MSBA guidance

Use data tools and research to determine trends and best practices relevant to the group, including case study comparisons when relevant. Data will seek to provide context to inform strategic planning. Sources will include:

- Minnesota Department of Education
- US Census and American Community Survey
- Any District-level data that can be shared
- Minnesota economic and labor data sources
- Other relevant federal, state, and local sources

(2) Community Survey

Northspan creates and conducts a community-informed survey that will include both virtual and paper versions. We will develop a draft based on District input and work to finalize a concise survey that directly addresses community needs, including desired priorities, equity-related considerations, and lingering concerns related to the merger. We will work with the District to distribute the surveys to families and community members and help make the survey available at relevant in-person events.

The community survey seeks to gather ideas regarding what stakeholders would like the organization to focus on in its strategies. These insights will aid the District's understanding of how the community expects it to show up, listen, and move in the community to make a difference going forward. It will also provide ideas on opportunities the District can propel or create to improve outcomes.

If any translation needs are necessary, Northspan has one staff member who is fluent and Spanish and a Tribal Liaison who can connect us with resources to assist with translation to Ojibwe (Anishinaabemowin). Any additional languages would need to be contracted separately.

(3) Strategy Committee, Board, & Staff Survey

Targeted to all staff, board, and strategy committee members. This group can also usually complete the Community Survey, but this survey will go deeper to directly inform the strategies in the plan.

- Assess progress on existing initiatives, Vision, Mission, and Core Values
- Conduct a Strengths, Weaknesses, Opportunities, Threats (SWOT) assessment
- Gain insight building toward the group's Practical Vision, Underlying Contradictions, and Strategic Directions

(4) Focus Group Listening Sessions

Northspan develops and conducts four focus group listening sessions for community stakeholders, including families, community members, staff, and students. The exact focus of these sessions is open to discussion, but Northspan recommends one session focused on staff, one focused on students, and two for community members.

The data and ideas from these conversations will be summarized in a document and synthesized to inform the planning workshops.

STRATEGIC PLAN WORKSHOPS

Northspan facilitates four strategic plan workshops with a strategy committee of the Board, Superintendent, and others identified as participants, including staff, students, families, and community representatives. These workshops can take place over 2-4 separate days on a timeline that works for participants.

WORKSHOP 1: STATE OF THE DISTRICT REPORT & PRACTICAL VISION

Workshop Time: 4 hours

Context Presentation

Northspan uses past reports, surveys, and relevant District data to develop a narrative around the community to create a Stakeholder Engagement Report and a State of the District Report. It then creates an overview presentation to provide context in the first workshop, which establishes a practical vision.

Practical Vision | The group creates practical images of their desired future.

What do you want to see in place in three years as a result of our actions?

- Reveals the latent vision within the group; identifies the group's hopes and dreams.
- Creates group ownership of a common vision of the future.

WORKSHOP 2: UNDERLYING CONTRADICTIONS & STRATEGIC DIRECTIONS

Workshop Time: 4 hours

Underlying Contradictions | The group identifies and analyzes obstacles and root causes that prevent the realization of its vision.

What is blocking us from moving toward our vision?

- Identifies obstacles to the vision.
- Ensures the group feels they've identified underlying issues.

Strategic Directions | The group creates strategies that will deal with the contradictions and move the group toward its vision.

What innovative, substantial actions will deal with the underlying contradictions and move us toward our vision?

- Enables the group to create clearly focused, yet innovative and empowering strategies that set the course for the group.
- Generates excitement about collaboration within the group and new commitment to practical possibilities.

POST-STRATEGIC DIRECTIONS MINI-SURVEY

After the second workshop, Northspan administers a mini survey to strategy committee participants. This survey includes vision-related and current reality assessment (strengths, weaknesses, benefits, dangers) questions. It prepares the strategy committee for the upcoming workshops and aids in reviewing and assessing the organization's current mission for clarity and relevance and developing the vision and core values.

WORKSHOP 3: DEVELOPING VISION, MISSION, & CORE VALUES

Workshop Time: 3 hours

Mission: What do we do? It's factual.

Vision: Where are we going? It's aspirational.

Core Values: Define your culture. They exist today whether you have captured them or not. When they are clear, they will attract like-minded people to your organization. When they are applied to your existing organization, they will weed people out that don't fit. Once captured, they must be used for hiring, firing, review, rewards, and recognition. This is how you keep them alive.

WORKSHOP 4: FOCUSED IMPLEMENTATION

Workshop Time: 4 hours

The group decides the substantial actions required to carry out its new directions with measures and implementation plans.

- Discerns the strategic actions that will begin to build momentum behind each strategic direction.
- Ensures alignment of strategies with goals related to comprehensive achievement, civic readiness, literacy, belonging, operational stability, and District identity.
- Instills ownership, commitment, and accountability for action.

1. Accomplishments
    1. *What will be our specific, measurable accomplishments?*
2. Timeline & Assignments
    1. *What is our timeline for completion of accomplishments?*
    2. *What are the identifiable costs for actions on the timeline?*
3. Priorities
    1. *What are our priority actions for the first quarter?*

STRATEGY DOCUMENTATION

Once these planning sessions are completed, we draft a feasible Strategic Plan detailing Strategic Directions, Actions, and Outcomes that includes all elements outlined above, plus:

- Create and electronically communicate the draft strategic plan with the group to acquire feedback
- Edit and present a final strategic plan including a process summary for approval
- Develop a one-page "Plan on a Page" to share with community members
- Creation of a dashboard, monitoring plan, and related tools that will support execution of the plan

RECOMMENDED CONTINUED ENGAGEMENT

Northspan recommends a full year of additional continued engagement to build a cadence for strategic planning implementation. We suggest the following additional sessions:

WORKSHOPS 5 – 7: QUARTERLY EVALUATION & PLANNING

Workshop 5-7 Semester 1 (Fall 2027), Semester 2 (Spring 2028), and Summer (2027) Planning | Time: 3 hours each

Review of mission, vision, core values & strategic directions

Evaluation of the last semester action plans: Each team presents/reports out on accomplishments to date, what didn't get done, blocks, learnings, and implications.

Plan for next semester: Each team works on their measurable accomplishments on the quarterly timeline and creates a draft semester action plan for each accomplishment. Each team also updates their timeline if necessary.

Each team presents out to the group for edits and enhancement ideas

WORKSHOP 8: ANNUAL EVALUATION & FALL SEMESTER 2028 PLANNING WORKSHOP

Workshop Time: 8-hours, in-person with lunch

With the Strategy Committee

Recollection of Vision, Mission, Core Values, & Strategic Directions

Review the year and reboot the strategic directions.

Year 1 Presentations

Each staff strategic direction team will present on Year 1 including the accomplishments to date, what didn't get done, blocks, learnings, and implications.

Year 2 Actions Reboot

Strategy committee to go through the strategic directions and consider the new Current Reality, Success Indicators, and Actions needed to achieve success.

- Lunch Together -

With Staff Only

Year 2 Actions Reboot: Refinement

Refine the updated Actions set by the strategy committee and assign strategic direction teams and leads

Update Timeline and Present

Lay the actions out on an updated timeline

Draft Semester Plans

Work in the newly created strategic direction teams to create a draft plan for the next 90 days and present that back to the group for enhancement ideas

Present Semester Plans

Each team presents out to the group for enhancement ideas

MSBA AND MINNESOTA PUBLIC SCHOOL EXPERIENCE

Northspan acknowledges it has not completed a full strategic plan for a Minnesota school district in recent years. It has, however, worked frequently with educational institutions, including a recent strategic plan for Fond du Lac Tribal and Community College, and has an existing relationship with the Carlton-Wrenshall School District. We regularly conduct strategic plans for organizations of all shapes and sizes and believe the process will be best served by strong facilitation methods that dig into fundamental issues, coupled with strong knowledge of local concerns and challenges.

Northspan is familiar with MSBA and is already working to ensure knowledge of its guidance for school district strategic plans. We are also familiar with relevant Minnesota statutes that will guide the process.

PROJECT TIMELINE

Northspan proposes the following timeline for the engagement. We are open to adjusting it based on the District's input.

- Preparation and Design – September 2026
- Environmental Assessments – September – December 2026
- Strategic Plan Workshops – February-April 2027
- Strategy Documentation – May-June 2027
- Plan Finalization and Presentation – June-July 2027

ENCOURAGING COLLABORATION, THOUGHT LEADERSHIP, AND THE ABILITY TO CREATE POSITIVE CHANGE IN OUR COMMUNITIES.

Elissa Hansen: Lead

PRESIDENT & CEO

218.481.7737 · ehansen@northspan.org · www.linkedin.com/in/elissahansen

Elissa Hansen leads Northspan with over 20 years of experience in business, community, organizational, and economic development across Minnesota and Wisconsin. She dedicates her time to creatively advancing others' capabilities. In her role at Northspan, Elissa engages with and elevates every client by facilitating tough conversations and driving projects forward with action-oriented strategic methods. She fosters meaningful communication that respects diverse perspectives, creates joint resolve, and inspires individual and group action.

Elissa grew up in central Minnesota and earned her undergraduate and master's degrees from Northern Arizona University. She has completed certification coursework with the Institute of Cultural Affairs - USA in the Technology of Participation. Elissa is a certified Economic Development Finance Professional with the National Development Council and a graduate of both the Leadership Duluth and Blandin Community Leadership programs. She has also been honored as one of the Duluth News Tribune's "20 under 40," celebrating professionals making a positive impact and working for change in the region.

RELEVANT CREDENTIALS, EXPERIENCE, AND EXPERTISE:

Strategic Planning Facilitation: Elissa has facilitated strategic planning for various groups, including the Minnesota Chippewa Tribe, East Range Joint Powers Board, Great Lakes Aquarium, Arrowhead Economic Opportunity Agency (AEOA), City of Port Washington, WI, Arrowhead Library System, Wadena Development Authority, Chester Bowl Improvement Club, Hermantown EDA, Kanabec County EDA, Chisago County HRA-EDA, Generations Health Care Initiatives, and Mineland Vision Partnership.

Community Engagement: Elissa has been directly involved in community engagement processes in numerous rural communities across northeast Minnesota and northwest Wisconsin. These communities often have passionate advocates but need assistance recognizing their assets, gathering ideas into a coherent plan, and following through to make genuine change. Elissa excels at creating space for communities to envision their future and connect to resources that will help them achieve their goals.

Planning, Community Engagement, & Facilitation Services: Elissa has provided these services for various public, private, and nonprofit groups, including the City of Duluth Mayor's Housing Task Force, Minnesota Power's Low Income Solar Program, ItasCAP & East Range CAP (Community Advisory Panels), Arrowhead Regional Development Commission's Comprehensive Economic Development Strategy, Advancing a Healthy Wisconsin, and the Mille Lacs Corporate Venture's Tribal Economy Business Incubator initiative.

Welcoming Community Program: Elissa led the development and launch of this program to increase the sense of belonging among underrepresented community members and build trust between people from different backgrounds in northeast Minnesota. The program brings together individuals from diverse backgrounds to explore intercultural differences and adapt to challenges. It aims to create long-term opportunities and eliminate systemic barriers for people facing significant disparities.

Certified Facilitator: Elissa is certified by the Exit Planning Institute and has completed the Mastering the Technology of Participation (MToP) program, an intensive training in facilitation leadership from The Institute of Cultural Affairs in the USA.

Economic Development Finance Professional (EDFP): Elissa has coursework in business credit analysis, real estate finance, and deal-structuring, with recertification in loan packaging, negotiating, problem-solving, and developing and financing affordable housing.

Public Life Training: Elissa has training through the Knight Foundation's Intensive Study Tour & Training in Copenhagen, Denmark, and a master class with Gehl Architects on public life studies and engagement strategies focused on people-first design, master planning, and urban development frameworks.

Duluth City Council: Elissa served as a City Councilor, Council President, and Council Finance Committee Chair from 2016 to 2018. During this time, she enhanced her knowledge of inclusion, equity, and diversity, creating a welcoming environment for all residents and setting a precedent for civil behavior. She worked with the community and councilors to update the City's Tools of Civility.

Previous Experience: Elissa has experience in business management and development, marketing, economic development, and strategy development at Lake Superior Consulting, Buzz Frenzy, Steam Creative Consulting, Area Partnership for Economic Expansion (APEX), and the Brainerd Lakes Economic Development Corporation (BLAEDC).

Karl Schuettler: Lead

VICE PRESIDENT

218.481.7737 · kschuettler@northspan.org · www.linkedin.com/in/karl-schuettler-30336368/

Karl Schuettler helps guide Northspan strategic planning processes and conducts research and analysis on economic and demographic trends. His work includes using data to tell stories for communities and organizations, community development project management, and support for Northspan's programs. He joined Northspan in 2016 and served as its Research Director until 2022, when he was promoted to Vice President. Karl holds a bachelor's degree from Georgetown University and a master's degree in urban and regional planning from the University of Minnesota.

RELEVANT CREDENTIALS, EXPERIENCE, AND EXPERTISE:

Facilitate Northspan strategic planning processes and organizational development work through a wide range of client work, including the incorporation of economic and demographic research to provide context and ground participants in an understanding of their situations. Recent clients include the Arrowhead Library System, Fond du Lac Band of Lake Superior Chippewa Agricultural Division, City of Port Washington (WI), Visit Duluth, Great Lakes Aquarium, and the Neighborhood Youth Services program in Duluth's Central Hillside neighborhood.

Completed several extensive research projects that led directly to investments in communities. These include a study on drivers of housing costs and policy solutions for Duluth in 2018 whose recommendations later guided city policy and a 2021 process to compile a 500-page report on a Tribal Economy Business Incubator project for Mille Lacs Corporate Ventures, which led to a $3.1 million grant from the federal Economic Development Administration to support the tribal economy.

Involved in work surrounding the opportunity zones federal tax incentive since its inception, including assistance with designation of zones, panel participation in discussions of the program in Minnesota and Vermont, and management of the Minnesota Opportunity Collaborative program and its webinar series.

Comprehensive community development services for clients with long-term relationships, including the East Range Joint Powers Board and East Central Development Partnership (formerly GPS 45:93). Work includes meeting management, business retention and expansion visits, community engagement and research projects, support for marketing and communications activity, and policy recommendations.

Management of Northspan financial feasibility and market studies, including economic impact research, that develops narratives around communities and organizations. Notable work includes financial feasibility studies for the Northeast Higher Education District and City of Cohasset, a population study for the Fond du Lac Band of Lake Superior Chippewa, and market research projects for the Duluth Greater Downtown Council and several private developers. Managed the Northland Connection program from 2016-2022 and provide access to a suite of data that examines the state of clients' economies, demographics, and target audiences.

Active role in several regional economic development efforts that include dozens of member communities and organizations and require stakeholder input, including directing the Northland Connection program, membership on the boards of the Iron Range Economic Alliance and Duluth Community School Collaborative, and a member of the Duluth-Superior Metropolitan Interstate Council's Transportation Advisory Committee.

Undergraduate degree in Regional and Comparative Studies from Georgetown University's School of Foreign Service, with coursework in diplomacy, economics, conflict negotiation, and research methods. Master's degree in Urban and Regional Planning from the University of Minnesota's Humphrey School of Public Affairs, with coursework in public participation process planning, economic development, housing policy, and community research methods.

Economic Development Association of Minnesota Emerging Professional of the Year, 2021; Leadership Duluth graduate, Class of 2020; 2020-2021 Minnesota Young American Leaders Program participant.

Ali Bilden Camps: Lead

SENIOR CONSULTANT

218.481.7737 · acamps@northspan.org · https://www.linkedin.com/in/alibildencamps/

Ali joined Northspan in 2022 as a Consultant and provides community and organizational development services. For two years, Ali managed the NORTHFORCE program by connecting career-minded individuals with professional advancement opportunities and supporting our regional employers' current and future workforce needs.

Ali brings over 15 years of nonprofit management and community development experience including working with organizations and individuals across all sectors. She has roots in northern Wisconsin and has called northeast Minnesota home for almost 20 years.

RELEVANT CREDENTIALS, EXPERIENCE, AND EXPERTISE:

Extensive experience facilitating strategic planning processes for a wide range of organizations, including the City of Rhinelander, Life House, Lake Superior Community Health Center, and the Fond du Lac Band of Lake Superior Chippewa. Uses collaborative and inclusive methods to help groups establish a shared vision, clarify priorities, and identify actionable goals tailored to their unique missions and contexts.

Leads and supports high-impact, cross-sector workforce initiatives in partnership with regional collaborators. Recent work includes developing and implementing strategies to expand the talent pipeline in key sectors such as child care, health care, construction, and manufacturing by identifying gaps and fostering sustainable solutions through collaboration.

Facilitates community-based action groups, including the Child Care Talent Pipeline, bringing together local leaders and stakeholders to align around shared workforce development goals. Focuses on leveraging regional assets to create lasting impact on talent attraction and retention.

Coordinates student-employer connection events across northern Minnesota, such as job fairs and career exploration activities. Designs and implements engaging event formats that create meaningful interactions and inspire students to pursue careers in high-demand fields.

Educational background includes a Bachelor of Science in English with a minor in Gender Studies from the University of Wisconsin-Superior (2006), and an MBA in Leadership and Change from The College of St. Scholastica (2018), with focused coursework in organizational development and change. A 2014 graduate of the Superior/Douglas County Leadership Program.

Amber Lewis: Support

CONSULTANT

218.481.7737 · alewis@northspan.org · https://www.linkedin.com/in/amberlewis/

Amber Lewis coordinates the Welcoming Community program focused on finding ways to bring community solutions to challenges while bringing people together across differences. Her work involves fostering a more welcoming community in northeast MN and supporting talent retention and community engagement in the region through facilitating community conversations, learning opportunities, and community projects centered on belonging and inclusivity. She joined Northspan in 2021 on a two-year fellowship with Lead for America and has a master's degree in conflict analysis and resolution from George Mason University.

RELEVANT CREDENTIALS, EXPERIENCE, AND EXPERTISE:

In August of 2021-August of 2023, Amber completed her two-year fellowship service in which she was tasked with identifying and implementing initiatives and partnerships to launch Welcoming Community programming serving seven counties and six tribal nations in northeast Minnesota. Amber focused on identifying key community challenges and conflicts through relationship building, intentional conversations, and outreach to underrepresented community members in northeast Minnesota. She was Instrumental in forming a 30+ member northeast Minnesota Welcoming Community Advisory Committee with over 50% representation from members of underrepresented community groups.

Over a year-long period, Amber coordinated two Inclusion Learning Cohorts in rural communities of northeast Minnesota. The cohorts were focused on bringing community members together across difference to build relationships, learn inclusive community practices, and address a challenge in the community.

Other key initiatives organized as part of the Welcoming Community programming included the establishment and hosting of regular meetings of the Duluth Lyceum in partnership with the national Lyceum Movement and assisting in the coordination of 80 free Intercultural Development Inventory assessments to rural community leaders.

Amber assisted the development and execution of the 1st Annual Virtual Northeast Minnesota Equity Summit, with over 200 participants, and was the lead coordinator for the 2nd Annual Equity Summit, Belonging in Northeast Minnesota (in-person), with 120 participants and 24 presenters.

Before joining Northspan, Amber completed her master's degree in Conflict Analysis and Resolution from the Jimmy Carter School for Peace and Conflict Resolution. As a student and post-graduation, she was a participant in planning and facilitating a series of dialogues concerning controversial nomenclature and monuments for the City of Fairfax, VA. She effectively collaborated with city staff, professors, and other volunteers resulting in successful dialogue sessions and improved understanding of best practices for future Fairfax dialogue sessions.

In 2015, Amber served as Augsburg's Environmental Stewardship Fellow. She was a key partner with Augsburg's Environmental Stewardship Committee and served a supervisory role as an advisor to four undergraduate students involved in the Environmental Student Leaders Action Network (ESLAN) in creating and implementing projects and events related to campus and community sustainability.

Amber was a founding member of the Utah Valley University Interfaith Student Council. She effectively participated in the drafting, planning, and hosting of various workshops and lectures aimed at resolving religious based conflicts and successfully participated in and assisted in the facilitation of dialogues between those of different faiths using conflict resolution principles.

Amber is currently serving the second year of a two-year term as a member of the FUSE Leadership Council.

Amber participated in the 2023 cohort for the Minnesota Young American Leaders Program.

Amber is currently completing training to serve as a volunteer moderator for the non-profit Braver Angels.

FOND DU LAC BAND OF LAKE SUPERIOR CHIPPEWA STRATEGIC PLANNING | 2024–2025

Challenge: This summary is shared with permission and in partnership with the Fond du Lac Band's Planning Division. It reflects collaborative planning work conducted from 2024–2025. The Fond du Lac Band of Lake Superior Chippewa, one of Minnesota's eleven sovereign Tribal Nations and one of the top employers in northeastern Minnesota, initiated a strategic planning update process to guide the Band's direction from 2026 to 2030. Building on the 2019–2025 Strategic Plan and a legacy of long-range planning, the Fond du Lac Reservation Business Committee (RBC) and Planning Division sought to create an actionable, five-year roadmap that reflected community values, addressed pressing challenges, and advanced the Band's vision for cultural revitalization, self-determination, and economic sustainability.

Role: Beginning in August 2024, Northspan facilitated a comprehensive strategic planning process in partnership with the Fond du Lac Planning Division. The engagement included broad-based participation across the organization and Tribal community. Components included a review of existing planning documents, and a progress assessment of the previous strategic plan, as well as a staff-wide survey, youth and community focus groups, a SOAR (Strengths, Opportunities, Aspirations, Results) analysis with Division Directors, and multiple strategic planning workshops. The process emphasized transparency, collaboration, and cultural relevance. The resulting 2026–2030 Strategic Plan outlines four strategic directions that emerged through these engagements: • Cultivating Support, Care, and Opportunities for All Generations • Strengthening Connections to Ojibwe Culture, Language, and Identity • Advancing Economic Development, Sustainability, and Self-Reliance • Enhancing Organizational Efficiency, Governance, and Community Engagement

Results: The RBC formally adopted the 2026–2030 Strategic Plan by resolution in June 2025. The plan offers a practical, community-driven framework that integrates priorities identified by staff, youth, Elders, and leadership. https://cms3.revize.com/revize/fonddulac/Documents/Service/Planning%20Divisions/Documents/2025FDLStrategicPlan.pdf

Reference: Jason Hollinday, Director of Planning jasonhollinday@fdlband.org Office: 218-878-2625

LIFE HOUSE STRATEGIC PLANNING | 2024

Challenge: Life House, a nonprofit in Duluth, Minnesota dedicated to transforming the lives of unhoused and at-risk youth, sought a new strategic plan following a leadership transition and other changes within the organization.

Role: Northspan facilitated a strategic planning process that included considerable engagement, including a survey, interviews with staff, and focus groups for Life House youth. Through a series of workshops and refinement, the group developed a realistic three-year strategic plan centered on four key strategic directions: 1. Cultivating New Funding 2. Optimizing Work Environment to Support Staff 3. Incorporating Youth and Staff Feedback for Program Development 4. Developing and Strengthening Community Relationships

Results: Life House's board approved the new strategic plan in January 2025, and the organization engaged with Northspan for quarterly planning sessions to keep the plan on track.

Reference: Amber Sadowski, Life House Executive Director, amber.sadowski@life-house.org

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE STRATEGIC PLAN | 2022-2023

Challenge: Fond du Lac Tribal and Community College (FDLTCC), a Cloquet, Minnesota-based school that is the nation's only institution that is both a tribally chartered college and a member of a state college system, sought a new strategic plan. The college was emerging from the challenges of the COVID-19 pandemic, recently experienced multiple changes to senior leadership, and needed to develop a new overarching framework to guide a series of plans to move the college forward.

Role: Northspan facilitated a year-long strategic planning process that included campus and community-wide survey work, focus groups with students and community stakeholders, and two full-day strategic planning sessions with a strategy committee of faculty and staff. Additional workshops with the campus community helped refine the strategic plan language and build toward a plan that represented a broad set of interests around the college.

Results: FDLTCC has implemented the new strategic plan with the college's mission, core values, and vision, as guiding tenets. The college's unique Union of Cultures identity is integrated throughout each of the 5 strategic directions. https://fdltcc.edu/wp-lib/wp-content/uploads/2023/11/FDLTCC_StrategicPlan-with-appendices-8.21.23.pdf

Reference: Anita Hanson, FDLTCC President, anita.hanson@fdltcc.edu

With Optional Workshops — $54,000.00

PREPARATION AND DESIGN	
Conduct a kickoff meeting with the group to design the engagement, clarify who needs to be involved, and examine the group's environment, which provides focus for the workshops.	
Clarify strategic planning goals	$855.00
Identify those to be engaged in the workshops	$700.00
Organize & schedule workshops and check-in meetings when necessary	$285.00
PREPARATION AND DESIGN SUBTOTAL	**$1,840.00**
ENVIRONMENTAL ASSESSMENTS	
1. Internal & External Analysis	$3,940.00
2. Community-Informed Survey	$5,350.00
3. Strategy Committee, Board, & Staff Survey	$3,400.00
4. Focus Group Listening Sessions (4, 2-hours)	$7,340.00
ENVIRONMENTAL ASSESSMENTS SUBTOTAL	**$20,030.00**
STRATEGIC PLAN WORKSHOPS	
Context Presentation & Practical Vision	$2,880.00
Underlying Contradictions & Strategic Directions	$2,685.00
Post-Strategic Directions Mini-Survey	$1,285.00
Redefining Mission and Developing Vision & Core Values	$2,880.00
Focused Implementation Parts 1-3	$2,880.00
STRATEGY DOCUMENTATION	
Create and electronically communicate the draft strategic plan with the group to acquire feedback	$3,550.00
Edit and present a final strategic plan including a process summary to the board for approval	$1,645.00
STRATEGY DOCUMENTATION SUBTOTAL	**$5,195.00**
OPTIONAL WORKSHOPS	
Optional Semester Planning Workshop (Fall 2026)	$2,280.00
Optional Semester Planning Workshop (Spring 2027)	$2,280.00
Optional Summer 2027 Planning Workshop	$2,280.00
Optional Annual Evaluation & Semester Planning Workshop (Fall 2027)	$3,420.00
DESIGN, PRINTING, LODGING, MILEAGE, & TRAVEL	
Design, Printing & Meeting Supplies	$839.25
Lodging	$-
Mileage	$195.75
Travel Time, based on 6 trips	$3,030.00
DESIGN, PRINTING, LODGING, MILEAGE, & TRAVEL SUBTOTAL	**$4,065.00**
TOTAL PROJECT	**$54,000.00**

PROPRIETY AND CONFIDENTIALITY

This proposal is customized exclusively for the recipient organization. All content, methodologies, and pricing are proprietary and confidential to Northspan. Distribution, duplication, or use of this proposal, in whole or in part, without Northspan's prior written permission is prohibited.

NORTHSPAN

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Fond du Lac Tribal & Community College

Strategic Plan

2023-2028

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Executive Summary

Beginning in October 2022, Fond du Lac Tribal and Community College (FDLTCC) engaged Northspan to conduct a strategic planning process. The process began with the goal of developing a five-year strategic framework including a practical vision, underlying contradictions, strategic directions, and action planning to guide its implementation.

During the process, the FDLTCC strategy committee reaffirmed the following mission, vision, and core values:

VISION: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

MISSION: The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission, we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experience, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

CORE VALUES:

- Respect (*Manaaji'idiwin*)
- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin*)

In its strategic planning sessions, the group established five strategic directions to guide its work in upholding its vision, mission, and values:

STRATEGIC DIRECTIONS:

1. Developing Processes to Empower Campus Community
2. Driving FDLTCC's Progress through Informed & Transparent Plans
3. Optimizing Opportunities with Community Partners
4. Broadening Supports to Enhance Financial Stability
5. Creating Campus-Wide Holistic Wellness Model

This document provides an overview of the new strategic plan, which will guide FDLTCC's work for the next five years. Details on the planning process and supporting documents from that process are available in the appendices.

COLLEGE OVERVIEW

Fond du Lac Tribal and Community College is the only college in the United States that is both a chartered tribal college and part of a public state college system. Since its foundation in the early 1990s, it has striven to embody a "union of cultures" that recognizes its unique position, embodying both Native American culture and all cultures in the area it serves. This union is evident in the articles of incorporation, which was most recently amended in April 2018 by the Fond du Lac Reservation Business Committee:

"The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community."

FDLTCC is governed by a seven-member board of directors. At least six members of the board must be enrolled members of the Fond du Lac Band of Lake Superior Chippewa, and the Reservation Business Committee appoints one of its members as an ex officio member. Board members serve four-year terms and meet monthly.

ACCREDITATION

Like all institutions of higher education, Fond du Lac Tribal and Community College seeks accreditation to certify the validity of the degrees and certificates it offers. Two organizations with national and global reach, the Higher Learning Commission and the World Indigenous Nations Higher Education Consortium, accredit the entire institution, while specific programs such as elementary education and nursing are subject to additional accreditation processes or program reviews.

FDLTCC's accreditation was initially granted by the Higher Learning Commission in 1997 and most recently reaffirmed in 2015-2016. The next reaffirmation is scheduled for 2025-2026, meaning it will take place during the lifetime of this strategic plan. The college currently offers 16 associate degree programs, 1 bachelor's degree program, and 18 certificate programs.

As part of the process of achieving special accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC), a four-year process culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan (Indigenous American academic and non-academic programming) adopted Gidizhitwaawinaanin (Our Cultural Standards). While Gidizhitwaawinaanin were developed for the college's Anishinaabeg Gikendaasowinan, discussions developed during campus meetings in spring 2019 regarding a merging of the institution's core values and cultural standards.

CULTURAL STANDARDS

FDLTCC's Cultural Standards are as follows:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

MINNESOTA STATE SYSTEM

FDLTCC is also a part of the Minnesota State Colleges and Universities system, operating under the Board of Trustees of the Minnesota State Colleges and Universities. Minnesota State has frameworks in which all its constituent colleges and universities must operate, though each college also has a distinct mission that is consistent with, or supportive of, the overall mission of Minnesota State Colleges and Universities. The vision and mission of Minnesota State are as follows:

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

ADDITIONAL FDLTCC PLANS

This strategic planning process took place within the context numerous existing guiding documents, plans, and accreditations processes that are all essential to FDLTCC's success. For a complete list of these plans and summaries of their contents, see the Strategic Planning Process and the Background Information Appendices.

STRATEGIC PLAN 2023-2028

FDLTCC began its strategic planning work in fall 2022 and completed two full-day workshops in March and April 2023 to build out the plan. The new strategic plan reaffirmed FDLTCC's existing vision, mission, and core values, with both internal and community survey work generating very strong support for existing wording. It brings together FDLTCC's wide-ranging offerings behind a set of strategic directions that provide concrete, measurable steps with which to make the vision a reality. By unifying this new framework with considerable stakeholder input, FDLTCC was able to build a plan that accurately reflects its current state of affairs and sets the stage for the organization to flourish over the next five years.

The college is guided by its longstanding vision, mission, and core values:

Vision: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

Mission: The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission, we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experience, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

CORE VALUES:

- Respect *(Manaaji'idiwin*)
- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (Zhawenjigewin)

In the service of this vision, mission, and set of core values, this strategic plan is built around the following elements:

PRACTICAL VISION

What do we want to see in place in five years as a result of our strategic planning actions?

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

What is blocking us from moving toward our Practical Vision?

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS

What innovative, substantial actions will deal with the Underlying Contradictions and move us toward our Practical Vision?

- Developing Processes to Empower Campus Community
- Driving FDLTCC's Progress through Informed & Transparent Plans
- Optimizing Opportunities with Community Partners
- Broadening Supports to Enhance Financial Stability
- Creating Campus-Wide Holistic Wellness Model

These five strategic directions build on extensive engagement of the campus community and the foundations created by the previous strategic plan. Each strategic direction includes a series of action steps that will move them forward, and the college will develop teams to create action plans with sub-steps for each.

(INSERT GRAPHIC HERE REPRESENTING ENTIRE PLAN - WILL FEATURE THE FIVE STRATEGIC DIRECTIONS AND FRAMING LANGUAGE)

SD1

DEVELOPING PROCESSES TO EMPOWER CAMPUS COMMUNITY

DEFINITION:

This strategic direction recognizes that well-supported, engaged employees are vital to student success. It creates processes for faculty and staff input, strengthens resources for professional development, and aligns these efforts with the college's mission, vision, and values to build Fond du Lac Tribal and Community College's distinct culture. Successful implementation will lead to more satisfied employees, resulting in visible improvements to the student experience.

ACTION STEPS:

1. Update organizational chart to include roles and responsibilities
2. Develop regular schedule of meetings for campus-wide bargaining units
3. Create and implement employee onboarding process
4. Select a core value to focus on annually, and tie in professional development and campus activities
5. Create a professional development committee to plan for and analyze employee empowerment training opportunities
6. Provide feedback mechanisms for all employees
7. Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness
8. Establish a central hub for professional development and related materials
9. Develop a process to analyze survey results and create an action plan

OUTCOMES:

- Increased number of attendees for training
- Increased number of site visits
- Continuing education feedback showing benefit
- Continuing education increased attendance and certificates
- Increased usage of professional collection
- Higher participation in regional and state library organizations and advocacy

SD2

GUIDING FDLTCC'S PROGRESS THROUGH INFORMED PLANNING

DEFINITION:

This strategic direction encompasses the extensive planning work necessary to meet current and future campus needs. It updates and expands guiding documents for facilities, academics, and sustainability, all while integrating Ojibwe culture into every planning process. It creates up-to-date plans with avenues for student engagement and aligns them with the Union of Cultures mission at the core of Fond du Lac Tribal and Community College's identity.

ACTION STEPS:

1. Develop a plan to intentionally integrate Ojibwe culture into facilities
2. Update Master Academic Plan
3. Update Master Facilities Plan
4. Create plan to get student government officers in place and participating in campus government and planning
5. Adopt strategies to enable a Student Life Coordinator to lead a vibrant Ambassador program and to partner with other student organizations
6. Integrate zero carbon footprint and sustainable practices into daily practice
7. Create timeline for remodeling with sustainable guidelines to meet zero carbon goals
8. Reallocate spaces for current needs
9. Create integrated planning website with real-time reporting

OUTCOMES:

- Existing, shared plans with campus community (email/website)
- Updated plans annually
- Visibly improved facilities management
- Established Student Life and Activities Coordinator and/or ambassador program to facilitate student engagement in governance
- Increased enrollment reflecting a Union of Cultures

SD3

OPTIMIZING OPPORTUNITIES TO ADDRESS COMMUNITY PRIORITIES

DEFINITION:

This strategic direction seeks to strengthen Fond du Lac Tribal and Community College's ties to the broader community, including its relationships with the Fond du Lac Band and area employers. It works to build relationships through both research on opportunities and direct outreach, and it explores new areas for collaboration that are consistent with the college's mission, vision, and values. If successful, it will leave the college better aligned with community priorities, build awareness of the college within the community, and connect graduates with meaningful, in-demand careers.

ACTION STEPS:

1. Create employer satisfaction survey to be administered either every year or every 3 years
2. Develop needs assessment and action plan
3. Establish monthly meetings with Band
4. Refine existing follow-up survey for graduates to seek clear information on where graduates are employed
5. Gather and review disaggregated data by partnerships, programs, and workforce development
6. Create community engagement plan and include baseline and new partnerships
7. Develop resources and expertise chart that establishes roles and responsibilities

OUTCOMES:

- Increased engagement with Fond du Lac Band and community
- Completed workforce and schools community needs assessment every 3 years
- Increased enrollment at FDLTCC
- Increased workforce development opportunities
- Increased local and regional employment
- Increased partnership numbers and new partners are identified

SD4

BROADENING SUPPORTS TO ENHANCE FINANCIAL STABILITY

DEFINITION:

This strategic direction acknowledges that the college must have a firm financial foundation to support its staff and provide students with the resources they need. It strengthens alumni connections, builds relationships with employers, and works to build an endowment as a longer-term vehicle to support the college. It works in concert with strategic engagement to build new revenue streams and create a supportive network of community members and alumni to help support the college's efforts.

ACTION STEPS:

1. Establish alumni group utilizing graduate follow-up system
2. Re-establish sponsored programs office and grant review policy
3. Grow Workforce Development Department staff to create more opportunities
4. Increase local employer-funded training programs (workforce development)
5. Create plan to grow endowment
6. Establish a plan to manage annual giving

OUTCOMES:

- Increased balance in endowment by established percentage
- Increased "other" revenue streams (continuing education, continuing training, facilities, etc.)
- Increased contracts with outside agencies for training, facilities use, etc.

SD5

CREATING CAMPUS-WIDE HOLISTIC WELLNESS MODEL

DEFINITION:

This strategic direction strives to build a framework to support student and staff well-being through a comprehensive new approach. It acknowledges the significant challenges many students face related to financial security, physical wellness, and mental health, along with the lingering effects of the Covid-19 pandemic on the campus community. These efforts strive to build a supportive, culturally relevant network for staff and students, increase retention and graduation, and strengthen a sense of belonging on campus.

ACTION STEPS:

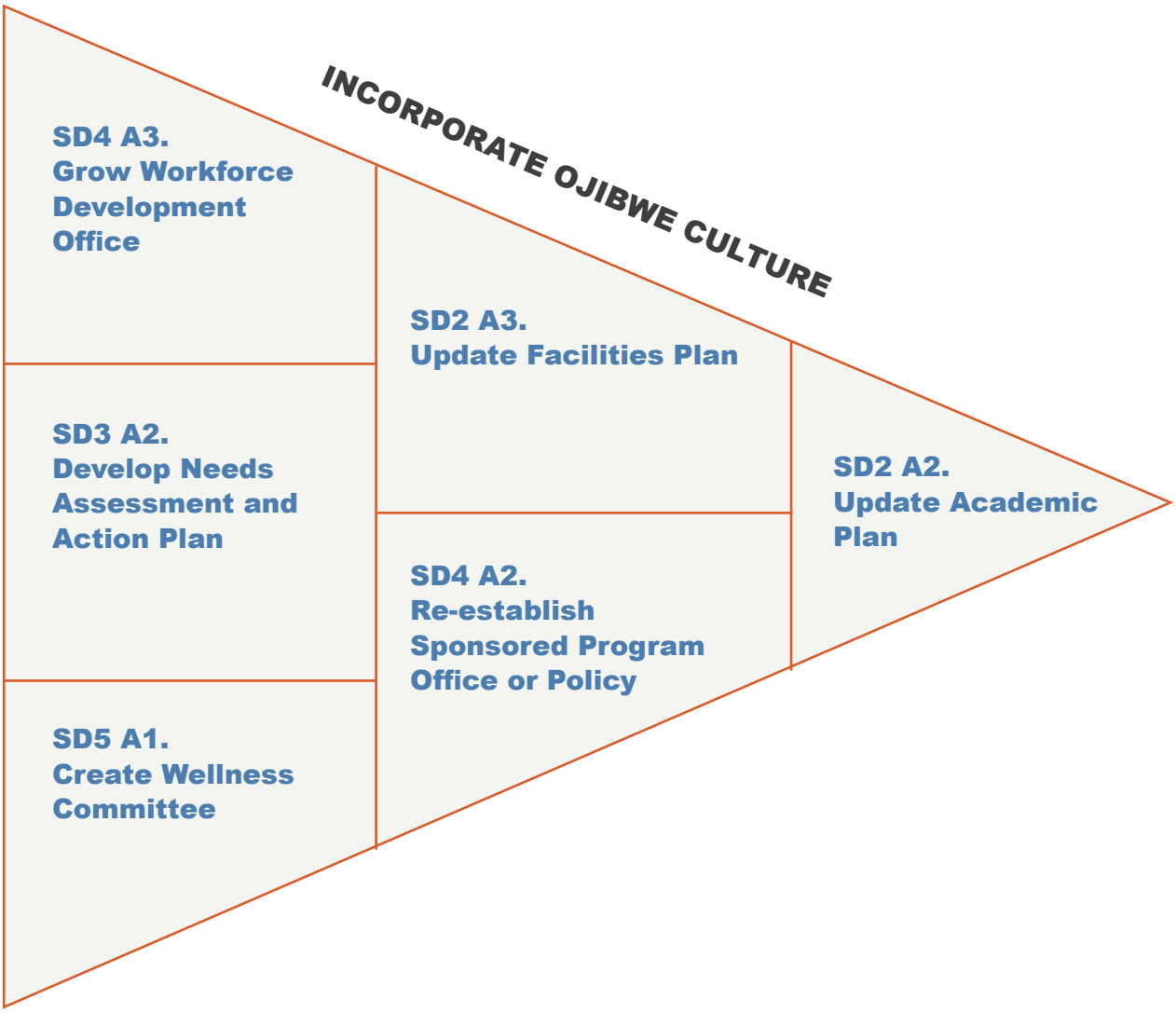
1. Enhance student life programming
2. Create Wellness Committee
3. Develop quantifiable multi-cultural wellness model
4. Expand funding opportunities for credit-based Anishinaabe courses
5. Explore plan to expand child care services on campus
6. Explore plan to bring health services to campus

OUTCOMES:

- Well-supported students through facilities and programs
- Reduced absenteeism
- Increased graduation rates

TIMELINE AND PRIORITIES

Participants placed strategic plan actions on a timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23. Of the actions identified as beginning in the first few months of the strategic plan, strategy committee participants identified the following as the most catalytic for its overall success:



As they discussed the priority actions, participants noted that the integration of Ojibwe culture is essential to the plan's success and has a role to play in each strategic direction. "Incorporate Ojibwe Culture" therefore overlies the entire priority wedge, and language in each strategic direction references the importance of practices that are culturally relevant and aim to uphold the college's mission, vision, and values.

Appendices

1. FDLTCC Community Survey Summary 02.24.23
2. FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23
3. FDLTCC Focus Group Summary 03.23.23
4. FDLTCC Summary of All Practical Vision, Underlying Contradiction, and Strategic Direction Survey Ideas 03.23.23
5. FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23
6. FDLTCC Mini Survey Summary 04.21.23
7. FDLTCC Focus Group Summary 04.21.23
8. FDLTCC Current Reality, Success Indicators & Actions 04.24.23
9. FDLTCC Strategic Plan Timeline 04.24.23
10. FDLTCC Priority Wedge 04.24.23
11. FDLTCC Strategic Plan Timeline 04.24.23
12. FDLTCC Priority Wedge 04.24.23
13. FDLTCC Focus Group Summary 06.13.23

Fond du Lac Tribal & Community College

APPENDIX 1

Strategic Planning Process

APPENDIX 1

Strategic Planning Process

Fond du Lac Tribal and Community College has prepared this 5-year strategic plan to guide its activities and achieve accomplishments consistent with the group's vision and mission. The strategic process steps, session dates, and agendas are included as an attachment, as are the results of the sessions that followed.

PROCESS STEPS

Collection of Background Information & Internal and External Analysis

Community Survey

Strategy Committee, Board, & Staff Survey

Student and Community Focus Groups

03.23.23 Strategic Planning Retreat A

Current Realities Mini-Survey

04.21.23 Summary of Workshop Outcomes Focus Group

04.24.23 Strategic Planning Retreat B

06.02.23 Draft Strategic Plan Review & Feedback

06.13.23 Campus Community Focus Group

[DATE TBD – ADD] Strategic Plan Board Presentation

COLLECTION OF BACKGROUND INFORMATION & INTERNAL AND EXTERNAL ANALYSIS

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

- Charter and Articles of Incorporation
- 2019 Assurance Agreement
- FDLTCC Cultural Standards
- Strategic Plan 2025 (Developed in 2015-2016)
- Higher Learning Commission Accreditation Documentation
- World Indigenous Nations Higher Education Consortium Accreditation Documentation
- Program-Related Accreditation Documentation
- Information Detailing Relationship with Minnesota State Colleges and Universities
- 2014 Facilities Master Plan Update
- 2020-2025 Technology Master Plan
- Annual New Student Recruitment Plan
- Marketing and Recruitment Consultation Reports from RNL, LLC
- 2022-2023 Annual Student Success Plan

COMMUNITY SURVEY

In order to attract broad input into the strategic planning process, FDLTCC conducted a community survey in February 2023. It received 118 responses, exceeding a goal of 100 established at the start of the process. It asked respondents to assess FDLTCC's mission, vision, and values; analyze its strengths, weaknesses, opportunities, and threats; and identify potential elements of the practical vision, underlying contradictions, and strategic directions that will guide the strategic plan. This input was reviewed by the student and community focus groups and presented at the first strategic planning workshop. A survey summary is available in the appendix titled FDLTCC Community Survey Summary 02.24.23.

STRATEGY COMMITTEE, BOARD, AND LEADERSHIP STAFF SURVEY

In order to directly inform the strategic planning process, FDLTCC solicited input from leadership staff, board, and strategy committee members in a survey completed in February 2023. The survey received 20 responses. Participants were asked to rate the organization's execution on its previous strategic plan; assess its existing mission, vision, and values; brainstorm ideas for the practical vision, underlying contradictions, and strategic directions workshops within the strategic planning process; and identify the organization's strengths, weaknesses, opportunities, and threats. The full results of the survey are available in the appendix titled FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23.

STUDENT AND COMMUNITY FOCUS GROUPS

Northspan facilitated two 2-hour focus groups on February 24, 2023, with one focused on students and one focused on community partners. Eleven people attended the two sessions and shared their impressions of FDLTCC, its offerings, and their aspirations for the college as it went through the strategic planning process. They also reviewed results of the community survey and provided input on the practical, underlying contradictions, and strategic directions. A summary of the focus groups is available in the document titled FDLTCC Focus Group Summary 02.24.23.

STRATEGIC PLANNING RETREAT A

AGENDA | MARCH 23, 2023 | 9:00 AM – 4:30 PM

8:00	Welcome, Agenda, & Introductions
8:30	Context Presentation
9:50	Practical Vision Workshop
11:50	Break & Lunch
12:20	Underlying Contradictions Workshop
2:20	Strategic Directions Workshop
4:20	Next Steps
4:30	Adjourn

On March 23, the strategy committee met for the first time and received a presentation on the results of the background research, surveys, and the two focus groups.

PRACTICAL VISION

In the first workshop of the strategic planning process, the strategy committee developed a practical vision for the process. The thoughts that fed into this practical vision are included in the appendix document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Elements of the practical vision included:

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

The next workshop focused on blocks that prevent FDLTCC from reaching the practical vision outlined in the first workshop. Participants identified four contradictions or blocks that they believed inhibited FDLTCC's efforts. These blocks are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. They include:

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS

With the contradictions in mind, the participants then moved to identify five strategic directions that they believe will allow ALS to overcome these blocks. These strategic directions are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Some changes to the language were made due to feedback from a subsequent focus group, leading to the differences between the plan language and what appears in the appendix.

STRATEGIC DIRECTIONS

1. Developing Processes to Empower Campus Community
2. Driving FDLTCC's Progress through Informed & Transparent Plans
3. Optimizing Opportunities with Community Partners
4. Broadening Supports to Enhance Financial Stability
5. Creating Campus-Wide Holistic Wellness Model

Summary of Workshop Outcomes Focus Group

On April 21, 2023, FDLTCC convened a focus group with a broad audience that sought feedback on the outcomes of the first retreat day. The two-hour event drew 44 participants from the campus community and gave them the opportunity to review the language developed in the first workshop regarding the practical vision, underlying contradictions, and strategic directions. Attendees completed a worksheet that allowed them to provide feedback, and they also shared their opinions in small groups, with reports out to the full group. Additional interested parties provided feedback online. This feedback was shared with the strategy committee at its second retreat.

POST-STRATEGIC DIRECTIONS MINI-SURVEY

After the first retreat day, a mini-survey asked FDLTCC strategy committee members several questions to prepare them for the second workshop by asking about the college's current reality for implementation of the strategic plan. It identified the organization's strengths and weaknesses in relation to the plan, along with the benefits and dangers of its success. The results of this survey are available in the appendix titled FDLTCC Mini Survey Summary 04.21.23.

STRATEGIC PLANNING RETREAT B

AGENDA | April 24, 2024 | 8:30 AM – 2:00 PM

8:30 Welcome, Agenda, & Introductions
8:50 Focus Group Feedback Focused Conversation
9:40 Post-Strategic Directions Mini-Survey Results Review & Conversation
10:00 Focused Implementation
- Current Reality, Success Indicators, Actions
- Timeline
- Priority
- Next Steps

1:40 90-Day Plan Teams
1:50 Next Steps
2:00 Adjourn

On April 24, 2023, Northspan facilitated a second full-day retreat with the strategy committee.

FOCUS GROUP FEEDBACK FOCUSED CONVERSATION

In response to feedback generated at the third focus group on April 21, participants reviewed and revised the practical vision, underlying contradictions, and strategic directions. Edits were made to each component of the strategic plan language based on the input provided by the focus group participants.

FOCUSED IMPLEMENTATION

With the strategic directions' language updated, FDLTCC defined its current reality, identified success indicators, and developed outcomes and accomplishments that will allow the college to move from current reality to success on each of its strategic directions. These accomplishments and the ideas that led to their creation are available in the appendix in the document titled FDLTCC Current Reality, Success Indicators & Actions 04.24.23. The strategy committee then further defined the strategic plan timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23 and identified the most important priorities for the first several months of the strategic plan, which is available in the appendix titled FDLTCC Priority Wedge 04.24.23.

PLAN REVIEW FOCUS GROUP

With the strategic plan fully drafted, Northspan facilitators worked with FDLTCC leadership and the strategy committee to incorporate some elements of the previous strategic plan and review draft language. After making updates to the language, FDLTCC held a final focus group for the campus community on June 13. The focus group drew xxxxx attendees and xxxxx feedback. With these updates, the plan was presented to the FDLTCC Board on xxxDATExxxx.

(FINAL DETAILS FORTHCOMING)

Fond du Lac Tribal & Community College

APPENDIX 2

Background Information

APPENDIX 2

Background Information

INTRODUCTION

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

- Charter and Articles of Incorporation
- 2019 Assurance Agreement
- FDLTCC Cultural Standards
- Strategic Plan 2025 (Developed in 2015-2016)
- Higher Learning Commission Accreditation Documentation
- World Indigenous Nations Higher Education Consortium Accreditation Documentation
- Program-Related Accreditation Documentation
- Information Detailing Relationship with Minnesota State Colleges and Universities
- 2014 Facilities Master Plan Update
- 2020-2025 Technology Master Plan
- Annual New Student Recruitment Plan
- Marketing and Recruitment Consultation Reports from RNL, LLC
- 2022-2023 Annual Student Success Plan

A summary of this information was presented at the first strategic planning workshop on March 23, 2023.

CHARTER AND ARTICLES OF INCORPORATION

- Adopted September 1993 and most recently amended in April 2018 by the Fond du Lac Reservation Business Committee
- "The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community."
- Establishes a 7-member Board of Directors as governing body and outlines its charges
    - At least 6 board members must be enrolled members of the Fond du Lac Band
    - Members serve 4-year terms
    - Reservation Business Committee appoints one of its own members to serve as an ex officio member
    - Regular board meetings the first Tuesday of every month
- Only college in the US that is both a chartered tribal college and part of a public state college system
- "Union of cultures" central to its mission

2019 ASSURANCE AGREEMENT

- Submitted to Higher Learning Commission in preparation for a Standard Pathways site visit, September 2019
- Lays out history of FDLTCC, including successes and accreditation history
- Document lays out how FDLTCC adheres to its vision, mission, values, cultural standards, and how all of these components align with accreditation standards

VISION: Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

MISSION AND GOALS: The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment. To achieve this mission we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experience, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

VALUES: Fond du Lac Tribal and Community College has established five core values:

- Respect (*Manaaji'idiwin*)
- Integrity (*Gwayakwaadiziwin*)
- Stewardship (*Ganawenjigewin*)
- Innovation (*Maamamiikaajinendamowin*)
- Compassion (*Zhawenjigewin)*

FDLTCC CULTURAL STANDARDS

As part of the process of achieving special accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC), a four-year process culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan (Indigenous American academic and non-academic programming) adopted Gidizhitwaawinaanin (Our Cultural Standards). While Gidizhitwaawinaanin were developed for the college's Anishinaabeg Gikendaasowinan, discussions developed during campus meetings in spring 2019 regarding a merging of the institution's core values and "our cultural standards," which will continue in 2019 – 2020. The cultural standards are:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

STRATEGIC PLAN 2025 (DEVELOPED IN 2015-2016)

Direction 1: Promote and share our understanding of Anishinaabe bimaadiziwin while strengthening the union of cultures in an inclusive environment

Direction 2: Embrace the sense of belonging: Campus communication and team building

Direction 3: Promoting social equality and wellness by integrating and centralizing service availability on campus

Direction 4: Using information to analyze and advance a quality education for student success.

Strategic Directions (Strategic Plan 2025):

Prior to this process, FDLTCC's most recent strategic plan was developed at sessions that occurred on September 10-11, 2015 and October-May, 2016/2016. The process was facilitated by Indigenous Collaboration, which also used a version of the Technology of Participation (ToP) strategic planning method employed by Northspan in this process. The plan was designed as a ten-year plan, though it only outlined strategies for 2015-2017; between the expiration or completion of these priorities and significant changes in the environment FDLTCC operated stemming from the Covid-19 pandemic, the college determined that it needed a new strategic plan.

BACKGROUND INFORMATION COMPILED:

- Historical Scan
- Basic Data About the Organization
- Positive and Negative Trends, Advantages and Disadvantages

CONSENSUS VISION STATEMENTS:

Towards Superior Provision of Services to Students and Community

- Accessible, cutting edge technology judiciously used to deliver & support innovative, culturally relevant curriculum
- Varied resources that expand community relationship opportunities to meet student needs
- Sustainable & consistent financial resources, sponsorships & partnerships

Towards Student-Centered, Culturally Responsive Premier Academics that Graduate Highly Successful Students

- Premier academic leader offering culturally inclusive & responsive education guided by indigenous world view & values
- We graduate highly successful well-prepared Native students who are grounded in their cultural values
- Holistic, multi-dimensional, intergenerational, family-friendly services adaptive to student learning & accessibility needs
- Recognized as an environmentally responsible, welcoming, culturally rich learning community led by the pipe & drum
- Global relationships & opportunities that nurture & inform indigenous inclusion in worldwide learning
- Modern, holistic wellness center that promotes the mental, physical & emotional well-being of all
- Leadership legacy embodies Anishinaabe culture, values & experience

UNDERLYING CONTRADICTIONS:

- We have multiple roles, are reactive & in distress at cost of progress, cooperation, mutual trust and respect
- We don't intentionally or consistently confront or address topics of race, privilege & full diversity among employees (staff & faculty) and students
- Inconsistent efforts to develop funding has undercut our visibility among funders & narrowed our approach to acquiring resources
- We cooperate intermittently & inconsistently own our performance as a team
- We attempt to holistically accommodate virtually every student reality & it's time consuming & resource intensive

STRATEGIES FOR 2015-2017:

- Campus Communication and Team Building
- Developing culture & structure to foster and support values-driven communication & enhance interdependent relationships
- Create Elementary Teacher Education Baccalaureate Degree
- Honoring & celebrating the union of cultures in the 21st century
- Increase Retention by 15%
- Promoting social equality & wellness by integrating & centralizing service availability on campus
- E-Online and Immersive Telepresence Offer Advanced Technology
- Analyzing information to form the baseline for strategic decision-making
- Baccalaureate Degree, Library, Video Production Studio, & WINHEC Accreditation
- Developing our capacity to diversify & securing funding & strategically align it with operational priorities

HIGHER LEARNING COMMISSION ACCREDITATION

- Initially granted by the Higher Learning Commission in 1997
- Most recently reaffirmed in 2015-2016
- Next reaffirmation scheduled for 2025-2026
- 16 associates degree programs, 1 bachelors degree program, and 18 certificate programs

WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC) ACCREDITATION

- Provided high level commendations for FDLTCC, its leadership, and efforts to integrate mainstream and Indigenous higher education and articulate cultural standards.
- Recommends expanded language coursework for language revitalization, expanded early childhood education, establishment of a dean for the program, and a clearer representation of the organizational structure
- Recognized as a full member of WINHEC, with full accreditation for Dibaajimowinan (Telling Our Story) and provisional status for Nimdaa'o'o gikendasowin

ACCREDITATION – ADN PROGRAM REVIEW

Conditional status from Accreditation Commission for Education in Nursing and Minnesota Board of Nursing due to NCLEX-RN pass rates being below established thresholds

- Led to a consultation with concrete steps for improvement
- Mentorship program for students with higher risk of attrition
- General education requirements and nursing course credit allocations revised
- Curriculum revised to ensure progression
- Disproportionately affected by the pandemic

ACCREDITATION – ELEMENTARY EDUCATION

- Bachelor of Science in Elementary Education degree recommended by accreditors in June 2022
- Found value in offering the degree, successful background work to prepare for it, and adequate capacity to implement it
- Some work necessary to enhance assessment process and resolve issues that could affect financial aid and human resources
- Comprehensive evaluation visit and federal compliance review in 2025-2026

MINNESOTA STATE INFORMATION

Official Name: Board of Trustees of the Minnesota State Colleges and Universities

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

- Each college and university has a distinct mission that is consistent with, and supportive of, the overall mission of Minnesota State Colleges and Universities.
- Minnesota State has frameworks in which all of its constituent colleges and universities operate

2014 FACILITIES MASTER PLAN UPDATE

- Campus includes 185,398 s/f of buildings
- 2006-2014 additions to the plan: Cultural Center addition, library expansion, accessibility improvements, chiller and boiler replacements, main building roof replacement

2014 VISION:

- Complete the Thunderbird (East Wing) for STEM education (has not been funded)
- Ongoing maintenance and retention of unique architecture (part of the above goal)
- Environmental stewardship (ongoing priority)
- Improved parking and pine forest management (only an issue when enrollment is high)
- Right-sizing and enhancing areas for nursing and law enforcement (postponed by Covid-19; some work planned for spring 2023)

ANNUAL NEW STUDENT RECRUITMENT PLAN

1. Conducts a situation analysis, including relevant data
2. Sets quantifiable, measurable, and realistic goals
3. Formulates key strategies and enabling objectives
4. Develops action plans
   - Includes 20 key strategies

2020-2025 TECHNOLOGY MASTER PLAN (REVISED JULY 2022)

- Mission: We provide technological support for achieving success at Fond du Lac Tribal and Community College.
- Our system and campus services:
  - Enhance teaching and learning.
  - Strengthen leadership, planning, and decision-making.
  - Increase user productivity.
  - Generate confident and satisfied students, faculty, and staff.
  - Ensure timely and efficient access to information.
- Purpose is to fulfill the mission, guide IT priorities, and provide data to Minnesota State
- Aligned with existing strategic plan

MARKETING AND RECRUITMENT CONSULTATIONS – RNL, LLC

First engagement: 3 in-person visits in fall 2021
Second engagement: 4 virtual sessions in spring 2022, followed by an in-person visit

Report on an initial visit established the following goals:

- Create clear and realistic new student goals that are quantifiable, including goals for key market segments and dedicated funnels for each
- Define market segments with micro goals
- Enhance website to cater to motives of each segment
- Purchase names of all high school juniors and seniors in primary service area from the ACT
- Aggressively target CITS students
- Determine primary and secondary markets for traditional high school students, based on application and matriculation data
- Top 3-5 business and industry feeders prior to enrollment
- Conduct a market penetration study of primary market high schools
- Determine rhythm of enrollment cycle
- Better promote scholarships for Native American students
- Research yield rates for students who are Pell eligible vs. those who are not

- Provide program coordinators with more information so they aren't making cold calls
- Creation of a yield communication that promotes features and benefits of an FDLTCC education (not just outlining next steps)
- Greater attention to adult marketing
- Creation of free "How to take an online class" course
- Formation of an enrollment management committee

SUMMARY OF SECOND MARKETING AND RECRUITMENT CONSULTATION – RNL

- Developing historical funnels
- Goal of increasing market share at high schools in primary area
- Looking for unduplicated athlete data
- Creates goal setting scenario based on 5-year average

Segments:

- CITS students
- Direct from high school (about 20%)
- Native American (about 30%)
- Athletes
- Transfer-in (including PSEO, but not CITS; about 12%)
- Adults (25 years old and up; about 30%)

Primary area: Around and just north of Cloquet, including Duluth, Superior, south to Pine, and west to Mille Lacs

Secondary area: remainder of Minnesota and Wisconsin

Tertiary area: All other 48 states

Strategies to achieve goal:
Communication plan with prospective students

- Prospects
- CITS
- On-campus visits

Off campus travel with visits to high schools and related events

PERCEPTION RESEARCH (RNL)

Perceptions to promote:

1. Tribal affiliation
2. Good fit for traditional direct high school students who are ready for, or want to ease into, college
3. Law enforcement and nursing
4. Excellent institutional choice and pathway (even if not first choice/attempt)
5. Supportive faculty and staff; students are successful; feels like home; is life changing
6. We are Cloquet's community college (close to home)
7. Union of cultures: diversity, equity, and inclusion
8. Education is life changing
9. Physical campus setting creates optimal learning environment for traditional, residential students

PERCEPTIONS TO OVERCOME:

1. Appears to cater only to Tribal students
2. Not a good fit for non-traditional students
3. Does not have a wide selection of programs, courses, and delivery modalities
4. Not trending in the market
5. Learning environment not optimal for adult students
6. Dearth of on campus activities

RECOMMENDATIONS:

- Be the "college of choice" for students who see FDLTCC as a stepping stone for continued education or workforce entry
- Add value to Cloquet and surrounding communities
- Celebrate Native American heritage and culture; create required introductory course
- Close the gap between inclusivity and perception that FDLTCC is only for Native Americans
- Expand academic catalog for high school students (e.g., online courses)
- Study feasibility of a campus-owned shuttle (or rental car service)
- Survey on student entertainment
- Feasibility of athletic program expansion, e.g., lacrosse

ADDITIONAL RNL RECOMMENDATIONS FROM END OF PROCESS:

- Section on Student Success Plan structuring, implementation of metrics, and key strategies
- Potential for vocational and technical courses, programs, or certificates that would benefit the market area, especially if not offered by Pine Tech or Lake Superior College
- Becoming more visible in Cloquet through civic and leadership roles
- Developing ground rules for meetings
- Thank high schools whose graduates attend FDLTCC
- Run reports on where FDLTCC is up in new and continuing enrollment to track successes
- Consider a low daily rate for housing for adult commuter students when they would benefit from such a situation
- Reach out to all accepted applicants who do not enroll

2022-2023 ANNUAL STUDENT SUCCESS PLAN

- The most recent Annual Student Success Plan includes extensive data on retention and completion and Addresses MN State's 2030 Equity by Design goals.
- FDLTCC is a member of Achieving the Dream (ATD), the nation's largest network of community colleges working to become strong engines of student and community growth, since 2017; led to considerable growth in tracking of success. It received Leader College designation, which recognizes and celebrates community colleges that have achieved and sustained substantial improvements in student outcomes, in spring 2022.

Data analysis is ongoing; initial conclusions:

- College struggling to improve overall 2nd fall persistence and completion since fall 2019
- Some successes in disaggregated data, including some improvements for Native American students, and for the AA degree cohort
- 3rd spring graduation rate has been increasing
- Aiming to create retention goals

Holistic Student Support Elements:

- Orientation and Student Transition
- All School Meet and Greet
- New Student Orientation Online Module
- New Student Questionnaire (Basic Needs Intake)
- Seek to Learn (Nandagikendan) Academy
- Advising Redesign/Paired Advising
- Guided Pathways-Work and Grand Planner
- North Star Student Success Platform (Early Alert and Intervention Process)
- Housing and Student Athlete Student Success Process
- TRIO/Student Support Services Program
- Academic Needs Survey
- Online Learner Practices
- Additional General Strategies and Tactics

Re-Enrollment and Recruit Back Processes

- Retention of Currently Enrolled Students Plan
- Re-Recruit to Former Students Plan

Fond du Lac Tribal & Community College

APPENDIX 3

Community Survey Summary 02.24.23

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE
COMMUNITY SURVEY SUMMARY

BACKGROUND

As part of its strategic planning process, Fond du Lac Tribal and Community College (FDLTCC) solicited input from a wide variety of stakeholders through a community survey. This survey was administered by Northspan and was distributed electronically between February 3 and 19, 2023. It received 118 responses, exceeding a goal established at the start of the process. A paper version of the survey was available for anyone who requested it.

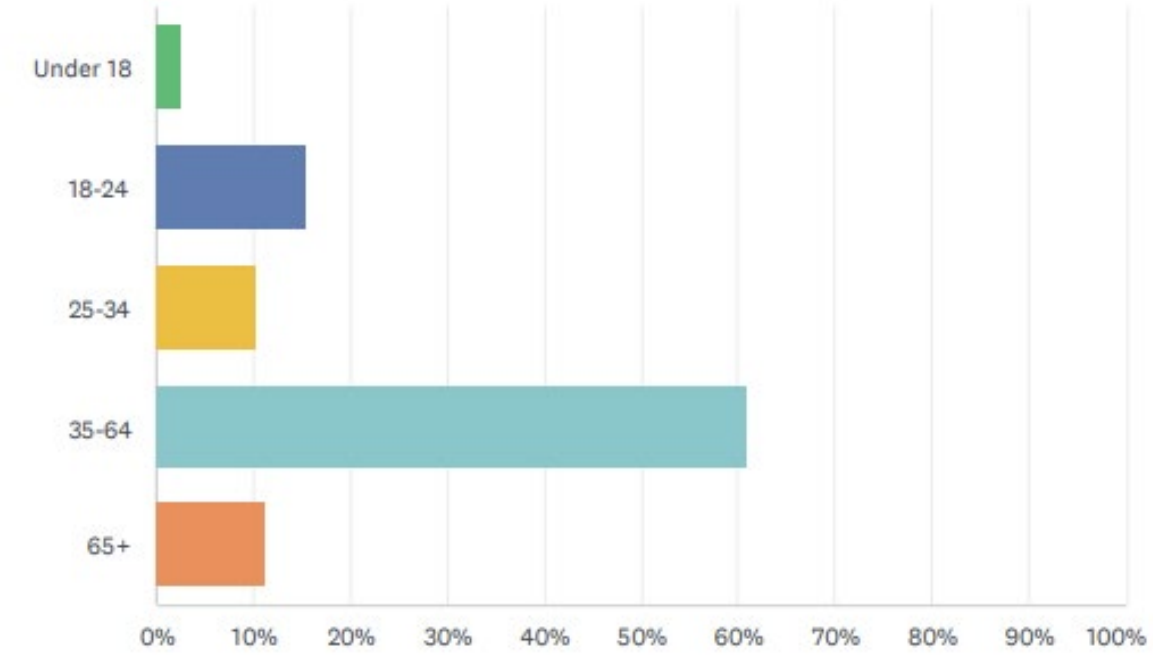
The survey sought feedback from a wide range of groups and successfully reached a broad cross-section of the community. It asked respondents to assess FDLTCC's mission, vision, and values and complete an analysis of its strengths, weaknesses, opportunities, and threats, along with the identification of ideas that could feed into a practical vision for the strategic planning process, underlying contradictions that could prevent the college from reaching this vision, and strategic directions that would allow it to achieve its goals. These ideas follow the same format that FDLTCC's strategy committee will use when it develops these formal elements of the strategic plan and will be shared with the committee for their consideration.

RESPONDENT DEMOGRAPHICS

The survey asked a series of questions to ensure it reached a representative sample.

Age

The first question solicited respondents' ages, and the results showed a wide cross-section; while a majority of respondents were in the 35-64 age range, reflecting the ages of most FDLTCC faculty and staff, it also incorporated a large cross-section of ages, including youth and seniors.



Race, Ethnicity, and Other Self-Identified Categories

Group	Percent
White or Caucasian	76.9%
Native American or American Indian	29.9%
Member of LGBTQ2S+ Community	6.8%
Person with a Disability	4.3%
Black or African American	3.4%
Two or More Races	3.4%
Veteran	2.6%
Hispanic/Latinx	1.7%

The survey asked participants to self-identify their race, ethnicity, or membership in other protected classes. While about three quarter of respondents identified as white, nearly 30 percent said they were Native American or American Indian, a percentage that is nearly identical with the proportion of the student body, according to a marketing and recruitment consultation by RNL, LLC. Other percentages are also roughly in line with those of the student body.

Affiliation with Fond du Lac Tribal and Community College

Respondents were also able to share their affiliation with the college. While the most frequent response was for general community members, over 40% identified as current students in some capacity, and nearly 20% were staff. The survey also drew significant numbers of alumni and local government partners, along with some vendors or contractors with the college. Respondents were able to choose multiple options, leading to some overlapping categories.

Group	Percent
Community Member	33.6%
Full-Time Student	27.6%
Staff	19.0%
Adult Student (Age 25+)	16.4%
Part-Time Student	13.8%
Alumnus	9.5%
Local Government	9.5%
Fond du Lac Band Member	6.0%
Student-Athlete	4.3%
Vendor or Contractor	4.3%
Post-Secondary Enrollment Option (PSEO) Student	3.5%

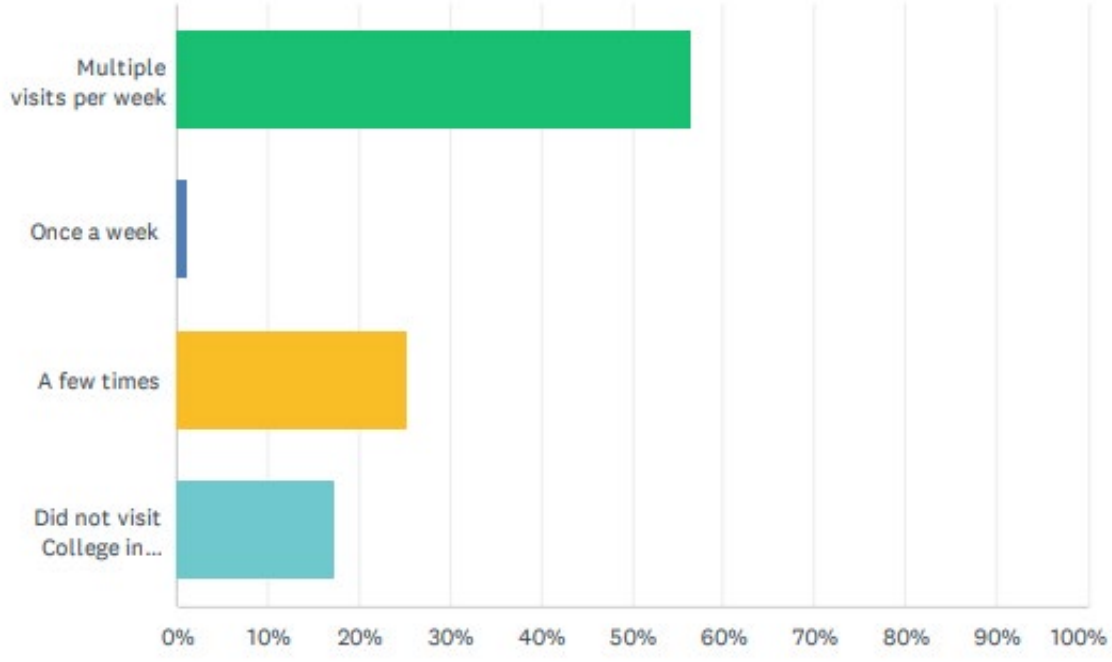
Community of Residence

The next question asked where respondents resided. About 33% lived in Cloquet, while close to 60% were somewhere within Carlton County; beyond that, nearly a quarter of respondents were in Duluth or surrounding areas in southern St. Louis County, while another 5% came from Superior or Douglas County. Ten percent of respondents lived outside these areas, with responses including Pine County, Mille Lacs Band of Ojibwe tribal lands, Aitkin County, and northern St. Louis County, along with a few other locations further afield.

Community	Percent
Cloquet	33.1%
Duluth/Southern St. Louis County	24.6%
Other Community	10.2%
Elsewhere in Carlton County	10.2%
Carlton	7.6%
Esko	5.1%
Superior/Douglas County	5.1%
Fond du Lac Reservation	4.2%

TIME ON CAMPUS

Two questions explored how often visitors come to campus, and for what purpose. Over half of respondents are on campus multiple times a week, while just over a quarter visit a few times a month. About 18% of respondents do not visit regularly but either attend classes or events remotely or are otherwise engaged with the college as community members.



Reasons for Visiting Campus

The most frequent reasons for visiting campus were not necessarily classes; nearly half of respondents came to attend community or cultural events, or some sort of meeting. About of third marked "other reasons," with a majority of that group using the comments to say they came to campus for work. However, many gave other reasons for visiting, including presentations, child care, board meetings, work as a counselor, or to offer tutoring.

Response	Percent
Attended a community or cultural event on campus	49.4%
Attended a meeting on campus	49.4%
Attended a class on campus	43.7%
Visited campus for other reasons	33.3%
Attended a class online	32.2%
Attended a sporting event on campus	13.8%
Visited campus to learn more about educational programming	6.9%
Attended a community or cultural event online	5.8%

SWOT Analysis

The survey includes an analysis of strengths and weaknesses of the college, along with identification of external opportunities and threats it faces. Responses were clumped into categories and are listed in approximate order of frequency.

Strengths	Weaknesses
• **Student supports** • Faculty and staff • Small, supportive campus • Setting and facilities • Inclusive and welcoming • Integration of Native American culture • Serving non-traditional students; CITS and PSEO • Providing access to higher education • Communication • Cost	• Limited courses/degree programs • Support for vulnerable students • Stretched thin administratively • Lack of campus community • Academic requirements/standards • Leadership turnover/void • Technology support • Location and accessibility • Siloed departments • Focused on single culture • Unsupportive faculty and staff • Hiring processes
Opportunities	**Threats**
• **Greater employer engagement** • Expanded marketing and recruitment • New programs • Strengthen ties with Fond du Lac • Community events and partnerships • New funding opportunities (grants, state, federal) • Deepen campus community • More flexible scheduling/more online education • Child care or parenting groups • Pathways to further education • More scholarships • Expand transportation/accessibility	• Mismatch between programs and available jobs • Students not seeking higher ed (burnout, generational divides) • Politicization of higher ed • Staffing and workforce • Local demographic trends • Competition from other colleges & online alternatives • Changing technology and AI • Campus and forest maintenance • Increasing bureaucracy • Negative publicity • Lack of awareness • Issues within particular departments

MISSION, VISION, AND CORE VALUES

Next, respondents were asked about FDLTCC's current mission, vision and core values. Recognition of the statements was relatively low, but respondents tended to agree strongly with the sentiments they expressed.

VISION

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

- 62% recognize this as the vision statement
- 91% feel the statement is relevant

MISSION

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

- 70% recognize this as the mission statement
- 96% feel the statement is relevant

CORE VALUES

Respect (Manaaji'idiwin)
Integrity (Gwayakwaadiziwin)
Stewardship (Ganawenjigewin)
Innovation (Maamamiikaajinendamowin)
Compassion (Zhawenjigewin)

- 83% recognize these as the value statements
- 96% recognize them as relevant

To achieve this mission, we will…

The mission statement included several elements that FDLTCC sought to do to advance the mission. The survey asked respondents to rate progress on each of these elements, and their responses are summarized in the table below.

	Considerable Progress	Some Progress	Little Progress	Not Sure
Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.	49%	33%	2%	16%
Respectfully promote the language, culture and history of the Anishinaabeg.	70%	18%	1%	11%
Provide programs which will celebrate the cultural diversity of our community and promote global understanding.	52%	34%	5%	9%
Promote a sense of personal respect and wellness.	55%	31%	5%	9%
Provide technological opportunities and experience, preparing students for the future.	48%	36%	6%	10%
Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.	52%	29%	4%	15%

PRACTICAL VISION

The next section of the survey asked participants to consider the question: *"What do you want to see in place in 3 years as a result of our strategic planning actions?*"

Responses clustered into the following themes:

- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"*

Responses include:

- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take one to move your Practical Vision ideas into accomplishments?"*

Seven aggregated strategic direction ideas emerged:

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

Fond du Lac Tribal & Community College

APPENDIX 4

Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23

BACKGROUND

As part of the strategic planning process, Fond du Lac Tribal and Community College (FDLTCC) staff, board, and strategic planning committee members were invited to take a survey to assess the group's progress on the current strategic plan and reflect on FDLTCC's vision, mission, and values. In addition, participants were asked to complete an analysis of the organization's strengths, weaknesses, opportunities, and threats and identify a vision for the future. The survey was distributed via e-mail and was open from February 1, 2023 until February 19, 2023; of 35 invitees, there were 20 responses.

PROGRESS ON CURRENT STATEGIC PLAN

Participants were asked to evaluate progress on FDLTCC's existing strategic plan by ranking each action item *Completed/Accomplished, Needs More Work, No Longer a Priority, or Unsure.* The action that was ranked highly as completed was the creation of an opportunity for a Bachelor's degree program in Elementary Education that emphasizes the Anishinaabe Gidizhitwaawinaanin to enhance future culturally responsive classrooms. Actions still seeking more work toward completion include engaging community, private and government stakeholders, and evaluating and improving on camp offerings.

Strategic Direction #1: Promote and share our understanding of Anishinaabe bimmadiziwin while strengthening the union of cultures in an inclusive environment	**Completed/ Accomplished**	**Needs More Work**	**No Longer a Priority**	**Unsure**
Improve campus engagement by incorporating FDLTCC core values throughout the school culture	28%	62%	-	10%
Improve information, presentation and participation about the Anishinaabe language and life ways	24%	71%	-	5%
Offer courses and activities that foster bimaadiziwin (life) at FDLTCC and outlying communities	24%	71%	-	5%
Expand Anihinaabeg Gikendaasowinan (American Indian Programs) by offering instruction through traditional and contemporary platforms	28%	67%	-	5%
Create an opportunity for a Bachelor's degree program in Elementary Education that emphasizes the Anishinaabe Gidizhitwaawinaanin (Our Cultural Standards) to enhance future culturally responsive classrooms	76%	24%	-	-

Strategic Direction #2: Embrace the sense of belonging: campus communication and team building	**Completed/ Accomplished**	**Needs More Work**	**No Longer a Priority**	**Unsure**
Enhance internal communication and promote a teaching and learning environment	19%	71%	-	10%
Respecting and valuing our community partners	33%	62%	-	5%
Engage community, private and government stakeholders	10%	80%	-	10%

Strategic Direction #3: Promoting social equality and wellness by integrating and centralizing service availability on campus.	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Enhance internal communication and promote a teaching and learning environment	24%	66%	-	10%
Spark interest in social issues and leadership	10%	66%	-	24%
Integrate public service into student life	14%	67%	-	19%
Promote sound money practices	29%	52%	-	19%

Strategic Direction #4: Using information to analyze and advance a quality education for student success	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Enhance internal communication and promote a teaching and learning environment	28%	62%	-	10%
Evaluate and improve on-campus offerings	5%	81%	-	14%
Evaluate and improve off-campus offerings (CITS, outreach, distance, online)	24%	52%	-	24%
Develop efficient information resources/processes for reporting and decision making	14%	76%	-	10%
Develop comprehensive needs assessment, internally and externally	14%	76%	-	10%

MISSION, VISION, VALUES

Next, respondents were asked about FDLTCC's current vision, mission and values. Most participants recognized the current statements and were asked to provide further feedback on the relevance.

VISION:

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

- 90% recognize this as the vision statement
- 95% feel the statement is relevant

Comments:

- I'm more familiar with the mission
- I selected no because I am not totally sure what the vision statement means. It needs a little more context. I am not our partners would understand the vision without background information on its intent. So, if it is not changed then maybe after the vision statement a short narrative to explain the meaning could be developed.
- I think we have some work to do to focus on "unity"

MISSION:

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment. To achieve this mission we will:

Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.

Respectfully promote the language, culture and history of the Anishinaabeg.

Provide programs which will celebrate the cultural diversity of our community and promote global understanding.

Promote a sense of personal respect and wellness.

Provide technological opportunities and experience, preparing students for the future.

Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

- 95% recognize this as the mission statement
- 95% feel the statement is relevant

Comments:

- Remember the union of cultures
- I refer back to the mission on a daily basis
- I selected no because mission statements tend to be short. A sentence or two. This seems like guiding principles. It is relevant and needed, but it is long.
- should/could reflect our tribal charter
- I think we need to focus on what "union of all cultures" means.

CORE VALUES:

Respect (Manaaji'idiwin)

Integrity (Gwayakwaadiziwin)

Stewardship (Ganawenjigewin)

Innovation (Maamamiikaajinendamowin)

Compassion (Zhawenjigewin)

- 95% recognize these as the value statements
- 100% recognize them as relevant

Comments:

- The college's efforts to infuse core values into coursework can potentially be a model for other colleges and universities.
- The values are beginning to be more referred back to in/around campus and in our curriculum.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT) ANALYSIS

Strengths

- Sense of community and support, open door policies, respect orientation, and personal relationships
- Anishinaabe culture, staff, identity and WINHEC accreditation
- Dual status of college as tribal and community college, part of the MN State system
- Intimate setting and learning environment, small campus and class sizes, beautiful infrastructure
- Program, degree and course offerings, 4 year elementary education, Anishinaabe language courses, programs, and community outreach
- Focus on students
- DEI aware and focused, minorities feel safe, wide variety of ages on campus
- Engaged, supportive, committed and caring staff, both long-term and new
- Communication to the campus community as a whole
- Affordability and financial responsibility

Weaknesses

- Need more indigenous professionals
- Unsure of alignment between college offerings and market need
- Limited, under resourced staff wearing multiple hats, lots of staffing changes, aging staff and a need for better training and onboarding.
- Communication across all areas, programs, departments, local community and beyond
- Understanding of college tribal history and status
- Course availability and offering consistency, delivery (online) and transferability
- Dorms/housing on and off campus, limited space for athletic facilities and offices
- Leaderless, no succession planning, unequal support to all departments, and missing guidance
- Understanding own biases, unneeded “culture of poverty” within institution, everyone does not feel welcome
- Not enough gatherings and no transportation for people without vehicles
- Declining enrollment

Opportunities

- Partner and share classes, faculty, with other tribal colleges and universities
- Maintain and grow relationships and partner with local communities, schools, businesses and FDL Reservation
- Exploring job market trends and growing programming to meet needs, finding out needs of local community, developing and hosting training
- Demand for workers in fields in which we have programs (law enforcement, nursing,), programs related to major local industries and employers
- Utilize CITS and PSEO programs to provide new opportunities and pathways for students
- Use marketing channels including social media, billboards, commercials; showcase student success, capitalize on local community higher ed and lower cost
- Societal focus on cultural competency, diversity, inclusion and college mission (to unite cultures)
- Adults and retirees targeted
- Availability of funding in workforce, economic development, and colleges tribal status
- Expand online offerings and packages and maximize use of local fiberoptic network

Threats

- Competition from other learning institutions
- Racism, divisiveness in politics, and bias
- Declining enrollment due to changing demographics, school location away from major population centers
- Current rogram technical fields unpopular in recent years (law, healthcare), missing other technical, trade programs
- Low unemployment, competition for workforce, no requirements for postsecondary education
- Reputation as a “second choice college,” unclear brand messaging, lack of connection with community
- Keeping talented staff due to lack of advancement, work from home options, lack of salary/work flexibility
- Changes in state and federal funding
- Being siloed and missing opportunities to partner, relationship with FDL band sour,
- Enrollment, retention and transfer issues, limited broadband and laptops for remote students

PRACTICAL VISION

The next section of the survey asked participants to consider the question: *"What do you want to see in place in 5 years as a result of our strategic planning actions?"* Responses clustered into the following themes:

- Updated, workforce-informed offerings
- Increased faculty, staff, and student attraction and retention
- Authentic equity & inclusion leader
- Improved campus infrastructure
- Strong community connections

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"* Responses include:

- Outdated, undefined practices constrain programming and campus visions
- Limited, overtaxed staff inhibits involvement
- Underdeveloped branding results in unclear community perception
- Societal and relational barriers reduce student retention
- Shifting demographics increase competition for students
- Reduced funding challenges operations

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take on to move our Practical Vision ideas into accomplishments?"* Five aggregated strategic direction ideas emerged:

- Updating program offerings to meet workforce and indigenous cultural priorities
- Improving internal communication to inspire buy-in
- Developing holistic student supports to address challenges
- Hiring and training staff to achieve college core values
- Marketing and partnering to build connections and improve perception

APPENDIX 5

Focus Group Summary 03.23.23

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE
FOCUS GROUP SUMMARY

OVERVIEW

On February 24, 2023, Northspan facilitated two focus groups at Fond du Lac Tribal and Community College to gather input on its strategic planning process. The first session, which was targeted at students, had two participants, while a second catered to community members drew nine participants. The students included one who went straight to FDLTCC from high school and one mid-career students, while the community participants included local stakeholders from government, K-12 education, industry, and the trades.

In these two-hour sessions, Northspan provided an overview of the strategic planning process and shared results from the community survey for reactions and feedback. Participants provided input on the college's strengths, weaknesses, opportunities, and threats; reacted to its mission, vision, and core values; and commented on themes for a practical vision for the strategic planning process, underlying contradictions preventing FDLTCC from reaching that vision, and strategic directions that could move it toward the practical vision. This document summarizes the comments made by participants in these two sessions and offers some conclusions relevant to the strategic planning process based on their input.

SWOT

Strengths:

Students:

- Students felt the strengths were accurate. They felt like the faculty had staff to support them and they weren't just a number. One of the primary reasons they came to the college was due to how small it was.

Community Members:

- Community members did not see any surprises but were pleased to see PSEO listed as a strength. They have heard that the faculty and staff are really responsive, even for those attending online class.

Weaknesses:

Students:

- Students disagreed with the lack of campus community. They felt like there is a sense of community, but students can easily bypass it if they want to. There are many opportunities to be involved if they choose to engage.
- They also disagreed with the comments about vulnerable students not being supported. As a person with dyslexia, one student felt well-supported and that the faculty are willing to go extra steps for her. They feel like communication about the supportive services is frequent and ongoing.
- Students agree that the staff do seem stretched thin but recognize that being short-staffed is a reality that many are experiencing. This directly affects the number of classes the college can offer.
- Students recognize that the college is focused on a single culture but that is the nature of being a tribal college.

Community Members:

- Community members were surprised to see that staff and faculty were listed as unsupportive. They were also surprised that lack of community was on the list as there are many opportunities for the greater community to be involved. They suggested increased marketing.

Opportunities:

Students:

- Students shared that from their own experience, employers are reaching out to them to share job opportunities, often multiple times a week.
- More flexible scheduling for classes would be helpful. The limited timeslots for classes (specifically only those offered in the evening or only once a year) conflict with their home lives as adult students with children. Having flexible scheduling or options for classes is a big draw for students.
- There are many opportunities to apply for scholarships which are shared with the student body, but perhaps the knowledge isn't shared within the community.
- Participants would like a program with transit to have more affordable transportation for students.

Community Members:

Partnerships with other colleges can be difficult because of how many colleges and programs are in the area. It is critical to understand as a college where it and its programs fit into the niche.

Threats:

Students:

- Depending on the program, there may not be a lack of available jobs. Students not seeking higher education or experiencing a generational divide also varies based upon which program or type of education they are seeking.

Community Members:

- Having a niche market can be difficult, and right now is a more difficult time to have programs focused on human services. There isn't a lot of wage growth in human services, but there is in programs such as construction and industry-related programs.
- A mismatch between programs and available jobs is difficult because the market is changing and additional research needs to be done. Factoring in if students want to stay in the area or leave can shape what programs are offered.
- Students are often concerned about the cost of education and the complexity of repayment. Additionally, local students weren't considering FDLTCC as an option and this might deserve a closer look. There could be some more outreach conducted at younger ages which could encourage more PSEO and interest in attending FDLTCC. Outreach could be centered around the transfer of credits to FDLTCC but at a lower cost of other universities.

VISION

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

- 62% recognize this as the vision statement
- 91% feel the statement is relevant

Students:

- Focus group student participants were not familiar with the vision statement. They felt that it could use rewording as it is "too fluffy."

- Students highlighted some of the elements of the vision. Unity needs to be a part of the vision but it is not practiced currently. The student body does not demonstrate respect while attending classes amongst other aspects of the vision statement.

- Their conclusion is that the vision statement has good elements, but the student body doesn't exercise it.

Community Members:

- Community Members do not recognize the vision, but they did feel it was relevant. The college has provided a pathway for individuals to explore if college is right or if they want to continue. An example: a family member was working at a casino and was able to take classes. Eventually he was able to transfer credits to Augsburg and complete his degree there in less time.
- The vision statement is broad. There isn't a good place to capture really big ideas that fit in the vision and push them forward as you would in strategic planning.
- One participant felt that this was one of the better vision statements he has seen.
- The more opportunities and experiences the college could provide students can help them dream for the future but the current structure of the educational system may hinder students from dreaming about more than making a living. A suggestion was made to highlight, bold, or change the word "dream" in the vision statement to bring more attention to it in the vision statement and as a result, encourage students to focus on it.

MISSION

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

- 70% recognize this as the mission statement
- 96% feel the statement is relevant

Students:

- Students are familiar with the primary mission statement.
- They believe there are opportunities for the college to be culturally diverse but there is no one there to push it. They recognize that there are some groups of people that might not feel culturally represented outside of specific groups/spaces of the college (I.e., individuals on sports teams participating in activities outside of the sports teams). The college does attempt to be more culturally inclusive; however, this also requires student engagement.
- It is hard for LGBTQ students to feel accepted on campus due to the lack of support. The college may not be aware that the need is there.
- Lots of rebuilding could be done on campus for the community and student body. This was greatly affected by COVID-19.

Community Members:

- Community Members were not familiar with the mission statement.
- They expressed confusion on what providing higher education for "its communities" means. As a state and tribal college, they have a number of communities that they serve including students who come from different ethnicities. FDLTCC is strong in honoring Native American cultures, but the college could be better about other cultures. The college is aware of this concern and is trying to address it, but this isn't as visible in the community. The name of the college may discourage students from enrolling. Students may see the title/label "tribal and community college" as being confusing and are not clear that it is available to anyone who walks in the door. Many expressed experiences where they clarified to other community members that the name "Fond du Lac" doesn't mean it is exclusively for tribal members.
- Some students feel that they should be able to choose which culture they focus on for their degree while some feel that this will detract from focusing on their celebration of their local community. To increase the student body, some community members suggest that FDLTCC needs to look at the whole picture including what students are interested in (such as classes on other cultures) and not just the thoughts of the staff, faculty, and community.
- They think the "we will" section of the mission statement is fantastic as the vision and mission are generally so broad. This helps to provide boxes to check and tangible ways to exercise the vision and mission statements. It helps support what could be general generic sentences.
- In a competitive market, FDLTCC needs to focus on student interest. If they don't have the programs that the students want, they are not going to come. Every part of the "We will" mission statements could be met but without the right programs, students won't enroll.

CORE VALUES

Respect (Manaaji'idiwin)
Integrity (Gwayakwaadiziwin)
Stewardship (Ganawenjigewin)
Innovation (Maamamiikaajinendamowin)
Compassion (Zhawenjigewin)

- 83% recognize these as the value statements
- 96% recognize them as relevant

Students:

- Students were familiar with the core values and felt they were relevant.
- Innovation is hard for many places but the college is trying.

Community Members:

- Community members felt the values were still relevant and could be included at home.

PRACTICAL VISION

The next section of the survey asked participants to consider the question: *"What do you want to see in place in 3 years as a result of our strategic planning actions?"*

Responses clustered into the following themes:

- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

Students:

- In an ideal world, participants would like to see some more bachelor's degree offerings but recognize that this is primarily a two-year college. Students would stay at the college if they were able to complete the degrees here. Additionally, they feel that having GED courses on campus would help the community.
- Students present experienced support from their department to help class credits transfer to local 4-year universities.
- Some enjoy having the option for hybrid classes while others prefer having in person instruction. This can accommodate different learning and lifestyles; one student noted that different instructors can have different definitions of what "hybrid" entails, creating confusion.
- Students didn't feel like anything was missing from the list.
- Holistic student support sticks out to the students. Addressing this is something that the college can do without needing to become bigger/increase staffing. There needs to be more information provided to students about supports available (I.e., laptop rentals). Other colleges have an "Intro to College" course to help new students navigate the new environment or teach non-traditional students how to use D2L (the online learning platform).
- Students highlighted mental health supports and having a mental health advocate/counselor on staff could help students who are struggling.
- Students felt that sports being emphasized was a surprise to see because of how difficult it is to build a good sports team when students only stay for two years.
- They dislike the idea of incentives to attend/engage in classes or notes being provided to students who don't attend.

Community Members:

- Community members pointed out that there is only one 4-year college degree offered currently but this isn't the focus of a 2-year college. The push to expand the programs and reduce the costs is a contradiction from what the college is trying to achieve. If it gets bogged down in offering these broadened ideas, it dilutes the college from what it is trying to be. The college could focus on trades, industries, and jobs such as construction and nursing to support the needs of the community, which is what a community college is for. There needs to be diversity in program type so that when some industries or jobs become more relevant, it offsets when others become less relevant.

- Creating a few innovative anchor programs to draw people in and then focusing on having a strong liberal arts program would be a strong win.
- Participants were not aware of any endowments for faculty positions. Local businesses and communities could be invited to participate to help support retention of faculty.
- The college could get its message and information out about the college to students and parents by focusing on local marketing. Everything goes back to the need for having students because without students, it doesn't matter if they have the best curriculum. Marketing could be focused on students through targeted recruitment before they are seniors to engage in PSEO to help funnel them to the college.
- Top of the list items for a strategic plan: saturate the education market in this area with marketing and strengthen relationships with regional employers in core programs. Instead of broadening course and degree offerings, perhaps they need to be more focused. Another strategy could be getting into high schools and speaking with students about the trades so they can be aware of what there is to offer without them having to incur debt.
- Advertising could emphasize "stay here, play here" because sometimes the reason some people come back to the region is what it has to offer recreationally. Market the college as offering small sized and personal education that individuals get at a private college but at a community college price. It may also be advantageous to include scholarships that are available in the marketing materials because individuals not in college already may not be aware of them.

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"*

Responses include:

- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

Students:

- The students noted the underlying contradictions are very focused on staffing and internal capacity.
- The student session highlighted items in unmet student needs such as wellness checkups. Mental health affects students' abilities to complete class and having a mentor who checks in with them is helpful. This could be useful for other programs to be able to do the same. This mentor can help connect them with resources that will enable them to be successful. The example provided is a faculty member with some prior training within the nursing program. Currently, other programs may be relying on student support within the program for mental health support.
- Self-care should be incorporated into a "Welcome to College" class.
- Because of staff changes, there are gaps in services such as not ordering necessary supplies and books for classes. The students recognize that sometimes issues brought forward have additional factors that are out of the control of the college. There do seem to be a lot of teachers aging out and a lack of succession planning.

Community Members:

- Community members echoed previous comments about finding niches in our community to attract students. They recommended the college identify employers and jobs in the area, demonstrate how the college will provide the necessary training, and show what jobs in the area students could transition to with their career to improve recruitment.
- The limitations in housing in the area can prevent individuals from being able to create a sense of community and participate. There may be some more master plan developing required to see what infrastructure is needed to add housing, transportation, and other attractions like coffee shops. Additional research may be needed to identify what transportation needs are. Could this be suggesting direct access to the interstate?
- To attract students there may need to be some more grassroots recruitment and think about how they go about it. For example, older individuals doing the recruitment might not keep possible students interested.

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take one to move your Practical Vision ideas into accomplishments?"*

Seven aggregated strategic direction ideas emerged:

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

Students:

- The list has a lot of unrealistic expectations. Examples: create team building activities across campus. It is hard to create activities if no one shows up.
- Under Creating and expanding programs, "course program offerings for community" is a great idea but unrealistic because it will be reliant on volunteers.
- Technical programs and certificates could be expanded and are often only offered in the evening. They could have these classes also offered during the day.
- The college could broaden knowledge about where students go post-college. Current students want to know how successful people are after completing a degree because that is the reason they came to college.

Community Members:

- Community members emphasized broadening, improving, and expanding in outreach to kids, employers, and community members and organizations. The college could focus their attention on specific niches instead of broadening.
- The fitness center is not something that should be focused on. It is something that should be quickly addressed and then moved on from.
- The college could create groups such as AA, NA, and student support meetings that are cheap and easy to implement, or at least catalogue these resources and where they are available in the broader community. It would help support current students and attract new ones.
- With more and more expanding platforms for communication (Facebook, Twitter, Instagram, etc.), cohesive and consistent messaging to go out is almost impossible because of how many ways people get information.
- Creating and expanding programs in a way that is innovative and focusing are the primary strategic directions.

TAKEAWAYS

A series of overarching themes emerged from the focus groups:

- **Mission, Vision, and Core Values:** The language for the existing mission, vision, and core values, while not always well-known, received strong support from participants. Recommendations included several smaller tweaks, not wholesale changes.
- **Student Support Is a Differentiator:** The students who participated in the focus group appreciate FDLTCC's small size and the tighter support networks it provides, which they perceived as differentiators from other local colleges. Community members broadly concurred and also emphasized its affordability. Student supports, mental health resources, and guidance for the transition to college life were all particularly important to students.
- **Resources Not Well-Known:** In many cases, participants believed critiques of the college were rooted in a lack of knowledge about the college and the many resources it offers. They discussed the difficulties of sharing information in an era when people use many different, scattered sources.
- **The Tension in the Name:** Community members shared concerns about the college's name, saying they often had to explain that FDLTCC is not only for Fond du Lac band members and wondering if its relative lack of market share from area high schools stems from this confusion. At the same time, students shared their appreciation for learning about Anishinaabeg culture and expressed some incredulity that people might expect more emphasis on non-Native cultures at a tribal college. The community group discussed the inherent tension many colleges face between roots in particular traditions while also trying to market to a broader potential base of students. This will be an ongoing balancing act for FDLTCC, no matter which route it takes.

RECOMMENDATIONS

The following takeaways could directly affect elements of the strategic plan:

- **Targeting, Not Broadening:** The practical vision element titled "broadened course and degree offerings" and the strategic direction titled "creating and implementing programs" were named in ways that sought to encompass the wide range of ideas included under each. Focus group participants, however, were careful to note that pursuing many or all of these initiatives would likely stretch the college thin instead of allowing it to focus on key areas. Rather than consider these elements a call for the college to try many new things, they suggested that "focused course and degree offerings" and "creating and implementing targeted programs" would more accurately reflect the intent. The ideas generated beneath these themes provide ideas for FDLTCC to explore before choosing a small number of potential programs for addition or expansion that make the most sense.
- **Community Partnerships:** With community partnerships, on the other hand, participants saw room for expansion, though many noted that they believed these efforts were already a strength of the college.
- **Aligning Offerings with the Market:** The question of aligning course and degree offerings with shifts in the job market received extensive discussion, and participants believed it should be a major area of focus for the college.
- **Emphasize Marketing:** Community members emphasized the importance of marketing to both students and parents, with a focus on affordability while still providing strong student supports and offerings in degree fields that are not saturated in a crowded local higher education market.

Fond du Lac Tribal & Community College

APPENDIX 6

Summary of All Practical Vision, Underlying Contradiction, and Strategic Direction Survey Ideas 03.23.23

Fond du Lac Tribal & Community College

Community Survey Results

Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

Broadened course & degree offerings

- Different options for history classes?
- Another baccalaureate degree offering
- ...more 4 year degree programs
- Full nursing, nar classes
- GED Classes
- Four year early childhood education
- ...an energy efficient home building program
- more night courses being offered.
- expanding BA programs for students.
- 2+3 or 3+2 degree plans with UMD and/or UM; they would do it
- ...increased audio/visual production
- More technical offerings
- Training in the trades
- Small business education
- More bachelor's degrees
- new academic programs based on industry needs
- more degree options
- New academic programming
- Online degree plan/curriculum option(s) for students
- More college in the schools offerings
- more associate and bachelor degrees offered
- More accredited classes for transfer students
- focus on sustainable, renewable energy

Broadened course & degree offerings Continued

- development of skillsets to initiate small business
- Hybrid, online options! Non traditional students will not uproot their families to come to school here.
- More technical degree offerings
- Technical skills classes
- Speedier degrees
- More summer classes offered
- Addition of Spanish courses
- Night classes offered
- More instructor interaction online
- More classes online
- More hybrid classes
- More classes maybe fully online
- Indigenous Elementary Education bachelor's degree graduates having a big impact on K12 education in the state
- bigger engineering class selection
- More technical programming offerings

Holistic student support

- laptops for everyone to succeed.
- AA/NA meetings
- Campus dining option(s) for off campus living students
- Do I talk to academic advisors, or advisor for future/classes- academic plan
- student-life opportunities abound on campus
- Support groups for grief/trauma
- FDLTCC maintains a friendly atmosphere; students note it
- financial incentives for students to do well in classes
- More mental health advocacy and support
- Better transportation access
- Support to students who live at dorms
- Community partnerships to achieve better housing and transportation options for students
- More on-campus support for student-parents
- have a full-time counselor working on campus
- More options for on-campus housing
- integrate values into families, communities and workplace
- Activities bringing together students in fun
- Able to access class notes from the teachers without having to use disability, waivers, or being disabled member

Holistic student support Continued

- 24 hour library services (on site)
- Higher graduation rates
- More people in chemical dependency
- 24 hour cafe services (on site)
- Possibly partner with fitness experts to help students on site with setting and achieving fitness and health goals.
- Students spending more time on campus
- continue to accept all "walks of life"
- continue to have the "community feel"
- have scholarships available for all students
- peer support groups for students
- basic training for students in study habits
- incentives for students to attend classes regularly

Targeted recruitment & increased enrollment

- More Diversity
- Sports
- A great funnel of local kids coming to the local school for a great education
- More/sooner engagement with students in high school
- students/graduates see the value of education offered
- A bustling facility with teachers and students
- A well recognized regional facility drawing students from the area and elsewhere in the state
- increased enrollment
- On-campus enrollment increased to 800-1000 headcount
- more diversity in ethnic and racial background of students
- Increase enrollment for students interested in critical fields (healthcare)
- Higher Graduation (vs. transfer) rates
- Higher student retention rates
- More seniors (65+) on campus as students
- More students on Campus..
- Bigger school
- More students
- more students attending the college
- FDLTCC Hockey team!
- More students directly out of high school
- Efforts to draw on our campus environment can leverage inclusion, belonging, and its diversity to draw more enrollment
- Keep the term law enforcement or formerly law enforcement in the program title because I don't know that people interested in the program will know what professional peace officer means.

Upgraded, maintained facilities & campus

- A trout stream running through the campus.
- State of the art classrooms that give our students an edge over the competition.
- Gardens, or a greenhouse.
- Better utilization and an increase in space.
- Future expansion possibilities
- forest health and campus building well maintained
- Well, I just told Mark that something was filthy. So I hope that he would get to it by then.
- functional campus facilities
- A thinned and ecologically improved campus forest
- Bigger campus
- More parking
- More wheelchair accessibility
- Swimming pool
- Reorganise the fitness areas to better allow access and awareness.
- Reorganise fitness area by removing less useful and broken equipment and freeing up space for better movement through area.

Improved employer connections & placement

- job placement for a high % of nursing/nar grads
- ...robust community internship program
- Internships accelerating graduation
- Advanced workforce entry
- complete map of local employment opportunities
- Well known niche offerings and career path opportunities
- More people interested law enforcement
- workforce development customized for major employers
- Blue collar workforce focus
- higher employment rate of students
- Integrated pathway from entry level employment to career goals
- Partner to find mentorships in the field for the students to connect with real life experience and conversation

Reinvigorated, visionary leadership

- Cohesive team of leaders, faculty and staff working together
- Improved communication between all at FDLTCC
- Intentionally addressing all conflict within departments
- leadership and a vision
- Interdepartment projects and activities
- excellent student experience with great customer service
- That we are the same but better.
- have a successful nursing department
- continue on the respectful, rightous path
- continue to hold nursing accreditation
- That we can lead with innovation.
- Increased rigor on campus to match CIS courses

Growing, supported faculty & staff	Greater community connections	Strengthened Native American community
• more staff. • more faculty. • Endowments that support salary to attract/retain staff • retained talented teachers • Retention of Experienced Faculty • staff's ability to telework • equal treatment to all employees • moral increased in the workplace • have long term instructors who love their jobs • collaborative engagement with industry partners to meet faculty shortage	• Exposure • Staff faculty and students hosting events together for the community • Regional public recognition as a strong option for students to complete a degree • opportunities to create, develop, improve relationships • A strong community relationship • Community cultural events • better community engagement • more local community supporting college goals • more community events on campus	• More synergy between FDLTCC and FDL • Scholarship's for more native students • greater American Indian enrollment • more Native American students graduating • hold tight to cultural and values

Unmet student needs limit academic success	Uncertain leadership complicates campus culture	Weak communication & collaboration inhibits unified strategy
• Dorm functions/ activities • Lack of outward facing technology support or services for students. • Wellness check ups • Focusing on the poblano, not the people. • Self care. • Clubs do what? (Environmental Club) • Expand housing/food/nessitites/electronics • Neglected implementation of technology • "We should dedicate more funding to supporting on-campus work study students with higher wages." • "we are working to improve our student support communications platform to overcome persistent technical difficulties." • new pattern of isolationism due to COVID • competition for grades may hinder peer support • Apply for grants to fund services/counselor • Native American historic trauma to school experience • impact on my life! I am forever grateful! • diversity, understanding and knowing our campus community • fragmented response to interpersonal and intrapersonal competencies of students • Getting our materials before class starts from instructors • Being able to preview what a class is going to be like online • Greta J needs to be able to teach more her way of learning really helps me • Making sure instructors are ordering their books in a timely manner • Who do I talk to for school apparel in my size?	• Short Term - empty leadership role • Inconsistent support from leadership • Fear based on negative comments and uncertain reasons staff and faculty have left • hard to communicate relationship/partnerhip between FDL Band and Tribal College • name change • Personal ideologies or philosophies at times. • inconsistent approach to "tribal" and "community" college • Staff here and hard-working, dedicated, and willing to take on new challenges to help advance our vision. • Employees are not able to speak without feeling ashamed or in trouble for doing so • Realizing that it is okay to change or doing something different • inconsistency • Culture values easy award over hard work • The acting President thinking she needs to follow in the footsteps of the previous President • innovative • leadership- clear direction- not micromanagment-or dictatorship • Toxic employees gossip • Employee burnout/career dead ends	• Limited efforts to have collaboration across all campus and programs • Unclear communication from leadership • Fragmented communication among faculty and staff • Cross program collaborations. • Unclear needs from outside agencies • Cross training processes could strengthen our institution • Underutilized communication tools • Underutilized partnerships • Hire someone for outreach to business/industry • Unclear and underdeveloped connection among departments • I would prefer to advance statements like "we are in process of better developing our communications strategy." • silos • underdeveloped analysis of workforce development needs in the region • underdeveloped networking with community and region to forward mission • Disjointed department goals • More open communication with students and staff and not feeling like we have to be obligated to be at campus to talk to staff • More opportunities, outside of the Fond Du Lac and Cloquet area for students to be able to interact with peers

Underdeveloped outreach planning hurts enrollment

- Don't limit outreach to high schools/expand.
- unclear of market trends for new academic programs
- underdeveloped alumni network to share positive stories
- uncertain of what students experience as customers
- Strategic planto overcome population reduction crisis
- Strategic planning to target immigration
- UMD & UM would oblige FDLTCC requests for closer ties, just ask
- Have a well-developed enrollment plan
- Underutilized partnerships to help keep curriculum relevant to industry practice.
- Underutilized abilty to get students in a pathway sooner, PSEO courses.
- Underutilized courage to message in new ways to new audiences
- Social media is important but marketing needs to be broad in type
- Limited outreach to employers
- Competing for student enrollment
- Need to get on that map.

Limited offerings challenge academic & professional advancement

- Don't restrict classes to offering only day courses/ more night classes.
- Trying to complete 2 certificates and A.S. and A.A.
- Other history class options. I feel like I'm taking a phycology/comp./American Indian History class
- Restricted guidelines for accelerating students to internships
- Restricted guidlines for accelerting students into workforce
- Meet with area businesses for feedback on programs, retain relevancy and create hands on opportunities
- Develop a plan for new academic programs
- inconsistent learning opportunities in entrepreneurial endeavors
- Underdeveloped
- limited opportunities for students to project their creativity and present their acquired knowledge, skills and abilities through FDLTCC
- Lack of programs

Limited campus planning prevents upgrades & investments

- limited resources invested into campus building/ forest
- Neglected facilities that could be invested in/ leveraged for college appeal
- Develop a plan for campus expansion/funding
- Do you need to purchase additional land in the area of the college if so have those conversations with landowners to the south
- Spend down the enormous backup money that has been accumulated
- No clear vision of how the fitness areas should be organized.
- Facilities aging out

Fostering supportive campus culture

- Try to expand night class offerings.
- Create interdepartment learning activities for faculty, staff and students
- Clubs-sports, anime, indigenous ect.
- Create team building activities across campus
- Engage in improvement plan for addressing conflict or disagreements
- Engage in improvement plan for communication across campis
- To build even more community.
- offer multiple events in commons each week
- Don't forget you are doing a great job already
- "Crab in the Bucket" leg-up Club
- Study Buddy student pairing for success movement
- Reducing cost of books
- Resist distraction of popular culture over academics
- bring in speakers, entertainers, activists to share points of view
- Native American elder support group for students
- classes via hybrid, online, flexible
- Tuition free for Enrolled Members
- quarterly *presentations for creative expression, social/political views, knowledge and understanding of local regional topics and potential solutions
- Choir

Creating and expanding programs

- More knowledge on local ecosystem, plants and critters, rocks and streams.
- adding innovative programs
- identify new academic programs with growth potential
- revive business software training as done in the 90s
- Course/Program offerings for community
- Computer networking
- Project Administration.
- woodworking program
- Programming revamp for the college's business degrees
- New agricultural or culinary program
- engineering programs
- New veterinarian technician program
- provide more certification programs that garner skills that can be put into action
- Classes for ongoing education for local professionals
- Technical Programs/Certificates
- Focus on how to create tech programs
- Construct a sample "Model home"

Implementing strategic leadership initiatives

- A push for those interested to be encouraged to engage in technology and teaching innovations.
- To recognize boundaries and allocate time and recourses accordingly.
- Dream even bigger.
- To continue to recognize our size for strength, and not push past what we do best in long term thinking.
- Compare MN ranking, what ranked others higher/plan
- Reaasess progress if strategic plans more often
- Initiatives to lead in diverse identity and climate in the wider Duluth area
- Having a fair leadership
- Have committee working on new programs/funding
- Seek funds for expanded programs, services
- Hold all employees accountable
- Change in leadership
- Faculty to mentor adjunct
- Update they way the business office works the processes need to be updated
- Staff development funds
- follow through on our goals..
- name change

Investing in campus facilities & experience

- An observatory.
- improvements to the appearance of campus
- have the forest thinned for its long-term health
- Access from highway and other local networks
- Development of a Criminal Justice and Law Enforcement Training Center
- Push for legislation that will benefit us and our students at the State Capital (like greater funding for student mental health support)
- Ask Students what might make them more comfortable using the fitness areas.
- Have the focus of the weight room in the gym be for athletics, students with weightlifting experience and law enforcement
- Have the focus of the downstairs fitness area for students with less experience exercising.
- Upgrading the building for efficiency
- Investing in facilities
- Upgrading student housing
- Ask athletic coaches and law enforcement staff how the fitness areas could better be organized to be more practical for student use.

Broadening student recruitment methods	Improving employer connections for career placement	Expanding community partnerships
• Try to partner more with area high schools. • Try to integrate the scholarships into the admission precess. • Conduct follow-up impact studies further from graduation • TV marketing • Billboard marketing • Outreach into area high schools • Continue outreach/work in enrollment management • Scholarships targeting new students • Greater work with students and guidance counselors in area K12 schools • Invite local high school students to participate in classes/events on campus so that they're familiar with the school • More efforts in high schools • Where are they now - Student's Path after FDLTCC	• Meet with local businesses (site visits with students) • Collaborate with area / regional businesses • Exploring innovative means to get hands on experience within the learning and practice environments (immersion) • Employer involvement • Developing pathways from middle school to college , for high need career areas • Dual employment with faculty and industry partners, keeping the current in practice • start a business incubation effort to mentor local entreprenuers • do an analysis of local, regional business opportunities and provide knowledge, skills and abilities required to benefit from • Have more career fairs so we know what options are out there	• Create more opportunities for faculty staff and students to host events to serve the community • Partnerships • Host more community and school events on campus • Community notification • Hire a community outreach/grant writing professional

Fond du Lac Tribal & Community College

Staff, Board, & Strategy Committee Survey Results

Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Updated, workforce-informed offerings
- Increased faculty, staff and student attraction and retention
- Authentic equity & inclusion leader
- Improved campus and infrastructure
- Strong community connections

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Outdated, undefined practices constrain programming and campus visions
- Limited, overtaxed staff inhibits involvement
- Underdeveloped branding results in unclear community perception
- Societal and relational barriers reduce student retention
- Shifting demographics increase competition for students
- Reduced funding challenges operations

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Updating program offerings to meet workforce and indigenous cultural priorities
2. Improving internal communication to inspire buy-in
3. Developing holistic student supports to address challenges
4. Hiring and training staff to achieve college core values
5. Marketing and partnering to build connections and improve perception

Updated, workforce-informed offerings

- Better enrollment projections and goals - preferably by programs
- Offer all courses as online -- section 2
- Acknowledging tradition while being progressive
- New program offerings based on industry/community need
- Provide training that meets local employment needs
- Offer courses in partnership with business to ensure graduates are employable
- Assist with training needs in the workforce
- Develop new programs for emerging technologies
- Partnerships between business and our academic unit
- Offer short-term training or new programming to fill job market needs of area/region/state.
- Create Job Internship to job pathway with FDL
- Develop a Bachelor's Degree in Education
- Implement Bachelor's Degree in Early Childhood
- Develop a Bachelor's Degree in Ojibwe Language
- Develop an Environmental Science Degree
- Develop a visual arts and technology degree program

Updated, workforce-informed offerings Continued

- Review of and possible changes in program offerings
- New academic programs
- Revision of current academic program inventory
- Expand computer literacy programs and coursework
- Updated Academic Plan
- 2 Year industrial training
- Expand degree possibilities
- 4 Year Tribal College
- Expand 4-year degree program offerings
- Top school for sustainability/ environmental programming
- Growth and success of Nursing program
- Our Elementary Education program take off
- First steps in creating SUST bachelor degree
- create a BA in American Indian Studies
- Explore feasibility of offering more Bachelors degrees: Anishinaable Language. Environmental Science or ?
- Set the standard for law enforcement education
- New Environmental Institute
- A fully online AA degree
- Explore educational programs for nontraditional students interested in changing careers

Increased faculty, staff and student attraction and

- Increase staffing levels to ensure employees aren't overloaded and campus needs are met
- Budget planned to increase staff/ faculty
- Succession Planning
- Full time coach
- More staff
- Meaningful Staff development for all
- Grant writer/grant programming coordinator
- Grant writer/grant programming coordinator
- Fewer silos across programs, departments, more teamwork
- Treating the kids from out of state like they are someone
- Host more student conferences for high school students
- > 10% improvement in student retention
- Better on campus student involvement
- Efforts to improve student retention have been successful
- Grow area direct from high school market share
- More sports
- Staying current and competitive with area colleges
- Marketing strategies

Authentic equity & inclusion leader

- Leader in the midwest in cultural training
- Achieving the Dream Leader College of Distinction recognition
- All are welcome
- Being intentional with messaging to honor diversity
- Addressing internal biases through discussions/training
- More cultural activities for many other cultures
- Recognize K-12 schools that demonstrate diverse cultural curriculum
- Tribal core value are a model for other colleges
- Inclusion, ask for input vs told after
- create a BA in Ojibwe language
- Hire more Native Americans
- more Native faculty/staff hired
- retain a Bimaadizi focus
- Over 50% Native American enrollment
- All Staff/Faculty familiar with AMIN 10
- 50

Improved campus and infrastructure

- Build/ renovate a Tribal College Extension (EI) Center
- Build outdoor classroom SW side
- Better dorms
- Updated Master Facilities Plan
- Overhaul existing lab for research projects
- Budget planned in place for facility expansion
- Bigger food pantry
- Utilize or add space to add needed staff positions
- create new growing space at Stephen and 14th street
- 100% renewable resource powered infrastructure
- Budget plannned to increase technology infrastructure
- Regional leader in green development and sustainable practice economy

Strong community connections

- Having more community focused events
- Identify and celebrate outstanding community people
- Real understanding of tribal AND community partnership
- Provide gatherings for elders
- Grow into more of a community center
- Reimaged high school partnerships
- develop more tribal partnerships
- Strong connections to local school districts for teacher training and student recruitment
- Inviting businesses to interact with students
- Increase external funding through grants and partnerships

Outdated, undefined practices constrain programming and campus visions

- Inconsistency in acting on program feasibility
- Work with other Institutions to help recognize the barriers to transfer success
- Disconnect between administration and lower staff
- Inconsistent Communication Across FDLTCC
- Limited ability/motivation to jump on new technologies
- Address our own biases
- Educate ourselves to support our diverse campus
- Engage internal/external constituents to discuss new academic programming 2yr. 4yr or short-term, and related costs, barriers, opportunities, etc.
- The system office has strict guidelines when it comes to program duplication and new program approval. We need to find ways to work through these restrictions to meet the educational needs of our community.
- Offer Bachelor Degree in Education
- Offer more Ojibwe language in teacher training program
- Expand business outreach
- Continue progams that encourage student enrollment
- Offer more science, technology and work-force courses

Outdated, undefined practices constrain programming and campus visions Continued

- Create a team of staff to focus on the items previously listed on this form
- Work on inter-institutional class sharing protocols / model
- Define our vision for our campus
- Devote time to updating and outdated Master Academic Plan that is in line with current job market trends/needs.
- New academic programming
- Underdeveloped enrollment projection capabilities
- Hire consultant to updated an outdated Master Facilities Planning process
- Underutilized Data Sharing and Significance of Data
- Redesign academic programming

Limited, overtaxed staff inhibits involvement

- Limited staff resulting in overworking and burnout
- Some resistance to change from staff/faculty
- Shortage of workers needed to fill vacant employee positions
- Departments to work together
- Groups focus on own priorities not common goal
- Doing 'more with less' eventually becomes unfeasible. We need to find ways to increase staff instead of requiring current staff to take on more responsibility to meet campus needs.
- Unclear Role Expectations
- More planners needed at FDLTCC
- Time constraints limit involvement.
- imbalance in hiring (tribal and non-tribal)
- Underdeveloped Onboarding for Faculty/Admin
- Being a part of the cultural activities
- sustainable growth of staffing capacity and resources
- Participating in spirit week and other fun activities
- Explore feasibility and whether campus feels a grant writer/grant programs coordinator is of value
- Limited space to add staff/faculty

Underdeveloped branding results in unclear community perception

- "tribal" perceived as a negative community perception
- unbalanced view of tribal and community
- unclear public identity as both Tribal and state public school
- external perception toward our academic rigor
- Regional awareness of opportunities provided by the college
- Be vocal in our campus pride/values-take part in campus events
- Underdeveloped strategies for connecting with the community and local employers
- Continue to develop programming that brings together the community with the college
- Limited Scope of Understanding Tribal College/MinnState Partnership
- Build and incorporate community partnerships

Societal and relational barriers reduce student retention

- Getting to know each student
- Be sure students feel comfortable
- Shortage of reliable child care providers
- Reduce high rate of homeless
- Hold events/ workshops that prepare our students for University barriers
- Help address climate and environmental concerns
- Help students network with regional agencies and organizations to build relationships that lead to jobs

Shifting demographics increase competition for students

- Lack of recruitment of Anishinaabe students
- Demographics are changing. The number of high school students will continue to decline. We need to find ways to recruit non-traditional students to increase our FYE.
- Efforts to grow direct from high school area enrollment
- No recruitment at events- Powwows, etc.
- increased competition for limited number of students
- Less students graduating from high school

Reduced funding challenges operations

- Funding
- Resources
- Limited enrollment reduces available funding. We need to find ways to increase funding that isn't related to enrollment.

Updating program offerings to meet workforce and indigenous cultural priorities

- Update workforce skills needed in business
- Assess the employment needs of local businesses to identify educational relevance and job opportunities
- Assessment high demand opportunities for new academic programming
- Analyze what new programs would have demand
- Research existing trends in tribal higher education/community college and how FDLTCC might adopt / improve programming that will help college grow in new ways.
- Utilize the Minnesota Career Fields, Clusters & Pathways as a model for creating programs that lead to employment.
- End unfeasible programs
- Internationalize curriculum with WINHEC and partnerships
- Expand technology and computer literacy coursework
- Place more emphasis on voc/tech programs
- Reactivate the American Indian Business Leaders program and help students become entrepreneurs.
- Develop programs that support indigenous cultural entrepreneurship
- Build more programing under Anishinaabe Gikendaasowinan
- Continue development of campus to improve trails and outdoor learning spaces
- advocate for EI building/outdoor classroom

Improving internal communication to inspire buy-in

- Provide a comprehensive presentation of all the information collected on this survey
- Become engaged, share ideas in the work to move things forward.
- Team bonding, taking people out of bubbles
- Clarify Significance of Data Points and Rationale
- Listen, listen, listen to all suggestions!
- Listen to staff & continued support where needed
- Become engaged in committee-work to support the efforts.
- Once presented, identify responsive parties to ensure there is a viable end to the means
- Develop or Clarify Role Expectations
- Opportunities to get to know team members beyond their work
- More leadership involvement/engagement in activities/events
- Brain Storm and Implement Improved Communication Strategies
- Transparency between programs/departments, sharing what works

Developing holistic student supports to address challenges

- An online tutor someone who is available in the evenings
- Provide child care support program
- Assist with student transportation costs
- Encourage scholarship support in Nursing, Law Enforcement, and Technology
- College prep week. Addresses financial aid/ building community/ self advocacy
- Therapists available
- Transportation
- Assist with housing needs for homeless
- Be a voice for the voiceless
- Assist with child care needs and shortages
- Achieving the Dream Leader College of Distinction recognition
- Dorms

Hiring and training staff to achieve college core values

- Better coaching or scheduling
- Training to address personal biases
- Training to make new technologies more approachable
- Talk with faculty/staff about AMIN 1050
- Develop and Implement Effective Onboarding for Faculty/Admin
- Explore preretirement job shadowing for program directors
- Create a job hub (like a temporary staffing service) where students can work short-term jobs and get paid to intern.
- Shared classes- hiring of graduate students to teach classes such as chemistry/ geology
- New staff efforts in particular high schools, remodel of old "blitz team"
- Hire a grant researcher/ writer to increase funding from outside entities.
- hire more Native faculty staff to bring closer to 50%

Marketing and partnering to build connections and improve perception

- Rebrand & refocus college's public identity and perception
- Creative marketing
- Continue to build on youth camps/ events that bring youth on our campus
- Create more local community connections
- Shared research/ events with other tribal colleges. Builds co-horts and mentorship
- Promote connections between campus and community
- Invite the community to define their wants/needs from campus
- Step into the community perception
- Deep Dive into Tribal College/MinnState Partnership
- Grants and other funding

Fond du Lac Tribal & Community College

APPENDIX 7

Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23

Fond du Lac Tribal & Community College

Workshop Results

Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, intentional infrastructure
- Engaged and Enhanced Community Partnerships
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Restricted Human Capacity Impedes Performance
- Misaligned Ideals and Perceptions Deter Collaboration
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Developing Processes to Empower Employees
2. Guiding Progress through Informed Planning
3. Optimizing Opportunities to Address Community Priorities
4. Broadening Supports to Enhance Financial Stability
5. Initiating a Holistic Model to Promote Campus Wellness

Dynamic Academic Programming

- Leader in Public Safety program
- Developming performing arts programming
- Bachelors in environmental sustainability
- Bachelor degrees
- Explore technical programming
- Bachelors of Ojibwe mowin
- Expand health programs
- Engagement and completion - attendance and engagement in classes
- Developing transfer and career pathways
- Program analysis (keep/cut)
- Community input guiding program development
- Expand distance learning
- Develop and expand ojibwe language offerings - BA
- OER and lowering course costs

Holistic Student Supports

- Mental health/ Wellness Center
- Communication of student supports
- Expansion of cultural programming
- Articulate and develop a wellness model
- More visible front-facing student support (Help desk, etc)
- Mentorship program for college students
- Transportation
- Student Life, Expand activities and programming for students
- increase online student support

Sustainable, intentional infrastructure

- Campus facility master planning
- Keep educational investment local
- Explore ways to use outdoor classroom
- Create intentional space
- improve optics: refurbish/ upgrades to campus appearance and aesthetics
- implementing Environmentally sustainable practices
- Replacing the environmental institute building
- master planning for facilities and academics

Engaged and Enhanced Community Partnerships

- Sponsored programs office
- marketing the "and"
- Connecting cultural events to community
- Develop and renew partnerships, including Mille Lacs, Bois Forte, Grand Portage, Cities
- Commjnity programming and opportunities
- Strengthening high school connections

Integrative Employee Supports

- Professional developent opportunities (limited staff time to attend)
- Wellness Center
- Universal succession planning
- Hire as needed- WINHEC, 75-80% Native Faculty, workforce development

Restricted Human Capacity Impedes Performance

- Limited time
- Tracking of initiatives
- Hiring process
- Minnesota State Rules restrict succession plan
- limited staffing for expectations
- staffing accountability
- misaligned facilities
- measureable outcomes
- limited time for enthusiasm
- Distribution of responsibility
- limited human resources

Misaligned Ideals and Perceptions Deter

- Fear of Change
- Campus buy-in
- Fragmented understanding and appreciation of each other
- Reistence to change or new ideas
- Clarity on "Community" needs
- Perception misalignment
- inconsitent values
- lack of cohesie messaging between commnities
- Scarcity mentality

Underleveraged Civic Connections Reduce

- Disjointed Partnerships
- Internal and external collaboration
- No coordination of civic engagement
- Neglected partnerships
- unclear on current pathways
- underdeveloped ides on needs

Inconsistent, Limited Funding Restricts Development

- Underdeveloped grant coordination
- Child care, housing transportation Food scarcity
- No career counselor
- unknown funding sources
- limited funds
- Limited funding - enrollment, state.

Developing Processes to Empower Employees	Guiding Progress through Informed Planning	Optimizing Opportunities to Address Community Priorities	Broadening Supports to Enhance Financial Stability	Initiating a Holistic Model to Promote Campus Wellness
• Project Administration for staff/faculty/students • Establish College-wide professional development plan • Annual Value Adoption • Roles and responsibilities accountability organizational chart • Create a proactive, transparent and accountable budgeting system • Team building • Conduct campus wide needs analysis • Increase and mandate professional development • Develop a process to respond to student criticism	• Develop Facilities Strategic Plan • Report annually on sustainability initiatives • Update facilities plan/energy audit • Prioritize and focus funding • Establish master academic plan • Reframe messaging around "Union of Cultures" (Marketing Plan) • Seek out students in decision making • Update and utilize master facilities plan	• Shared human resources (jobs & services) with partners • Workforce needs assessment • Comprehensive assessment of Campus partnerships • Create and develop parnerships with outside agencies and non-profits • Utilizing expertise/personnel within partnerships • Examine ways to assess community needs • Create a comprehensive plan for on-going community engagement	• Develop Office of Institutional Advancement (Grant writing/traditions) • Establish and grow endowment • Initiate program for following students after graduation • Develop an Alumni Association • Reintroduce a sponsored programs department (planning dept.) • Hire a grant manager/writer/coordinator	• Develop Campus Wellness Center • Childcare availability • HIre a Student Life coordinator (only job duty) • Empower students to take part in their experience • Develop and aligned Wellness Model (student, employee, WINHEC)

APPENDIX 8

Mini Survey Summary 04.21.23

Fond du Lac Tribal and Community College Mini Survey
April 17, 2023

Strengths (What are the strengths this group has toward creating the Practical Vision? What are our strengths as a team?):

- Passion
- Dedication
- Multiple view points
- Commitment
- Good idea generators
- Energy toward implementing change
- Belief in the college's mission
- Common vision and values
- Student success focus
- Genuine concern for welfare and future of institution
- Agreement on core vision
- Great intelligence
- Great passion for the college
- Group diversity allows for dialogue
- Discussion until consensus has been reached on issues
- Group takes time to clarify language and meaning of proposed ideas
- Creative ideas with members who are strategic thinkers
- Well-grounded in rules and regulations
- Members of- and connections to- the community
- Building consensus
- A wide variety of campus departments are members of the planning team
- Ability to put in the work
- Energy for the future
- Diverse group with thoughtful insight
- Student focused mindset
- Open to ideas and discussing outcomes
- Focused on community engagement
- Creative, innovative and look at the positives

Weaknesses (What are the weaknesses this group has toward accomplishing the Strategic Directions? What are our weaknesses as a team?):

- Siloed narrow perspectives
- Resistance to new ideas
- Power differential
- Departments competing for resources
- Bias
- Under-resourced in most critical departments/units
- Cultural/traditional-based values make radical changes hard
- In period of leadership turn-over for key positions
- Emotional ties make it hard to cut or modify programs
- Ego
- Some group members not knowledgeable of college issues
- College platform is somewhat complicated. A flowchart would help.
- More visual aides would help
- Might get stuck in "always done this way" thinking
- Defensiveness around cultures (feel threatened)
- Lack of understanding or defensiveness regarding some needs (Empower Employees)
- Some "Informed Planning" is specifically related to departments who are not represented
- To remember that we (in the room) aren't solely responsible for carrying out the actions
- Finding the time to make it happen
- Sometimes there are misunderstandings in communication/intent
- I think we could use more outside of campus input

- We have our own biases that we need to acknowledge in the process
- There may be opposing views depending on a person's perspective
- Not wanting to acknowledge potentially harsh truths

Benefits (What benefits will our success bring?):

- Improved service to the community
- Student success
- Improved Employee wellbeing
- Financial sustainability Improved programs
- Community engaged campus.
- More opportunities for collaborations.
- Richer student experiences
- More goal oriented campus
- More effective workload
- Improved academic programming
- Increased visibility for the college
- Increased student success
- Increased enrollment and financial health
- Improved student and employee wellness
- Focused and unified plan with clear direction
- Clearly understood steps and actions to implement goals
- Sustainable and financially stable planning
- Reinforcement of unique, distinctive identity and mission
- Great Future for the College
- Because the College is still working on its last Strategic Plan this plan can and should complement previous plan.
- Holistic is used, but never really identified.
- I agree that the parts are greater than the whole, but we should show how it all fits
- New and creative approaches
- SMART Goals
- A comprehensive and actionable strategic plan
- Stronger relationships internally and externally
- A healthy campus that moves gracefully into the future
- Success of the college Success for students
- Long-term growth for expansion
- Stronger connections to community
- Better student supports
- Stronger campus environment
- Continuous investments into community (keeping education investment local)
- Increased enrollment and expanding campus

Dangers (What obstacles or dangers do we anticipate confronting when we are highly successful?):

- Sustainability of numbers
- Potential for enrollment decline, which impacts financial health and concerns on budget
- Increased success and enrollment stressing Limited resources

Maintaining / refreshing physical campus to meet capacity

- Employee / Instructor retention with added stress and roles
- Not buying in to the plan completely
- Over reach

Fond du Lac Tribal and Community College Mini Survey
April 17, 2023

- We need to keep in contact with our Core whilst moving forward
- Do what we do well and keep doing it, or else
- Funding and Leadership issues
- Erosion of College Culture
- Moving too fast
- May be too strategic/big picture and skip over details
- Strong voices can overrule quieter ones (maybe)
- Too hung up on rules and "what ifs" to move forward
- Desire to be "done" may override good ideas
- Finding the right staff to continue the journey.
- Finding experienced faculty
- Physical space for accommodating success
- Misconceptions of our campus
- Internal biases (among campus employees)
- Fear of change
- Maintaining consistency and stability for the future
- Straying from our mission and duty to students

APPENDIX 9

Focus Group Summary 04.21.23

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP 04.21.2023

EXECUTIVE SUMMARY

On April 21, 2023, Fond du Lac Tribal and Community College hosted a focus group that allowed faculty and staff the opportunity to share input on strategic planning language developed by a strategy committee at its retreat on March 23. The 44 participants reviewed draft language that laid out a practical vision for the strategic plan, identified underlying contradictions preventing the college from reaching this vision, and proposed strategic directions to guide it for the next five years. The session included opportunities written and verbal feedback, as participants both had time to write their reactions to the text on a worksheet that facilitators later collected and shared their insights orally in small groups and then with all attendees. Finally, they were able to vote on the statements, indicating whether they supported them, could live with them, or thought they needed changes, and had the opportunity to suggest changes.

Participants had wide-ranging responses. For the most part, they could live with the language produced, though in each case there were several who strongly supported it and others who were more critical. Common themes included:

- A need for collaboration and partnerships with community and industry
- The importance of student input and involvement as the college assesses its academic programs
- The importance of student well-being and access to basic needs
- A need for staff development and succession planning
- Needed technology and infrastructure upgrades
- A need to tie language back to the college's mission, vision, and values and work to ensure follow-through on actions identified by the strategic planning process

The strategy committee reviewed responses from the focus group when it next met on April 24, and ultimately amended portions of all three strategic plan elements based on the feedback from the group. In other cases, while the comments did not lead to changes in the immediate language, strategy committee members worked to incorporate suggestions into actions beneath each strategic direction or the guiding language for each.

PROCESS SUMMARY

Welcome & Introductions

The Focus Group began at 9:00 AM in the Fond du Lac Tribal and Community College atrium. The session had 44 attendees and opened with a pipe ceremony.

Elissa introduced Karl, Caitlin, and herself. After the focus group session, they will be sending out a summary of the session to those individuals who RSVP'd. The strategic planning committee will get together to finalize details about the strategic plan on April 24th. The group will come back together at the end of May to review the strategic plan.

Karl provided an overview of the strategic planning process to date. Strategic planning started in 2022. Steps include:

1. Internal and External Analysis December 2022 – February 2023
2. Community Survey – February 2023
3. Board, Leadership Staff, & Strategy Committee Survey – February 2023

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP 04.21.2023

4. Focus groups – February 24, 2023
5. Strategy committee workshops – March 23 and April 21, 2023
6. Feedback and compilation of plan – April and May 2023
7. Additional focus group session – May 2023 (details TBD)
8. Final presentation of plan – May 2023

Karl described what each of these elements mean:

Practical vision: What we want to see come out of the 5-year plan

Underlying Contradictions: What is getting in our way/blocking us from getting to the practical vision

Strategic Directions: Pillars of the plan going forward which provides actions to create the practical vision

Thoughts gathered during the session will be summarized to help inform the final version of the strategic plan.

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP 04.21.2023

Strategic Planning Strategy Committee Outcomes Review & Feedback
Practical Vision | *What do you want to see in place in 5 years because of Fond du Lac Tribal and Community College strategic planning actions?*

Participants were grouped at tables. They reviewed the three sections of workshop details and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group. Responses included:

1. What caught your attention across the responses?
    i. Cultural expanding pathways, environmental
    j. The "focus" on local
    k. You can see some are very specific to particular departments
    l. Wellness, expanding, developing
    m. Mentorship program, student life expansion needed
    n. Professional Development, Bachelor's degrees, ojibwemowin cultural events to community
    o. Exploring career pathways, expand tech ed, expand student activities, partnership
    p. Intentional Planning
    q. Covering policy law, treaty rights covered only in the education, getting PSEO to the campus, response to work training
    r. Engaging community and creating/revitalizing community partnerships
    s. Dynamic Academic Programming
    t. Attention on B.A. programs, I think we need to be careful about adding too many of these to the possible detriment of the AA programs. I think the 2-year programs are out stength.
    u. Some easy/short term some harder/longer term; opportunities to enhance first, prior to expanding, offering of curriculum and student expertise
    v. It's all (almst) things we've talked about for a long time but don't know how to actually achieve
    w. Programs which lead to jobs (not performance arts), we are immerse in the native culture, need more "community" emphasis; 75% - 80% Native faculty? Mentorship program – not new – failed
    x. Bachelor's programs/degrees - with caution
    y. Lots of emphasis on bachelor's, space facility use reoccurring topic
    z. Wellness model
    aa. Student focus
    bb. Northing, heard it all before. Nothing comes of it.
    cc. Lots of cultural expansion, where are expansion ideas for non-natives, tech programs expensive but lets get one started and grow that one, then perhaps add another
    dd. Very positive ideas, some big picture ideas, some smaller more tangible ideas
    ee. Community, professional development, taking care of our staff and students
    ff. Infrastructure and optics, additional facilities staff required to clean/housekeeping, mechanical maintenance/repairs, building square footages has tripled since 1992 while staff size in facilities remained the same
    gg. Push for bachelor's degrees and distance learning, mental health needs a counselor! More cultural programming
    hh. Expanded programming

ii. Mental health/center support
jj. Emphasis on mental health/wellness, while full-time counselor position isn't hire for/filled, love the focus on expanding programs and bachelor's degrees, the emphasis on student engagement and attendance – so important, community input guiding program
kk. More Bachelor's programs, mental health and wellness center, creating intentional space, student/campus engagement
ll. Bachelor's degree offerings, mental health supports, more visible student support, online student support, attendance and engagement
mm. Expanding programming to include Bachelors, mental health and wellness center, new environmental building, strengthening high school community, cultural events
nn. Expansion – how do we do this with limited resources?
oo. Create, implement, develop, future focused
pp. Bachelors programs
qq. Community involvement
rr. If we build programs, make sure all areas are reflected with number of people

2. Where do you see a lot of agreement and cross over? A lot of the same words.
   i. Develop, engagement, and environmental
   j. The focus on culture, wellness, sustainability
   k. Create, expand, develop, engage, connect
   l. Community input, community opportunities, programs; student life I.e. activities added
   m. Health programs, mental health, wellness center
   n. What can be done to help make college a more inclusive school for students, options to attend such as partnership with high schools, other colleges, and industry
   o. Wellness, environment, Ojibwemowin
   p. Purposeful planning to prepare students for the workforce
   q. Intentional growth, infrastructure planning, what is our niche that honors our unique culture
   r. Creating partnerships, connections and intention
   s. Supports, partnership, expanding, exploring, development
   t. I do like the focus on sustainability across all goal areas; community and partnership are keys words
   u. Curriculum, enhance current, grow in sustainable ways with connections to community, jobs, and culture
   v. Explore, develop, implement
   w. Sustainable as in keeping us going and environmental
   x. Bachelor's degrees, space, resources for students
   y. BA programs, growth, expansion
   z. Bachelor degrees
   aa. There was a common theme of with language concerning needing Mental Health and Wellness on this campus. Overall, the terms used were not easily feasible to promote and follow through with. Language pertaining to tangible goals needs to be more concise.
   bb. Cultural – we are more than a tribal college
   cc. Sustainability, wellness, community partnership
   dd. Wellness, collaborate, expand

ee. Importance of cultural mission
ff. Multiple mentions of difference BAs, sustainability = important
gg. Wellness, sustainability, connections
hh. Bachelors program more, wellness overall
ii. Ojibwemowin and Ojibwe language offerings (BA), mental health and wellness – students and employees, engagement and activities
jj. Expand and develop, replace and strengthen, environmental: institute – rebuild, Bachelors, Environmentally sustainable practices, language
kk. Change – creating a holistic support, making it visible, and having it unique to our campus
ll. Community, students, well
mm. Community wellness, student

3. What do you feel is missing?
   i. Connections to established companies, regulatory programs
   j. A higher emphasis on industrial partnerships and local pathways
   k. Consider what academic programs need to be added and which need to be dropped
   l. High schools included
   m. Develop a partnership with Lake Superior College
   n. Mission of college, maintaining the vision, core value; student driven activity, other students will follow their fellow students, clubs and orgs
   o. What programs may need to go based on student interest
   p. Need more up front demonstration of the cultural component of our culture
   q. Student input/involvement, community needs to guide direction
   r. Specifics: expanding health programs, what does this include? Physical health, mental health, nursing?
   s. I think we need to rethink the dorms and improve services for students who live in the dorms, including greater access to food and health supplies (provide toilet paper and other health products). The dorm students seem to get forgotten in many respects. Not having a type of dining hall for one thing
   t. Opportunities to cut programming, lower costs, so expanding other areas isn't just another need for more money
   u. Specific ideas, pathways
   v. Research into which jobs are in demand and building programs around these, I guess that was addressed in community input
   w. More emphasis on the "social or fun side" of college, diversity/inclusion/implicit bias
   x. Connection of the staff/faculty, common thread to unite everyone
   y. What can we let go of to focus on new initiatives
   z. Adult focused education
   aa. No efforts to adjust these demands with staffing realities, programs look pretty but don't draw enough to offset costs to buildings and staff
   bb. Campus cohesiveness, too ADM heavy and growing, staff need to see they matter
   cc. More staff to fulfill these dreams promoting staff succession planning, hiring from within
   dd. Counselor, missing across campus
   ee. Forest management
   ff. Facilities: split housekeeping and mechanical, forest management, multicultural student center/services

gg. Security – support for staff/faculty
hh. Security on campus – no campus security when students threaten, lack of integration of culture, workshops- enroll us in AMIN 1050 or have workshops on cultural topics i.e. importance of drumming
ii. Student engagement – offer intermural teams that we initiate because students may not initiate it
jj. Campus security, learning opportunity for staff to integrate culturally
kk. Meal plans
ll. Meal plan – food insecurity
mm. Access to basic needs, food on campus (meal plan?), food insecurity is huge
nn. Cultural voice
oo. Meal plan, certificate and trade courses cultural and language staff development opportunities
pp. Bringing community/students together (student volunteer program)
qq. Connection to on-campus PSEO/online student engagement, celebratory events – alumni – community, transition plan for retirements, need core infrastructure upgrades
rr. Historical is missing
ss. New outdoor classroom is used to weave wellness and community engagement, spiritual spot/mental health yoga, kitchen/ culinary program/ foraging
tt. Cross – training
uu. Recycling, not really embraced by faculty, staff, and students
vv. Have a professional grant writer
ww. Update with technology
xx. Intentional all/full staff development
yy. Many hats, know a little about a lot, no time to get "good"
zz. Some easy/quick, some long term
aaa. LSC Partnership
bbb. How to get students on campus, have 11th graders experience college day, Could we reach out high school Barnum part-time faculty?
ccc. Leader in health equity, Bachelor's degree in nursing
ddd. Logging of our campus to maintain health

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?
   i. Laws and regulations
   j. Importance and recognition the college is to the community and local businesses and industries.
   k. The campus forest needs to be logged to maintain its health
   l. Wellness on campus, employ support investing in program innovation, new programs and bachelor degrees
   m. Expanding opportunities for students, sports
   n. More undergrad development
   o. Local industry prep, certificates
   p. Making sure we don't lose the richness of our campus. It makes us unique.
   q. Marketing the "and"
   r. Expansion in mental health programs; already have 2 year CD program resulting in license to perform treatment, expand this to BA program in either social work or psych, social work BA can get licensed to perform social work
   s. Wellness and financial support for faculty and staff, holistic wellness support for students, partnerships, focus on the cultural programs; for infrastructure, we need to

incorporate renewable energy and energy sovereignty into the plans.

t. Becoming/continuing to be a leader in specific curriculum areas
u. Technical programming to attract more students out of high school, environmentally sustainable practices (recycle/compost)
v. Technical programming
w. Mental health, resilience, wellness programs
x. Create intentional spaces
y. Pointless to talk to gens if the building fails, pointless to plan all these programs if staffing isn't there
z. Community of student supports; marketing the "and", we are not good at this
aa. Language programs, bachelor's programs
bb. What makes us unique? How do we stand out from other colleges?
cc. Need for mental health support
dd. Transportation, mental health, community partnerships, optics/facilities
ee. Mental health – need the counselor position filled, community partnerships
ff. Mental health
gg. Mental health supports, hiring native faculty, engagement and attendance, technically programming
hh. Environmental, health and wellness
ii. Program evaluation - what is needed in this are? What more partnerships can we do in community? We need community input
jj. Community events, dynamic training, carving niche, "and"
kk. Partnerships with other tribes, cultural events with FDL
ll. "And"
mm. We are unique! keep that going

5. Are there any other breakthroughs or new insights that this gives us?
   i. Presence in community
   j. We need to be careful to not duplicate what our higher-ed rich ____ already has with CSS, UMD, UWS, LSC, and Northwood Tech.
   k. Celebratory, PSEO students not hear, losing older experienced employees; infrastructure necessities, using space wisely
   l. Mental health components
   m. Community being aware of our cultural activities
   n. Focus
   o. Different thoughts on reaching H.S. audiences
   p. Continuing education and community programs, alumni group/committee
   q. If staffing is an issue, hiring support staff to license/instructor roles, provide development programs to transition support staff into licensed/instructor roles
   r. I think this shows a visionary staff and faculty but we need to focus so we don't get too far ahead of ourselves
   s. Simple opportunities to grow the student experience
   t. I see nothing new
   u. Housing, as a community partner who seeks healthcare employees – besides being educated and prepared academically/skilled - with would be so helpful if they were mentally well, resilient, well rounded humans
   v. We continue to have these strategic planning sessions, honestly what has come of them? We need to implement

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w. Change is necessary
x. Meal plans for students, food insecurities, building appearance, maintenance
y. We need formal pathways for transfer to UMD, with expanding distance programming opens up opportunities for more partnerships with Bois Forte, etc
z. Communication of student supports – this is what Northstar is supposed to help with but mixed feelings about NS have hindered this goal
aa. Health and wellness may be what our students need to help academic success

Feedback from the group included:

- There are some easier short-term projects and some harder long-term projects which are both nice to see in strategic planning.
- One participant likes what the vision says but feels it has a lot of vague language which creates questions such as "How do we get there?" and "How do you implement them?" For example, what does "expand health programs" mean? Is this in relation to nursing or mental health? Is this for one program? Where is the college going with these programs in the future?
- FDL staff/faculty have been talking a lot about high school partnerships and things the college can do that is different than what they are already doing. They are exploring what new avenues there are to attract students. One suggestion is having a Barnum day that gives high school students an opportunity to sit in a classroom with professors and experience what it is like to be at a college
- Increasing professional development and bachelor's degrees would draw enrollment. There are not many language classes being offered at the undergraduate level. The vision and core values should be considered when making decisions. In the Duluth community, college campus activities are not heard about in the community and so it is likely that Cloquet community members are experiencing something similar.
- The practical vision did not mention law or regulatory training for faculty and how classroom instruction is intertwined with state and federal law.
- The college should focus on the language and American Indian studies areas. Other programs need to be built before the college offers BAs. Incorporating dorm students into a holistic wellness program is important as professors are hearing that their needs are not being addressed.
- "Whoever is on this committee are geniuses"
- The vision/college has a lot of good ideas that are opening doors but they need to be more focused and specific. They should include student input and community needs.
- The vision includes many items about growth and expansion. FDL TCC needs to increase staff if they are going to continue to do more and more.
- The college needs more intentional staff development in all areas, not just for specific individuals or departments. This would help a lot with morale. Additionally, the college should explore more use of the outdoor classroom and outdoor classroom spaces. The Center of Excellence should be looked at more seriously. PSEO and online students are nice, but the campus sells itself. Once students arrive on campus, they get comfortable. They have a lot of students that are doing schooling through FDL but are not making it to campus. They need to find ways to bring students together such as celebratory events. The participant pointed out that there are not many celebratory events or events that include alumni. They should create an

aging out process/program for faculty who are leaving which is resulting in the college losing history and what makes the college special.

- There is a lack of a cultural voice in the practical vision but it is good that it focuses on carving out a niche.
- There should be a focus on mental health and addressing food insecurity. The college does not have meal plans. Developing meal plans could help with financial aid and reduce food insecurity.
- The campus has tripled in size since 1992 but has not accordingly increased the number of staff maintaining the facility. It would be beneficial to increase staff to maintain the level of cleanliness and remodel the space as desirable. Additionally, it is hard to predict future needs in relation to space utilization and remodeling. The college and programs need to look at how to use the space efficiently while looking at remodeling plans. The infrastructure portion of the plan is critical and feedback requiring program needs should be taken into account in designing facility plans.
- There should be community input guiding program development. Previously, the college worked with Sappi to provide basic classes to meet the needs of the job without needing to complete a degree. The college should be asking employers "what can we do for you" to see what basic classes could be offered to support the local workforce.
- The college should analyze programs, shift the inventory, and reflect on the opportunities around them. The number one reason a person chooses the college is the program of study.
- They should design classes that fit into the programs that the college chooses and will bring the most students while also being competitive.
- Programming could weave in use of the outside classroom with community engagement and wellness classes and create, for example, culinary classes or forgery classes. The beautiful space is available for other programs and uses.
- The college recognizes the importance of its role in the community about creating a pathway to industries in the community.
- Non-Native Americans do not feel like they know enough about the culture. It would be helpful to have educational courses such as the importance of drumming available to the community. They mentioned concerns about security on campus and how to address this.
- The college could benefit from being intentional with the use of the space that they have. This should include reflecting on what is being stored. The college should provide a space for community members to get what they want and bring those skills back into the community.
- I am torn on the Employee Supports being in the plan.

In their workshop packets, participants were asked to mark which of the following statements they most agree with:

Do these Practical Vision statements work for you?

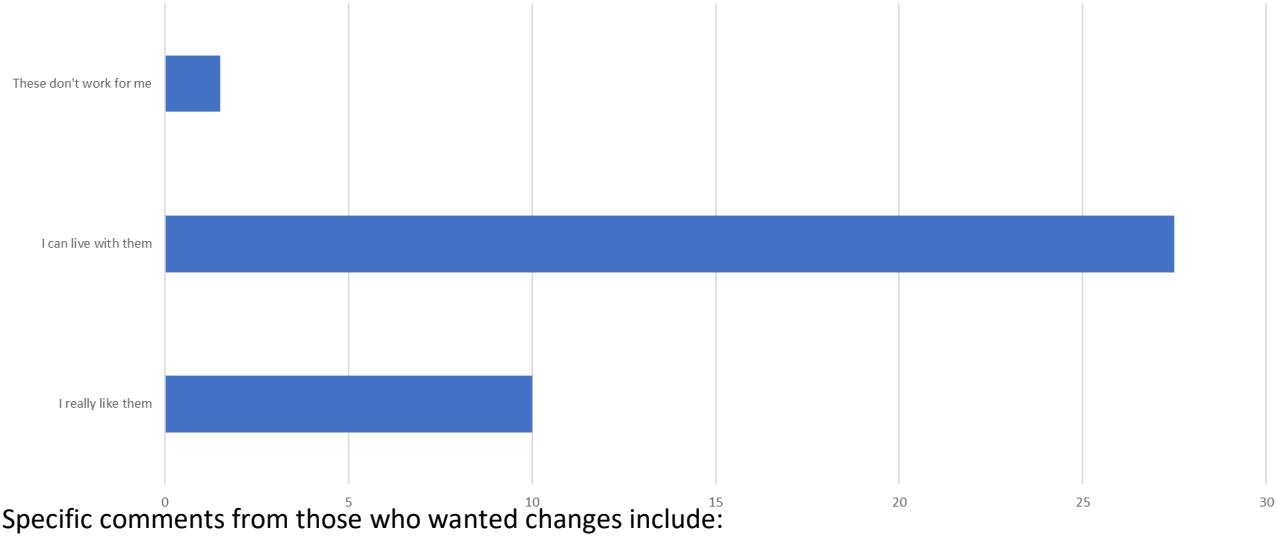
1. These statements work for me, I really like them.
2. These statements aren't perfect, but they work for me.
    h. Negate and duplicates initially, causes clutter
    i. Some do
    j. Intentionality. Broader goals – find ways to embrace our base values and highlight them
    k. Cultural voice, law/responsibility, need plan for students and financial aid; should have been a larger process to being with – bringing together the larger community to

comment on what's done feels like "thanks for your input, but…."

3. These don't work for me; I don't really like the statements.
    h. They need some additions brought up by the people
    i. There is no culture piece – that's a big oversight! I don't think they are specific enough. They substitute jargon for concrete visions. They could be for anywhere – not specific to our unique institutions. You can argue we do these now. They seem empty of meaning.

    Edits suggested:
    Academic programming built in partnership with stakeholders
    Cultural relevant student supports
    Sustainable infrastructure that meets program needs
    Community partnerships that support our students and Ojibwe cultural revitalization
    Employee mental and physical well-being

Results were as follows:



Specific comments from those who wanted changes include:

1. "No culture piece"
2. "Not specific to our unique institution"

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Underlying Contradictions | *What may be blocking us or holding us back from moving toward our practical vision?*

Once again, participants reviewed feedback from prior sessions and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group.

1. What caught your attention across the responses?
    g. Limited, resistance to change, uncertainty
    h. The highlight of the space and staff needs
    i. Limited time for enthusiasm
    j. Lack of messaging insides and outside community
    k. Measurable outcomes
    l. Civic engagement – community how we contribute alongside our fellow community establishments and entities
    m. Things seem disjointed, relationship and communication
    n. Personnel to sow opportunity
    o. Self reflection (accountability/biases/fears)
    p. Limited human resources & resistance to change
    q. Restricted human capacity in many areas (maintenance, student support) we have people who are overloaded
    r. Fear and clear, consistent message
    s. Stuck on culture, without growth of all these as an institution which creates program for needed jobs, need to do both at the same time
    t. Staffing issues, funding, and moral
    u. More negative undertones
    v. Understaffed, over worked, wearing too many hats, disjointed info across campus
    w. Underdeveloped grant coordination, need a sponsored programs office, students unmet or undermet needs – income, child care, reliable transportation
    x. Lack of orientation and training for new employees
    y. Fear of change
    z. Fragmented understanding/appreciations of each other, childcare/food/transportation, no career/mental health counselor
    aa. Inconsistent, limited funding restricts development
    bb. A lot of what limits us comes from lack of staffing and money. Staff wear too many hats as it is.
    cc. Lack of cultural voice
    dd. Misalignment of perceptions
    ee. Limited employees to carry out goals
    ff. Yes, knowing who/what the needs are? Important information

2. Where do you see a lot of agreement and cross over? A lot of the same words.
    g. There is a lot of struggles (negative) on this page.
    h. Recognition that staff skills and professional development are important
    i. The word “limited”
    j. Scarcity mentality, doing more with less, overworked and micromanaged employees
    k. The words “limited” and “un-”; negative
    l. Relationship with community and disjointed partnerships
    m. What can be seen as negative is also part of the whole, how we together as a team of

professionals associates face those, buy-in together is important in being able to move forward

n. Need a sound mission, vision, and collective commitments. Why are we here? Who do we serve? What are their needs?
o. Look at adequate staffing
p. Complacency/comfort; fear of change, lack of action, lack of accountability, partnerships
q. Staffing, limited funds, budget, internal/external partnerships
r. I think communication or establishment of clear communication channels are underlying needs
s. Messaging and communication, internal to staff and students, external to schools, businesses, community
t. It may all boil down to fear of change
u. Limited funds, limited staff, misaligned vision
v. Counselor – career or wellness or botnin 1 person?
w. Staffing issues and funding problems
x. Limited resources
y. Limited
z. Funding
aa. Resistance, fear of change, neglected and limited
bb. Limited resources: w/ tech, employees, space
cc. Funding
dd. Unclear on goals moving forward
ee. Connection to history going forward

3. What do you feel is missing?
   g. Organization
   h. Allowing intrinsic responsibility, freedom to do good work, includes flexible schedules and open communication
   i. Communication
   j. How to engage partnership
   k. Focus on the students succeeding, program success is important, importance/student success prioritizes that, how can we always be sure the students is/are in their own best position to succeed
   l. Student centered
   m. Support of staff that support the day to day business operation
   n. Accountability and direction for accountability
   o. Commitment to establishing faculty and staff leaders who are financially supported and can work together to cerate coherent pathways for communication and creating common goals
   p. Take the ball with great ideas (money-making, this is a business) and run with it. There is one o in this word
   q. Technology upgrades, accessibility and use for students/community, equity of clear expectations and setting goals
   r. Who makes the ideas happen?
   s. The ignoring of morale degeneration
   t. Accountability amongst employees, be in your office during work hours, be available to our students, that is why we are here!
   u. Focusing on our strengths

v. Staff succession plans, staff team building, new staff onboarding processes
w. Better use of technology to assist in "mundane" tasks to free up staff/faculty time
x. We don't have digital accessibility happening with all faculty and their classes captioning for video, digitally accessible documents, etc.; a lot of faculty member comfort with technology, needs to be supplemental across classes offered on campus
y. Utilizing technology
z. We re-invent the wheel (wastes time, energy, and money) because we "aren't like other colleges", we could use others best practices and adapt them to our unique mission
aa. Highlight the importance of career counselor, how can we not have funds for one?
bb. Staff development -cultural and language
cc. Needs
dd. Engagement and collaboration
ee. Culture of poverty, minimum staffing
ff. Protectoins of core values
gg. Time, money, energy – be intentional about values
hh. Resistance and fear of change, traditions
ii. Food
jj. Overall, I think it is okay. I wondered about the wording of "Restricted Human Capacity Impedes Performance" since I didn't really understand it until I read the items listed with it.

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?
    g. Need for project management to manage goals
    h. Tap the perspective of staff that have been here for years
    i. Hire a grant manager
    j. Grants needed, person in charge, fear of not receiving
    k. What is already working, now enhance opportunities
    l. Student Centered
    m. Do we have H.S. feedback that are currently here for PSEO and CITS
    n. Accountability to guide action, change, intention
    o. Bottom-up approach, succession plan from the ground up, developing roles you would like to see with the organization
    p. Opportunity and create a strong, clear, consistent message
    q. We can have all the great ideas but if we don't have the enrollment to support them, there isn't a chance of success
    r. Gem: inconsistent values need to align culture with business model
    s. What is the vision and do people align with the vision
    t. Annual assessment of programs and department. Are they meeting gals, aligned to strategic planning
    u. These points show a growing fracture amongst staff. Luckily faculty is the only focus felt for these issues.
    v. Grant opportunities
    w. Fragmented understanding of each other, set up program to match employees to different departments, procession automation, wasting paper
    x. Human resources, misaligned ideas/feelings towards staff, faculty, students
    y. Hiring

5. Are there any other breakthroughs or new insights that this gives us?

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g. Understanding how all programs, decisions, funding, etc are connected
h. Rejuvenate some of community; bring joy to the workplace, classroom, and community
i. Students' success, not just PSEO, best ambassadors, their specific needs
j. Campus buy-in; what is missing
k. Communication and focus are keys to success
l. Instead of focusing on the negatives and pointing fingers, this should be solution based
m. Increase of efficiency through staffing, technology, and use of funding
n. Top-down action and follow through, equitable and intrinsic accountability across campus to promote efficiency, progress, time management, and change
o. Internal and external input from students, where are there differences? Where is there overlap?
p. More support for faculty and staff, including adding more employees, could give people more time and ability to work past any contradictions
q. Yes, listing blocks will hopefully remove some
r. Does the strategic plan align with the mission, vision, and values
s. It's interesting how reading these points flat out angers me.
t. We need to focus on us/staff more so that we can better serve the students and community, grant manager needed
u. Need more digital workflows and forms – too many paper forms!
v. Dorm student support
w. Clear pathways
x. How can we collaborate with perhaps community and tribe to do more joint work?

Responses included:

1. There is limited time for staff and enthusiasm or in other words: a shortage of mental resources. The college was built in 1992 and it feels like the technology has not changed since then. There are new technologies and ways to complete administrative tasks that the college could implement which would free up staff time.
2. Professional development and staff retention stick out. These are important things to keep good people at the college. There are concerns about overload and stressed the importance of keeping tasks efficient to help people and the college grow.
3. There is a sense of "scarcity mentality". It is getting better and is not discussed as much, but they always feel like they are in an economic crisis. This makes staff/faculty feel like you cannot ask for more. There have been attempts to free that up but this needs to continue.
4. The college needs developed grant coordination through a sponsored programs office. Grant management at the college has been a headache. The college would do better if they had someone to track grants, meet grant obligations, and find more grant monies. A sponsored grant office should pay for itself many times over. For students, childcare, food, income and transportation needs are huge impediments to success.
5. Not all grants purchase physical items and departments should consider the ripple effect of how physical items impact other departments.
6. The need for updated technology should always be on the list.
7. The underlying contradictions generally are negative and focused on what the campus does not have. It is important that staff/faculty recognize that these things exist and identify what they have to offset the scarcity mentality.

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8. Staff expressed difficulties getting feedback from programs about their needs. This may be due to how busy they are. There are things that are wrote down but there is no follow through or conversation after that. Because staff are not experts in all areas of study, everyone needs to be accountable for their activities and programming. It takes a village to run the campus. There are things that can be easily done but they require follow through.
9. Staff, faculty, and the college need to ensure accountability is intrinsic and equitable and is top-down through roles on campus and in the community. This will help address fears and roadblocks holding the college back.
10. There should be a redundancy of responsibilities. If the college wants to grow, it needs the staffing. Writing grants increases staffing and opportunities but what happens if the money does not continue after that grant. They need more people knowledgeable on doing multiple things to allow for more people to take time off. The college has always have been very careful with its money due to scarcity mentality but it needs to be willing to spend it in order to grow.
11. They should focus on student succeeding and program successes and being sure that students are in their own best position to succeed. Underlying contradictions being viewed as either positive or negative does not make them bad.
12. One participant shared that they would have liked to have a tool which identifies the input and whose perspective correlated with it. They felt it would have been helpful to know the internal perspective of what the needs of the campus are. They would have preferred a column of staff input, a column of student input, a column of alumni input, and a column of business input to see how each viewed the college (for example, see what industries the businesses were interested in).
13. They should focus on creating measurable outcomes. The college could identify which high schools most of their students are coming from. For example: are there Barnum students that are already here and why? What drew them to the college? Are they willing to engage and go back to their schools? The college could go out and talk to students to see what they want.

In their workshop packets, participants were asked to mark which of the following statements they most agree with:

Do these Underlying Contradictions statements work for you?

4. These statements work for me, I really like them.
5. These statements aren't perfect, but they work for me.
    h. True people don't want change
    i. Simplify language, make more specific
    j. Lots of jargon! I'm not sure what the "misaligned ideals and perceptions" are means
    k. Need to add culture, tribal
    l. With additional comments factored in (from the people)

6. These don't work for me; I don't really like the statements.
    h. I think 1 and 3 work but 2 and 4 need some work. I don't think ideals are necessarily misaligned, just not know across programs. I think mindset restricts development more than lack of funding
    i. These are pretty vague

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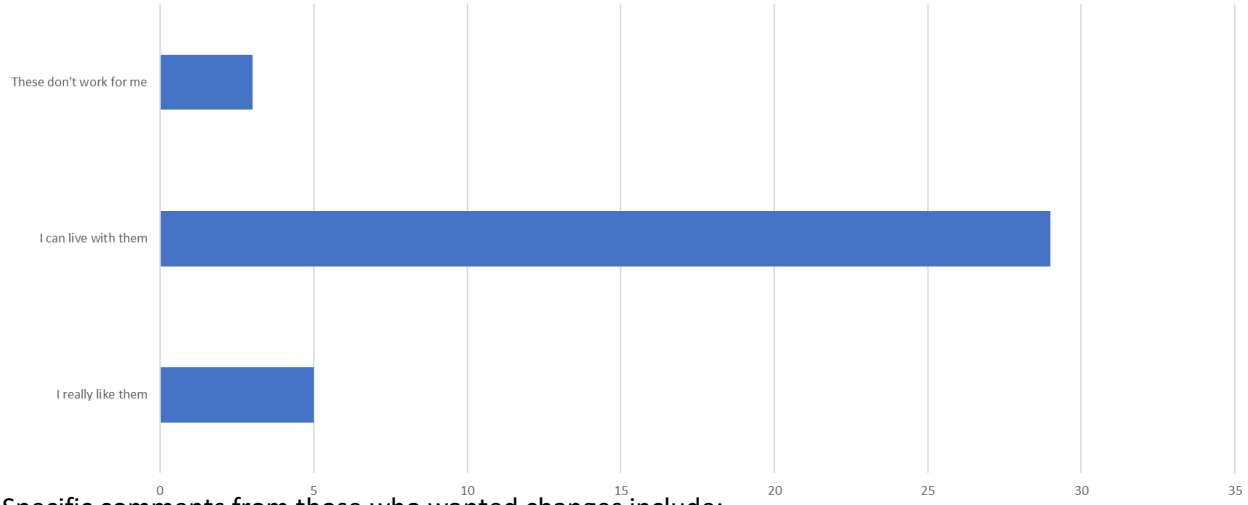
Results were as follows:



Specific comments from those who wanted changes include:

1. “First one makes it sound like faculty and staff are lacking skills”
2. “Ideals aren't misaligned, just not known across programs”
3. “Not sure what ‘misaligned ideals and perceptions’ means”
4. “Mindset restricts development more than lack of funding”
5. “We re-invent the wheel because we ‘aren't like other colleges’ and could use others' best practices”

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Strategic Directions | *What innovative things (actions, programs, or efforts) would you like to see Fond du Lac Tribal and Community College do, create, or take on to move your Practical Vision ideas into accomplishments?*

For a final time, participants reviewed feedback from prior sessions and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group.

1. What caught your attention across the responses?
    f. Community Partnerships and filling needs of industries in this area
    g. We need to see what is needed by campus to move forward
    h. Community, Support, Collaboration
    i. Community involvement
    j. Seeking student input, empowering students, outreach
    k. Student Activity
    l. Need a focus (a plan), have transparency, open community and end of year reporting. What did we accomplish? How did we accomplish it? What are we doing next? Solution based planning that is student centered
    m. Communication! Between Staff – Faculty, College – Community, Staff/faculty - Students
    n. Wellness and development, supportive growth for long term goals
    o. Establishing professional development, adding expanding new programs
    p. A facilities strategic plan is critical and it needs to include new sustainability initiatives
    q. Almost all would require more staffing, everyone is already stretched to the limit but increased staffing needs increased enrollment
    r. What do you mean by "Union of Cultures?" I hope we don't go back to dividing people, the union is what works
    s. Staff and faculty need help: support for each other, resources, time, more staff, compassion
    t. There use to be efforts to empower employees and develop our skills. They were gutted and effort to talk was put down so no one wants to be kicked down asking to grow as professionals (excluding faculty)
    u. Professional development, facilities planning, grow partnerships, grant office, alumni tracking, childcare (care for student needs), messaging – "Union of Cultures"
    v. Hiring a grant writer/coordinator, development campus wellness center, seek out students in decision making
    w. Develop a plan
    x. Wellness center and model, student life coordination, professional development
    y. Sustainability, facilities master plans, campus wellness center
    z. Full spectrum of needing direction

2. Where do you see a lot of agreement and cross over? A lot of the same words.
    f. Community needs assessments and feedback seems to be recognized
    g. A campus-wide comp
    h. Focus on community, wellness, support, and collaboration
    i. Grants management
    j. Workforce needs
    k. Cross professional development
    l. Again, communication and building relationships

m. Creating plans, positions, holistic intentions
n. Support, wellness, relationships and partnerships
o. Money, we are lacking funds for things students need, such as counselors, consistent student activities to excite them
p. Grant write/coordinate(s)
q. Staff needs to be developed and actually talked to individually. Groups silence talk and frustrations. Campus wellness is needing to focus on staff for once.
r. Professional development, grant writing administration
s. Wellness
t. Sponsored programs/ grant management
u. Development, seek students for decision making grants

3. What do you feel is missing?
    f. We need to consider what we need to stop doing
    g. Expanding and developing programs
    h. Plan reporting yearly goals reached and those not attained
    i. Student centered focus, solution-based planning; not focusing on the negatives
    j. College report out, maybe a day focused on a report out as a group
    k. Open and honest communication to address internal issues without fear of push back
    l. Empowering employees to me means providing them with enough colleagues to support the work and making sure they have appropriate pay and benefits
    m. The fact that most students live nearby and don't hang around, they would rather go home or need to work (take care of kids) than participate in activities
    n. Implementation, lots of talk of ideas
    o. Staff levels can't support many positions leaving to learn. If I'm going to do my stuff on my own time and on my dollar, but knowing there's a real fear of retaliation by admin/supervisor for failure to do our jobs. I hear this daily when the subject is explored one to one
    p. SS services is missed, there are resources for ADM/Faculty, but not student support services
    q. Forest management plan – we need to care for our campus landscape! It's becoming a fire hazard and could be improved as habitat
    r. Individual accountability, goals, follow through
    s. Getting students to engage – all students attend classes consistently, do homework, not "disappear" from classes (dorm students in particular)
    t. Realistic intentions, what is the end goal(s), there are many ideals that will not become reality within 5 years
    u. Employers need to be held accountable, be present
    v. I think the plan should be more focused on students (success, recruitment, retention, employment). Measurable goals.
    w. Increase and encourage (not mandate) professional development
    x. Cultural programming
    y. Cross training, utilize existing gym/athletic resources for physical wellness
    z. Connect history to current context
    aa. Increase professional development for staff, seek out students in decision making
    bb. Develop wellness center
    cc. Time, staff, resources, fear of change, be clear, lot of opportunities
    dd. Transparency and communication, focused plan

ee. These are about what we can do, we also need to identify what we can stop doing, Also, these lists really are about being planful and intentional. We do a good job of engaging but we need to settle on plans, be transparent and coordinate with each other. Plan check in/assessments to check our progress and direction.
ff. Environmental institute, food sovereignty, initiative, nursing ARC HS.
gg. Instead partner with community opportunities (for developing campus wellness center) gyms in Cloquet and Carlton HS pool
hh. I think we need to include the word "research" and incorporate researching things that we want to achieve that others are already doing well, and learn from them.
ii. Mission, Vision and Values.
jj. Action elements for maintaining/improving campus facilities. i.e. thinning the forest, cleaning the cobwebs in dome of amphitheater
kk. food security, intramural sports
ll. I don't know at this time!
mm. Because there seemed to be lot of focus on employees. I noticed there was very little written into the plan about serving our students. Other than holistic supports, there was little mention of what the college can to do improve its ability to retain more students. Maybe a new direction can be added that is more student focused?
nn. Nothing to add here.
oo. Mental Health and Wellness and Environmentally sustainable practices.
pp. A focus on the top priorities, such as which programs are we going to focus on first regarding expanding of programs, bachelor degree programs, etc.
qq. Top 3 goals need to be listed that could realistically be implemented within the next 6 months to a year.
rr. More student and community centered intentions.
ss. what might be possible actions taken to get the topics completed.
tt. With the practical vision of engaging and enhancing community partnerships it is my hope the FDLTCC President can meet with the President of Lake Superior College and discuss a collaborative effort to bring sports such as lacrosse, soccer, volleyball and basketball back on campus. LSC does not have a gym and FDLTCC does. This should increase enrollment especially with the local schools. This might optimize opportunities for student athletes addressing community priorities.
uu. Specifics. The overall language is nice and pretty. However, specifics are necessary to have me invested.
vv. Growth emphasis
ww. Key elements: Intentionality. Sustainability. Efficiency. Adaptability. Innovation. Technological advancement. Student success and wellness.
xx. There were several good suggestions today that were brought up.

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?
   f. Focus on tapping alumni for various feedback and resource
   g. What does team building mean?
   h. Master academic plan
   i. What do we stop doing? Students are changing. COVID changed our lifestyles.
   j. Holisitc intentions and safety to be honest to support experience for everyone (staff, faculty, students, community)
   k. Bring out the spirit of the college within the strategic directions
   l. Grant writer and needs assessment

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
04.21.2023

m. Emphasize community connection but also look outside Cloquet to larger job markets
n. Needs analysis, align needs with mission
o. "Union of Cultures" messaging
p. Care for students – not just focusing on retention
q. Team building
r. Wellness for whole campus community
s. Wellness center, grant writer
t. Core values
u. The language should reflect the unique nature of our specific institution. That's the key thing to keep in mind. This is OUR plan and should guide OUR decision-making over the next five years, so each goal needs to reflect US. Right now you could read the draft goals as applicable to practically any higher ed institution in any time and place.

5. Are there any other breakthroughs or new insights that this gives us?
    f. We don't want to duplicate what our community already offers, I.e. a wellness center, we have community gyms and pools in both Carlton and Cloquet
    g. Importance of building a wide range of relationship that influences programming accountable to connecting partners
    h. "Boil down", don't stack up duties, acknowledge everyone's needs to realign direction, balancing with what we have, not adding new pressures to people who already have a lot going on.
    i. I'm struck by how colonial the statements are. Are there any indigenous people working on crafting the statements?
    j. Again, all will be driven by enrollment. Need something to draw students first (technical certificate programs?)
    k. I see nothing new, but what I've noticed is that the ideas are good, but rarely do we follow through
    l. Have you reviewed your mission lately, is it still relevant? Do employees know it? Do they bring it alive?
    m. Lots of great ideas, but we as a campus need to adopt and use these practices; more admn support, more resources, more help for the SSG. Adm keeps growing but SSG stays the same; employees are getting burnt out
    n. A lot of ideals without follow through
    o. Campus wellness/accountability need to be highlighted for all encourage to be here and utilized
    p. The language can (and should) be made more concise, particularly in the notes below the five headings of each of the three parts. Condense and simplify - and spell check.

Feedback from the group included:

- Everyone should look at personal goals such as efficiency and success of students. This should focus more on the effect and achievements of the college and not just what we are doing to continue to make results happen. The group was encouraged to think more about what it means for each individual and their department and to create a personal checklist to help achieve goals.
- The college should conduct a campus-wide needs analysis and not create things based upon personal preferences. It might be nice to have a campus fitness center but there are resources in the community that the college does not need to double up on.

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP 04.21.2023

- There are a lot of rich ideas for moving forward such as professional development, grant administration, and facilities planning that need to happen. The language in the workshop packets has too much jargon in the statements. They suggested bringing those back to the drawing board to make them more understandable and specific.
- The information gathered is a "shotgun blast of everything" and it would be nice to know who is asking for what and how they could be helped. It would make it an easier checklist for staff to address and get things done.
- The college needs to connect its beginnings in 1992 to the future of the college.
- There should be holistic supports and intentions in place to support long term growth. They should identify students, staff, faculty, and community needs to help support each other.
- The college should realign resources and think about its teachings and interactions differently.
- The college can continue to optimize opportunities to interact with the community but some individuals may not be aware it is already happening. There is tremendous work being done currently through community collaboration. This work needs to be continued, become more visible, and have best practices established.
- There should be a conversation about what the college can stop doing such as items that are not productive and just hung onto. They need to identify what is not working. Such examples include changes that are necessary due to students changing as well as the impacts of COVID. Plans need to be clearer and more transparent and can be driven forward through better coordination and planning.
- When creating short-term and long-term goals, it needs to be established who is reporting on it. They should focus on creating measurable outcomes, acknowledging accomplishments, and designating what is happening next year to stay true to the plan so it does not get shelved.
- Participants liked the professional development plan and building community partnerships mentioned; however, there is a lack in language of how that is going to happen. They would have liked to see more information about developing programs.
- Staff/faculty have these meetings which have great ideas. They know what students need and what they want. "Let's do it!"
- I thought there were a lot of good ideas reflected in the bullet points under each category. I thought the language of the goals themselves was much too vague and full of corporate jargon, and did not reflect the ideas in the bullets or the "Union of Cultures" mission of the college.
- I think it could be just a little more clear and concrete.

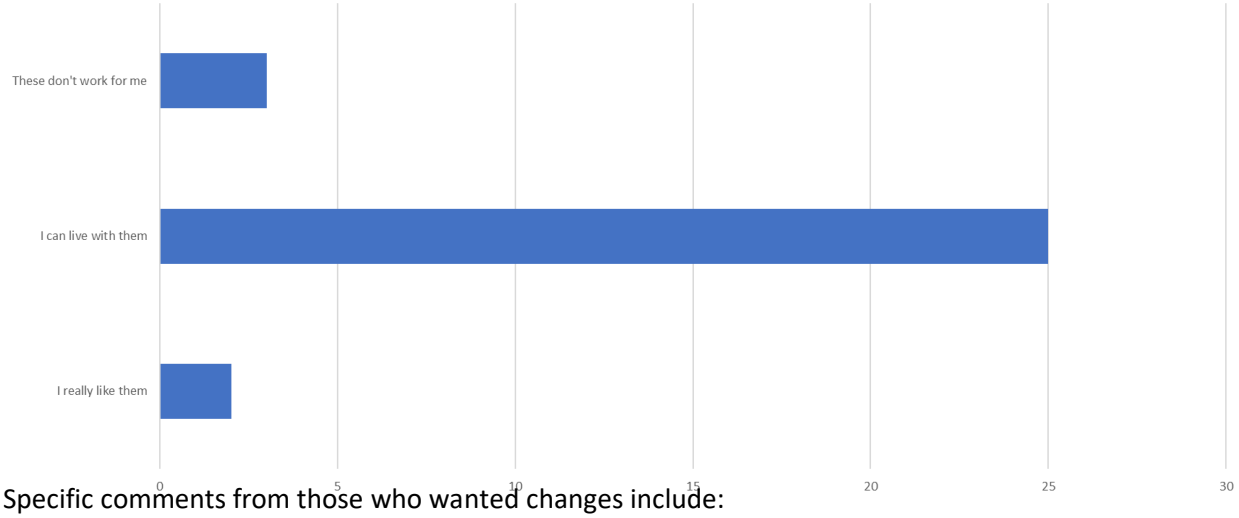
In their workshop packets, participants were asked to mark which of the following statements they most agree with:

Do these Strategic Directions statements work for you?

7. These statements work for me, I really like them.
8. These statements aren't perfect, but they work for me.
    h. Pick something and run with it
    i. These statements aren't perfect.
9. These don't work for me; I don't really like the statements.
    h. Participant reiterated: I'm struck by how colonial the statements are. Are there any indigenous people working on crafting the statements?
    i. Again, there are jargon almost completely devoid of substance. What I tell my students during project planning: be specific and focused with what you want to accomplish

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP 04.21.2023

Results were as follows:



Specific comments from those who wanted changes include:

1. “Need to add tribal culture”
2. “Statements feel colonial”
3. “Simplify the language and make them more specific”

Workshop packets were gathered. A summary of the session will be sent to the participants and their feedback will be discussed at the April 24 session.

Miscellaneous comments from work packets:

- Five big insights: purpose of institution, market the institution, teacher best and take care of them, subjects – make sure they are relevant, communications – in and out
- I think it looks relevant, but I would want to make sure it all can be tied back to the Mission, Vision and Values.
- Pretty general - broad over arching.
- Good
- I thought the language was fine.
- I think the discussion was good and it was nice to have input into the Plan
- I felt it was helpful to the overall planning for the college. I do think that cutting out the public speaking portion might result in better feedback as it seemed like 50/50 participation was the norm. The time spent speaking may have provided more time to write answers & responses.
- There are many great ideas.
- It’s a lot of jargon that is broad and open to interpretation.
- more explanation of the topics on what the thought is so it's clear to anyone who reads them. the words sound great, but what do they actually mean.
- A lot of great points - I think you need to determine which ones need to be done first that will take care of other items listed such as a grant manager.
- A good step into the development of a comprehensive plan. My hope is the plan will be a blue print that is followed. Too often the plan is placed on a "shelf". Yearly report on what was accomplished followed by establishing goals to be worked on the next year.
- Very non-specific, lots of lofty goals and that’s is great. Ambition and recognizing a need for change key. However, specifics about what programs you want to develop/expand is key. Same

with staff development.

- It would be helpful to see the data broken down by stakeholders - students, community, faculty, etc.
- Many good ideas we can move forward with
- It looked great, looked like a lot of work went into it.
- I think there was some redundancy.

Fond du Lac Tribal & Community College

APPENDIX 10

Current Reality, Success Indicators & Actions 04.24.23

Current Realities, Success Indicators, & Actions

Current Reality: *Description of the current situation as it relates to the Strategic Direction.*
Success Indicators: *Explains what will be different in 3 years if the organization mobilizes around and gets behind the Strategic Direction.*
Actions/Accomplishments: *Considers and answers "What do we need to accomplish at a level of program, project, or event to begin moving from Current Reality to Success as described?"*

SD1. Developing Processes to Empower Campus Community

Current Realities

- Staffing up HR Department, Faculty, and staff
- Existing faculty contract sets aside PD funding and department budget for travel, attendance, etc.
- Regrouping after Covid – programs in different places (no standard process)
- Supervisors are supportive if funds are budgeted, and if people ask
- Not everyone knows what's available
- Leadership moving toward more specific training
- Limited opportunities for career advancement
- Position descriptions and evaluations are dated and there is little onboarding
- No DEI training recently
- PACE employee satisfaction survey administered every two years

Success Indicators

- Improved PACE survey results
- Increased number of hours for staff in professional development
- Increased feeling of support reported in student surveys
- Increased employee use and awareness of benefits
- Updated policies and processes in place

Actions/Accomplishments

1. Update organizational chart to include roles and responsibilities
2. Develop regular schedule of meetings for campus-wide bargaining units
3. Create and implement employee onboarding process
4. Select a core value to focus on annually, and tie in professional development and campus activities
5. Create a professional development committee to plan for and analyze employee empowerment training opportunities
6. Provide feedback mechanisms for all employees
7. Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness
8. Establish a central hub for professional development and related materials
9. Develop a process to analyze survey results and create an action plan

SD2. Guiding FDLTCC's Progress through Informed Planning

Current Realities

- Misaligned or missing facility resources needs and plan, including energy audit
- Need to update and use master facilities plan
- Not reporting annually or comprehensively on sustainability initiatives
- Need to update master academic plan
- In planning phase for internal and external marketing of "Union of Cultures" institutional identity
- Have student associations and seek out opinions, but get very little participation
- Need a Student Life Director to facilitate more student participation in planning processes

Success Indicators

- Existing, shared plans with campus community (email/website)
- Updated plans annually
- Visibly improved facilities management
- Established Student Life and Activities Coordinator and/or ambassador program to facilitate student engagement in governance
- Increased enrollment reflecting a Union of Cultures

Actions/Accomplishments

1. Develop a plan to intentionally integrate Ojibwe culture into facilities
2. Update Academic Plan
3. Update Facilities Plan
4. Create plan to get student government officers in place and participating in campus government and planning
5. Adopt strategies to enable a Student Life Coordinator to lead a vibrant Ambassador program and to partner with other student organizations
6. Integrate zero carbon footprint and sustainable practices into daily practice
7. Create timeline for remodeling with sustainable guidelines to meet zero carbon goals
8. Reallocate spaces for current needs
9. Create integrated planning website with real-time reporting

SD3. Optimizing Opportunities to Address Community Priorities

Current Realities

- Robust community partnerships with high schools, agencies, nonprofits, workforce development
- Grow Your Own program aiming to diversify teaching staff
- Environmental Institute Partnerships- farm project, 13 Moons, youth programming
- Relationship with FDL Ojibwe School and GIS program
- Lack of consistent planning and conversations with Fond du Lac Reservation

Success Indicators

- Increased engagement with Fond du Lac Band and community
- Completed workforce and schools community needs assessment every 3 years
- Increased enrollment at FDLTCC
- Increased workforce development opportunities
- Increased local and regional employment
- Increased partnership numbers and new partners are identified

Actions/Accomplishments

1. Create employer satisfaction survey to be administered either every year or every 3 years

2. Develop needs assessment and action plan
3. Establish monthly meetings with Band
4. Refine existing follow-up survey for graduates to seek clear information on where graduates are employed
5. Gather and review disaggregated data by partnerships, programs, and workforce development
6. Create community engagement plan and include baseline and new partnerships
7. Develop resources and expertise chart that establishes roles and responsibilities

SD4. Broadening Supports to Enhance Financial Stability

Current Realities

- No centralized grants department or office
- Limited outreach to generate endowment giving
- Limited interaction and outreach with alumni
- Limited staff capacity for workforce development and customized training

Success Indicators

- Increased balance in endowment by established percentage
- Increased "other" revenue streams (continuing education, continuing training, facilities, etc.)
- Increased contracts with outside agencies for training, facilities use, etc.

Actions/Accomplishments

1. Establish alumni group utilizing graduate follow-up system
2. Re-establish sponsored programs office and grant review policy
3. Grow Workforce Development Department staff to create more opportunities
4. Increase local employer-funded training programs (workforce development)
5. Create plan to grow endowment
6. Establish a plan to manage annual giving

SD5. Creating Campus-Wide Holistic Wellness Model

Current Realities

- Food insecurity, financial concerns, and other personal needs concerns among students
- Some student support and success monitoring
- Social worker on staff
- No counselors
- No place to go for student life advice
- College credit for physical cultural activities for Native students

Success Indicators

- Well-supported students through facilities and programs
- Reduced absenteeism
- Increased graduation rates

Actions/Accomplishments

1. Enhance student life programming
2. Create Wellness Committee
3. Develop quantifiable multi-cultural wellness model

4. Expand funding opportunities for credit-based Anishinaabe courses
5. Explore plan to expand child care services on campus
6. Explore plan to bring health services to campus

APPENDIX 11

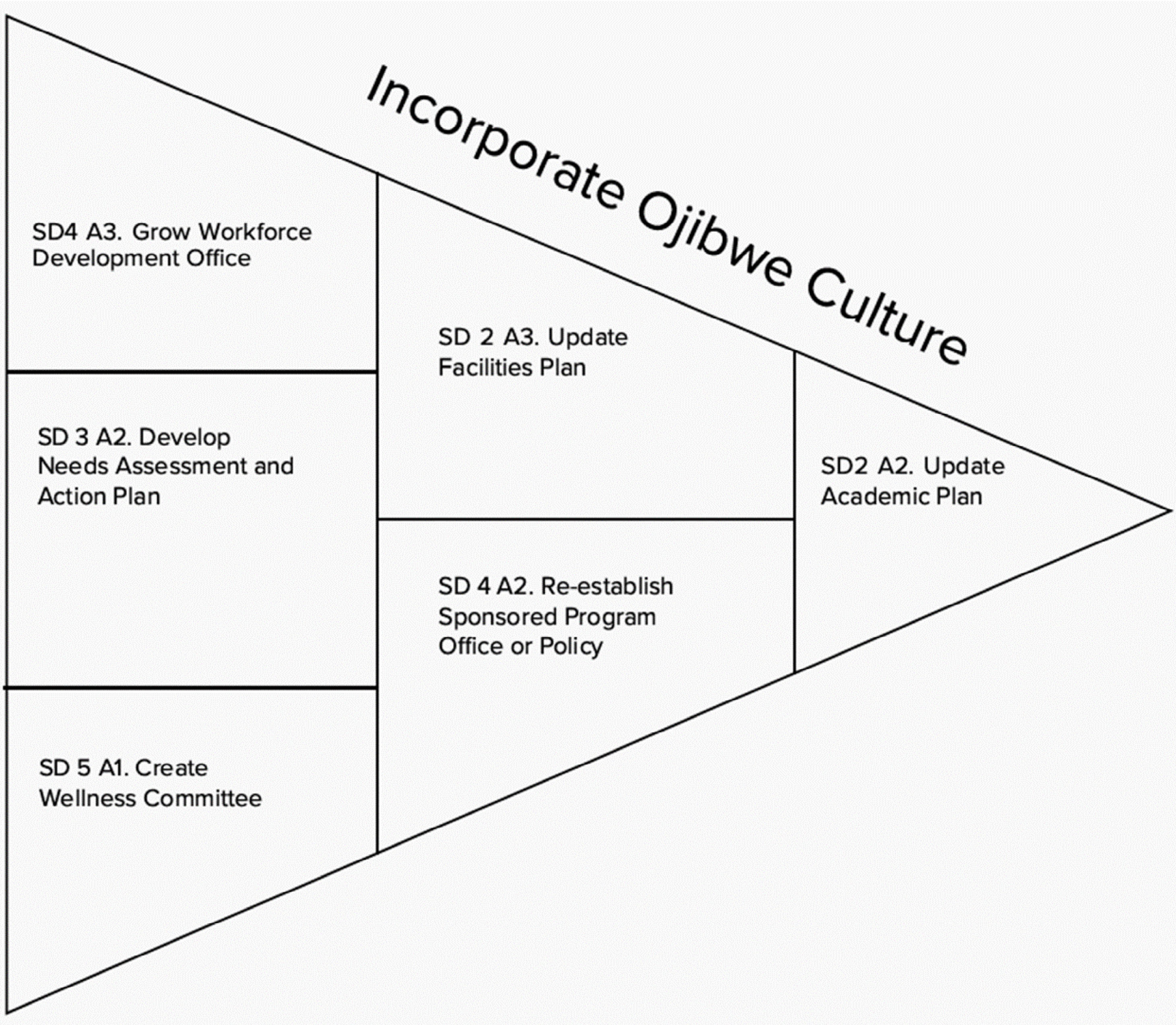
Strategic Plan Timeline 04.24.23

		2023		2024			2025			2026			2027			2028
		Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
SD1. Developing Processes to Empower Campus Community																
A1.	Update organizational chart to include roles and responsibilities	Start	End													
A2.	Develop regular schedule of meetings for campus-wide bargaining units	Start	End													
A3.	Create and implement employee onboarding process		Start				End									
A4.	Select a core value to focus on annually that ties in professional development and campus		Start												End	
A5.	Create a professional development committee to plan for and analyze employee empowerment training opportunities		Start													End
A6.	Provide feedback mechanisms for all employees			Start			End									
A7.	Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness			Start												End
A8.	Establish a central hub for professional development and related materials				Start		End									
A9.	Develop a process to analyze survey results and create an action plan								Start			End				
SD2. Guiding FDLTCC's Progress through Informed Planning																
A1.	Develop a plan to intentionally integrate Ojibwe culture into facilities	Start														End
A2.	Update Master Academic Plan		Start	End												
A3.	Update Master Facilities Plan		Start	End												
A4.	Create plan to get student government officers in place and participating in campus government and planning		Start	End												
A5.	Adopt strategies to enable Student Life Coordinator to lead a vibrant Ambassador program and to partner with other student organizations			Start	End											
A6.	Integrate zero carbon footprint and sustainable practices into daily practice						Start									End
A7.	Create timeline for remodeling with sustainable guidelines to meet zero carbon goals							Start			End					
A8.	Reallocate spaces for current needs							Start			End					
A9.	Create integrated planning website with real-time reporting											Start	End			
SD3. Optimizing Opportunities to Address Community Priorities																
A1.	Create employer satisfaction survey to be administered either every year or every 3 years	Start			End											
A2.	Develop needs assessment and action plan		Start		End											
A3	Establish monthly meetings with Band		Start													End
A4.	Refine existing follow-up survey for graduates to seek clear information on where graduates are employed			Start	End											
A5.	Gather and review disaggregated data by partnerships, programs, and workforce development				Start					End						
A6.	Create community engagement plan and include baseline and new partnerships					Start		End								
A7.	Develop resources and expertise chart that establishes roles and responsibilities					Start		End								
SD4. Broadening Supports to Enhance Financial Stability																
A1.	Establish alumni group utilizing graduate follow-up system	Start						End								
A2.	Re-establish sponsored program office and grant review policy	Start							End							
A3.	Grow Workforce Development Department staff to create more opportunities		Start							End						
A4.	Increase local employer-funded training programs (workforce development)			Start			End									
A5.	Create plan to grow endowment			Start			End									
A6.	Establish plan to manage annual giving				Start						End					
SD5. Creating Campus-Wide Holistic Wellness Model																
A1.	Enhance student life programming	Start														End
A2.	Create Wellness Committee		S & E													
A3.	Develop quantifiable multi-cultural wellness model		Start						End							
A4.	Expand funding opportunities for credit-based Anishinaabe courses			Start		End										
A5.	Explore plan to expand child care services on campus				Start										End	
A6.	Explore plan to bring health services to campus				Start											End

Fond du Lac Tribal & Community College

APPENDIX 12

Priority Wedge 04.24.23


Incorporate Ojibwe Culture
SD4 A3. Grow Workforce Development Office
SD 3 A2. Develop Needs Assessment and Action Plan
SD 5 A1. Create Wellness Committee
SD 2 A3. Update Facilities Plan
SD 4 A2. Re-establish Sponsored Program Office or Policy
SD2 A2. Update Academic Plan

APPENDIX 13

Focus Group Summary 06.13.23

CEDAR MOUNTAIN PUBLIC SCHOOLS STRATEGIC PLAN 2026-2031

CORE VALUES

Academic Excellence and Future Readiness
Safety, Respect, and Belonging
Collaboration

BELIEF STATEMENTS

- **We believe in providing high-quality, well-rounded instruction to ensure every student is prepared for life and success after graduation.**
- **We believe in fostering a safe, positive, and respectful environment that builds character traits, including kindness, empathy, and compassion.**
- **We believe that active partnerships between our school, families, and the community are the foundation of student success and a thriving district.**
- **We believe in transparent, data-driven decision-making and assertive leadership that gives our community confidence in the district's direction.**
- **We believe in strategically allocating financial resources to prioritize the tools and environments students need to excel in the real world.**

MISSION STATEMENT

Cedar Mountain Schools, in partnership with parents and community, collaboratively provides an environment where learners develop to their fullest potential in an ever-changing world.

VISION STATEMENT

High expectations. High achievement. Every building. Every child.

PORTRAIT OF A GRADUATE TRAITS

Effective Communicator
Critical Thinker and Problem Solver
Self-Confident and Self-Sufficient
Civic-Minded Community Member
Integrity and Empathy

STRATEGIC PLAN FOCUS AREAS

Student Success and Civic Readiness	**Staff Support and Professional Excellence**	**Facilities and Fiscal Responsibility**	**Communication and Family Engagement**

ADOPTED 2-18-26

Focus Areas	GOALS	OBJECTIVES
Student Success and Civic Readiness	**Goal Statement 1:** Foster academic excellence and life preparedness by utilizing data-driven literacy instruction, expanding career pathways through Xello, and supporting holistic well-being through the RISE framework.	**Objective 1.1. Foundational Literacy:** Starting in 2026, 100% of Preschool teachers will implement Early Childhood LETRS (Language Essentials for Teachers of Reading and Spelling) strategies, verified by checklists 3x per year. **Objective 1.2. Reading Proficiency:** Starting in 2026, increase District MCA (Minnesota Comprehensive Assessment) IV reading scores to 45% or higher by 2027-28, supported by FastBridge growth targets (75% of students meeting "Typical Growth"). **Objective 1.3. Targeted Intervention:** Starting in 2026, use Capti diagnostics for all students identified as "At Risk" by FastBridge to remove specific literacy barriers within 10 school days. **Objective 1.4. Xello and Career Exploration:** Starting in 2026, implement Xello as a comprehensive, student-centered platform designed to help students from elementary through high school explore careers, plan their education pathways, and prepare for life after graduation. **Objective 1.5. RISE and Life Preparedness:** Starting in 2026, utilize RISE plans in grades 6-12 (integrated with Xello data) to monitor course progress and career goals. Meet with students to update plans based on Career and Technical Education (CTE) experience and future guidance. **Objective 1.6. Fine Arts and Career and Technical Education (CTE):** By the Fall of 2027, Restore the Choir program and expand CTE trade offerings, ensuring non-sporting students have high-engagement opportunities. **Objective 1.7. Cougar Connections:** During the 2026-27 school year, develop a vertical mentoring (High School students with Preschool/Elementary) program that will offer meaningful engagement between high school and elementary students twice per semester to build K-12 unity.
Staff Support and Professional Excellence	**Goal Statement 2:** Invest in our educators by providing systematic resources, fostering a unified culture, and equipping staff with the tools necessary to maintain instructional excellence.	**Objective 2.1. Curriculum Cycle:** Starting in 2026, adhere to the District Curriculum Review Cycle for all subject areas (including Social Studies and Science) to ensure modern materials and systematic professional development. **Objective 2.2. Vertical Transitions:** Starting in 2026, implement quarterly transition PLCs (Professional Learning Communities) to synchronize standards-based curriculum and instruction across buildings. This initiative ensures a seamless academic pathway and a supportive transition for students moving from elementary to secondary school. **Objective 2.3. Library Revitalization:** Modernize the Secondary Library by 2028, updating book offerings to bridge the “reading for joy” culture of K-5 with the research needs of 6-12. **Objective 2.4. Middle School:** By 2031, complete the transition to a modified middle school model (propose grades 6-7) with specialized training and advisory structures. **Objective 2.5. Professional Equity:** Provide annual training on diversity vs. inclusion and equity vs. equality to ensure every student receives the specific support they need to succeed.

Focus Areas	GOALS	OBJECTIVES
Facilities and Fiscal Responsibility	**Goal Statement 3:** Maintain financial stability while providing safe, well-maintained facilities through disciplined fiscal management, the 10-year Long Term Facilities Maintenance (LTFM) plan, and strategic infrastructure improvements.	**Objective 3.1. Long Term Facilities Maintenance (LTFM) and Infrastructure:** Starting in 2026, utilize the 10-year LTFM plan to keep up with essential building repairs, specifically focusing on the scheduled roofing cycle and building longevity. **Objective 3.2. Security and Safety:** Starting in 2026, maintain and upgrade the district's existing secure entry plan and surveillance systems at both the Franklin and Morgan sites. **Objective 3.3. Morgan Middle School/High School Bus Safety:** By the start of the 2027-28 school year, construct a dedicated, safe bus drop-off and pick-up area adjacent to the Middle School/High School in Morgan. This project will improve student safety during daily arrivals/ departures and streamline local traffic flow. **Objective 3.4. Playground Modernization:** By the start of the 2026-27 school year, create a plan with community input to modernize the elementary playground, ensuring it is a safe, inclusive, and engaging space within capital improvement budgets. **Objective 3.5. Fiscal Stewardship:** Starting in 2026, maintain a balanced budget and conduct a comprehensive daycare operational audit by the end of the 2025-26 school year to ensure the program remains self-sustaining. **Objective 3.6. District Unity:** Starting in 2026, ensure facilities and signage at both sites reflect a unified "Cougar" identity.
Communication and Family Engagement	**Goal Statement 4:** Be the "First Choice" district for families by establishing unified communication through ParentSquare and Infinite Campus, maintaining a simplified digital presence, and fostering direct dialogue with community leaders and open-enrolled families to ensure transparent, district-wide growth.	**Objective 4.1. The Communication Standard:** By 2028, fully transition to ParentSquare as the primary hub for engagement (messaging, newsletters) and Infinite Campus as the official portal for student data (grades, attendance). **Objective 4.2. User-Friendly Website:** Starting in 2026, maintain a "de-layered" website with a "Two-Click Rule" ensuring high-traffic info (calendars, menus, and directories) is accessible within two clicks. **Objective 4.3. Community Advisory Committee:** By the end of the 2025-26 school year, establish a committee of local business and community leaders to provide an outside perspective on district planning and direction. **Objective 4.4. Family Re-Engagement Initiative:** By the end of the 2025-26 school year, reach out to district families currently open-enrolled elsewhere to share our new strategic direction and invite them to a personal dialogue with the administrative team to discuss returning to the district. **Objective 4.5. Biannual Inventory:** Starting in 2027, distribute a "Strengths and Weaknesses" inventory to all parents every two years via ParentSquare, sharing results transparently to guide board decisions. **Objective 4.6. Staff Onboarding and Community Integration:** Starting in 2028, enhance the onboarding process by providing new hires with a "Community Resource Guide" that includes local housing contacts and links to regional career hubs, helping new staff and their families feel welcomed and informed as they transition into the district.

Strategic Planning Services for Carlton-Wrenshall Public Schools

Minnesota School Boards Association Proposal
July 14, 2026

Overview
Minnesota School Boards Association (MSBA) is pleased to have the opportunity to assist **Carlton-Wrenshall Public Schools** with our Strategic Planning services. As your "Go To" Association for everything school board, MSBA is committed to facilitating the development of a Strategic Plan to launch your school district into the next three to five years as you work towards equitable student achievement for **all** students. In addition, the Strategic Plan will drive your school district to continually improve in its pursuit of excellence.

MSBA's Strategic Planning services include a significant amount of Internal and External Stakeholder engagement in the process to ensure all voices are heard, recognized, and valued. Thus, our process reflects the values and voices of your entire school community.

In leading this process, MSBA will be mindful of and honor the past of the newly consolidated schools including their histories, identities, and expectations of both communities while at the same time gently and caringly move stakeholders toward visioning the school district's future in the next three to five years and beyond.

Description of Strategic Planning Process
MSBA will provide the following strategic planning services:

- **Stakeholder Engagement Activities:**
  - Provide two on-line surveys for the purpose of gathering stakeholder feedback. One will be for internal stakeholders, and one will be for external stakeholders. Your school district will advise MSBA on the stakeholder groups and survey questions.

- Conduct facilitated meetings (Listening Sessions) utilizing Plus/Delta/Vision Analysis with Board, Superintendent/Administrators, Staff (licensed and non-licensed), Parents/Guardians/Alumni/Business Partners/Community, Students (middle school and high school), and any other suggested stakeholder groups. All meetings will be conducted via virtual meeting and will be held during the same calendar day, if possible. Provide a detailed, written summary of the stakeholder-related activities prior to the first Strategic Planning Committee meeting.

- **Strategic Planning Committee meetings:**
  - Facilitate three meetings with the Strategic Planning Committee. All three meetings will be conducted via virtual meeting.
    - Meeting 1: Strategic Planning Committee will receive information about the school district from the Superintendent and a summary of the stakeholder-related activities and results from MSBA. MSBA will conduct an Environmental Scan to identify Prouds/Possibilities/Must Haves-Must Address.
    - Meeting 2: Strategic Planning Committee will review results of the Environmental Scan and consider Strategic Focus Areas (Themes) for the strategic plan and develop/review/revise Core Values, Belief Statements, Mission Statement, Vision Statement, and Portrait of a Graduate Traits.
    - Meeting 3: Strategic Planning Committee will review suggested Core Values, Belief Statements, Mission Statement, Vision Statement, Portrait of a Graduate Traits, and review Focus Area related Goals and Objectives.

- **Strategic Planning Sub-Committee/Writing Team meetings:**
    - MSBA will meet with a sub-committee of the Strategic Planning Committee/Writing Team (TBD) to clarify the Strategic Planning Committee's developed Core Values, Belief Statements, Mission Statement, Vision Statement, Portrait of a Graduate Traits, and Focus Areas and their related Goals and Objectives. This meeting will be conducted via virtual meeting, by phone or by email between Meeting #2 and #3 and after Meeting #3.

  - MSBA's strategic planning services include support for the development action plans. MSBA will provide a template (Implementation Document) for developing the action plans and will be available to answer questions as the action plans are being developed. MSBA will also suggest a timeline for monitoring the Strategic Plan.

  - Between meetings (Listening Sessions and Strategic Planning Committee meetings), MSBA will develop draft documents that includes the data from stakeholder activities (Surveys and Listening Sessions - Plus/Delta/Vision analysis); Environmental Scan – Prouds/Possibilities/Must Have-Must Address; Strategic Planning Committee's recommended Core Values, Belief Statements,

Mission Statement, Vision Statement, Portrait of a Graduate Traits; Focus Areas and their related Goals and Objectives.

- When the strategic planning process has been completed, MSBA will meet the Board-Superintendent Team to review the strategic planning process and discuss implementing the Strategic Plan from a Governance (Board) and Management (Superintendent) perspective. This meeting will be conducted via virtual meeting.

  During the review with the Board-Superintendent Team, MSBA will:

  - Review the Board Governance Model. Discuss role of the Board, Superintendent, and other advisory groups.
  - Review the strategic planning process. Introduce the Plan on a Page. Suggest next steps with the Strategic Plan.
  - Discuss the development of a Strategic Governance Framework (alignment of goals in the new Strategic Plan with goals of the Board, Superintendent, Staff, and Students).
  - Review the Standards of School Board Leadership.
  - Assist in identifying Board Goals.
  - Reference the Board's role in collaborating with the Superintendent in determining Superintendent Goals.
  - Discuss alignment of Goals from the Strategic Plan with Board and Superintendent Goals.

- MSBA will provide the Superintendent/Designee with a Toolkit of Resources and Links i.e., sample letters of invitation, meeting notices, resolution to adopt the new strategic plan, social media notices, etc. to assist in administering the strategic planning process.

- Following the School Board's adoption of the Strategic Plan, MSBA will be available for consultation on an ongoing basis and will follow-up one (1) year later via virtual meeting or phone for a check-in, if requested.

Statutory and Governance Alignment

The MSBA strategic planning process is and will be structured in a manner consistent with Minnesota law, applicable district policy, and best practices for Minnesota school board governance. The final strategic plan will be suitable for School Board review and adoption at a public meeting.

The strategic planning process and final deliverables will support, at minimum, alignment with the following Minnesota statutory and governance requirements:

- Minn. Stat. § 120B.11, Subd. 2, which requires a school board, at a public meeting, to adopt a comprehensive, long-term strategic plan to support and improve teaching and learning and to align with comprehensive achievement and civic readiness.

- Minn. Stat. §§ 120B.118 through 120B.124, including the READ Act framework, and Minn. Stat. § 120B.12, including district literacy goals, interventions, and local literacy planning requirements.
- Minn. Stat. § 120B.35, as applicable to student subgroups, performance measures, and reporting considerations.
- Minn. Stat. § 123B.52 and Minn. Stat. § 471.345, to the extent applicable to district contracting, procurement, approval, and documentation requirements.
- Minn. Stat. § 13.591 and the Minnesota Government Data Practices Act, as applicable to proposal data, evaluation data, trade secret data, and public access to government data.

Timeline to Complete the Strategic Planning Process

- The entire process is usually completed over a 12 - 14 week period of time with the specific dates/times determined based on your school district's schedule. This timeline includes preparing surveys, promotion of the process, invitations to participate in process, selection of strategic planning committee, survey distribution and collection, Listening Sessions, three Strategic Planning meetings, process review and goal alignment with the Board, creation of the final Plan on a Page. MSBA can condense or expand the timeline to meet your needs.
- MSBA is providing and facilitating this service in a hybrid format via a virtual platform and in person as determined in consultation with the school district. MSBA has had remarkable success with Strategic Planning utilizing the virtual platform. In fact, attendance has been higher, and the discussions and interactions have been very engaging and productive. Stakeholders appreciate the flexibility and accessibility options.

MSBA Staff Team Facilitation and Support

- Lead facilitator will be Gail Gilman, MSBA Director of Strategic Planning and Board Leadership. Ms. Gilman holds degrees from the University of Minnesota in Family and Youth Education. Gilman served on the University of Minnesota faculty for over 26 years and is Professor Emeritus. She has served with MSBA since 2017 and is a former school board member. Gilman has facilitated the strategic planning process for over 80 schools of all sizes and in all geographic areas of the state.
- Ms. Gilman receives support and assistance from MSBA Team members in Communications, Board Development, Management Services, Policy Services, Technology, Admin Support, as needed. Credentials of her team include licensed Superintendents, school Business Official, licensed attorneys, Human Resources, former public and charter school teachers, higher education professor, five former school board members, and two current school board members who serve(d) in varying sizes of school districts and served on their area Education District board.

Cost for Strategic Planning Services

MSBA keeps the fees for strategic planning services low and reasonable for its Association Members. The fee to conduct strategic planning in your district is **$10,000**. The Strategic Plan is designed to serve the school district for 3 - 5 years. Based on your student numbers, your school

district would be investing just over **$2.50 per student per year**. This small investment per student is a terrific value!

This fee is for the entire process outlined in this proposal. Our staff will invoice your school after all our agreed upon services have been completed. The fee can be paid in one payment, or we are happy to bill in increments that work best for your school.

This fee includes:

- Toolkit of resources for Superintendent/Designee to implement the process including templates for news releases, invitations, website postings, board meeting postings, internal and external surveys, resolution to adopt strategic plan, etc.
- MSBA staff facilitation for all activities outlined in this proposal.
- MSBA staff recording of all work and developing all reports.
- Assistance from MSBA Team (Communications, Board Development, Management and Policy Services, Technology, Admin Support, as needed).
- Development of a Strategic Plan on a Page.
- Support and work with the Administrative Team in development of an Implementation Document to assist in scheduling out next steps and related tasks.
- Development of a Strategic Governance Framework in aligning the district goals of the Strategic Plan with the Board and Superintendent Team goals.
- A one-year follow-up, if needed.
- Ongoing support as needed before, during, and following the process as requested.

Similar Projects/Experiences and References

- MSBA has been facilitating strategic planning since 2015 and has assisted over 120 traditional public schools, public charter schools, Education Districts, and Education Consortiums.
- References for traditional public schools include: Atwater-Cosmos-Grove City (ACGC), Lake Crystal Wellcome Memorial (LCWM), Forest Lake, Moorhead, Martin County West, Big Lake, Becker, GFW (Gibbon Fairfax Winthrop), Warren-Alvarado-Oslo, Underwood, Battle Lake, McGregor, Mabel-Canton, Lyle, Pine Island, Menahga, Jordan, Janesville-Waldorf-Pemberton (JWP), Win-E-Mac, Aitkin, Nashwauk-Keewatin, Lake Superior, Howard Lake-Waverly-Winsted, Ely, Holdingford, Nicollet, Ortonville, ROCORI, Cedar Mountain, Kingsland, Barnesville, and Winona. ***Please note the large number of consolidated schools included on this list.***
- Feel free to contact any of these schools for references. MSBA collaborated closely with the Superintendent and Board Chair so one or both individuals would be appropriate contacts.

Product Delivered upon Completion

Upon completion of the strategic planning process, MSBA will create its signature Strategic Plan on a Page personalized with your school district colors and logo/mascot. The Strategic Plan will include the school district's Core Values, Belief Statements, Mission Statement, Vision Statement and Portrait of a Graduate Traits as well as the newly identified Focus Areas and their

Goals and Objectives. In addition, MSBA will provide an Implementation Document for internal use by the Superintendent. The Implementation Document includes all elements of the Plan on a Page in addition to the Action Steps created by the Superintendent and other administrators.

Sample Deliverables

Attached to this proposal is an example of two deliverables. They include an example of a *Strategic Plan on a Page* and a *Stakeholder Engagement Report*.

Customization

MSBA's strategic planning process is not a "boiler plate" process. The outlined services and process will be customized to your school's specific needs. Please do not hesitate to share your specific needs with us.

Board Development and Board Leadership

MSBA is your "Go To" Association for everything school board. Thus, we embed a significant amount of board development and board leadership into our process which will equip you to successfully govern utilizing the goals of your new Strategic Plan.

Summary

This is a broad overview of our Strategic Planning process. If you have any questions or would like additional information, feel free to call or email MSBA. In addition, MSBA would welcome a visit with the Board-Superintendent Team during a regular or special meeting to respond to questions and provide clarification of our services.

"Where School Boards Learn to Lead"

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ROCORI School District Strategic Planning:
Results of Stakeholder Engagement Activities
Monday, October 6, 2025

Overview

The school board of the ROCORI School District approved a process for developing a strategic plan. The strategic planning process included opportunities for the school district's Students, Staff, School Board, and Parents / Guardians / Community Members to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process.

Six "Listening Sessions" (one session each for Middle School students, High School students, Administrative Team/Upper-Level Management, Licensed/Non-Licensed Staff, the School Board, and the Parent / Guardian / Community) were held via virtual meeting on September 24 and September 25, 2025. The sessions were conducted by Minnesota School Boards Association (MSBA) staff.

In addition, two surveys were available for the school district's Students, Staff, Administrators, School Board, and Parents / Guardians / Community Members to provide feedback. The "Perception Survey of the ROCORI Public Schools – External Stakeholders" was available to the school district's Students, Parents, Guardians, and Community Members to complete. The "Perception Survey of the ROCORI Public Schools – Internal Stakeholders" was available for Staff, Administrators, and School Board to complete. Both surveys were open for the school district's stakeholders to provide input from September 15, 2025 to September 28, 2025. This document provides a summary of the stakeholder engagement-related activities.

Results: ROCORI Public Schools Stakeholder Surveys

Perception Survey of the ROCORI Public Schools – Internal Stakeholders

The survey provided an opportunity for the school district's Staff, Administrators, and School Board to offer input on what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The survey included **27** indicators of school

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district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD = Strongly Disagree,
- D = Disagree,
- A = Agree,
- SA = Strongly Agree, and
- DK = Don't Know.

A total of **84** school internal stakeholders completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

57.14% (48) identified themselves as a teacher,
23.81% (20) identified themselves as a support staff member,
15.48% (13) identified themselves as an administrator, and
3.57% (3) identified themselves as a school board member.

Summary of the Survey Results
For purposes of this summary, the indicators that received 75% or more "agree/strongly agree" ratings are identified as strengths, and the indicators that received 60% or less "agree/strongly agree" ratings are identified as possible opportunities.

Five strengths identified from the survey are provided below.

Strengths	
Indicator	**Percent**
All school district staff understand their roles and responsibilities in the process of education.	79.76%
The school district does an excellent job of educating all students.	77.38%
Policies, procedures, and resources are in place in regard to a safe, orderly, and caring environment that supports learning.	77.38%
The school district has a procedure in place to regularly review and update curriculum standards, instructional strategies, and assessment measures.	77.38%
The school districts' policies, procedures, and practices are fair and just for all students.	75.00%

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Nine areas of possible opportunity from the survey are provided below.

Possible Opportunities	
Indicator	**Percent**
School district leaders (school board and superintendent) provide direction, support, and resources for quality curricular and co-curricular programs for students.	60.72%
Multiple methods of communicating with stakeholders about the school district's work are in place and are clear, concise, and user-friendly.	60.71%
The superintendent is visible and accessible throughout the school district and community.	55.96%
The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.	55.96%
The "climate" of all school buildings is conducive to teachers being able to teach and students being able to learn.	55.42%
All school district staff are equipped to address bias and exclusionary language or behavior when it occurs.	54.77%
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	50.00%
The school district effectively manages available funding and resources needed to advance student learning and achievement.	49.39%
The school board is visible and accessible throughout the school district and community.	42.85%

Perception Survey of the ROCORI Public Schools – External Stakeholders

The survey provided an opportunity for the school district's Students and Parents / Guardians / Community Members to offer input on what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The survey included **22** statements of school district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- SD = Strongly Disagree,
- D = Disagree,
- A = Agree,
- SA = Strongly Agree, and
- DK = Don't Know.

A total of **364** school district Students, Parents / Guardians / Community Members completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are as follows:

58.24% (212) identified themselves as a parent / guardian of current student(s),
17.31% (63) identified themselves as students,

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12.64% **(46)** identified themselves as a parent/guardians of current student(s) who have open enrolled into the school district,
6.04% **(22)** identified themselves as a staff member,
3.85% **(14)** identified themselves as a community member,
1.37% **(5)** identified themselves as a parent/guardians of current student(s) who have open enrolled out of the school district, and
0.55% **(2)** identified themselves as a business owner.

Summary of the Survey Results
For purposes of this summary, the indicators that received 76.24% or more "agree/strongly agree" ratings are identified as strengths, and the indicators that received 60% or less "agree/strongly agree" ratings are identified as possible opportunities.

Ten strengths identified from the survey are provided below.

Strengths	
Indicator	**Percent**
In general, I am satisfied with the teachers of the school district.	84.17%
I am satisfied with the overall condition of the school district's athletic facilities and fields.	82.42%
I am satisfied with the overall condition of the school district's buildings.	81.82%
In general, I am satisfied with the quality of education provided by the school district.	80.49%
School district facilities are safe, secure, and well-maintained.	80.11%
I am satisfied with the overall condition of the school district's playgrounds and outdoor areas.	79.95%
I am satisfied with the academic program of the school district.	79.17%
The school district does an excellent job of educating all students.	77.90%
Overall, I have a positive impression of the school district.	77.07%
I would recommend the school district to a family that is searching for a new place to live.	76.24%

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Seven areas of possible opportunity are provided below.

Possible Opportunities	
Indicator	**Percent**
In general, I believe the school district is a place where all members of the school community are included and have a sense of belonging.	60.33%
In general, I am satisfied with the school calendar including e-learning days, breaks, and late start days for staff professional development.	58.68%
I am satisfied with the overall condition of the school district's fine arts facilities.	53.17%
The school district receives funding for students open enrolled into the district which enhances programs and services for all students.	52.91%
The school board and administration make decisions in the best interest of the district's school children.	51.93%
The school district spends its tax dollars effectively and efficiently.	40.93%
I am satisfied with the school district's budget and use of funds.	37.47%

Results: ROCORI Public Schools Listening Sessions and online Listening Session Link

Results: Middle School Student, High School Student, Staff, School Board, Parent / Guardian / Community, and Administrator "Listening Sessions"

Six "Listening Sessions" were held for the school district on September 24, 2025 and September 25, 2025. The number of people who attended each session is provided below.

- **23** students attended the session for Middle School Students;
- **13** students attended the session for High School Students;
- **5** Licensed and Non-Licensed Staff attended the session for Staff;
- **6** school board members attended the School Board session;
- **13** community members attended the Parent / Guardian / Community session; and
- **11** participants attended the session for Administrators.

The Student, Staff, Parent / Guardian / Community, School Board, and Administrator Attendees were asked the following questions:

- What do you consider to be the strengths of the ROCORI School District?
- What do you consider to be opportunities for improvement for the ROCORI School District?
- What would you see as a vision for the ROCORI School District in three to five years?

General comments from each Listening Session are provided below by session type.

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Results: Student, Staff, Parent / Guardian / Community, School Board, and Administrator online "Listening Session Link"

In addition to the six Listening Session opportunities, an online Listening Session Link was available for the school district's Students, Staff, Administrators, School Board, and Parents / Guardians / Community Members to provide feedback. The number of people who responded to the online Listening Session Link is provided below.

- **0** Student
- **0** Licensed Staff
- **0** Non-licensed Staff
- **0** Parent / Guardian of Current Student(s)
- **0** Community Member
- **0** School Board Member
- **10** Administration

The Student, Staff, Parent / Guardian / Community, School Board, and Administrator Attendees and Survey respondents were asked the following questions:

- What do you consider to be the positives of the ROCORI Schools District?
- What do you consider to be opportunities for improvement for the ROCORI School District?
- What would you see as a vision for the ROCORI School District in three to five years?

General comments from each Listening Session are provided below by session/link respondent type.

Students – Middle School:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths **Individual Responses 9/24/25:** • The lunches are yummy • Science and Math are going good • 2 breakfasts are good and yummy • Useful classes • After school activities • Multiple lunches • The lunchroom seats are going great • The teachers are amazing	Opportunities for improvement Areas that might be changed Things that are of concern **Individual Responses 9/24/25:** • Phones during lunch time • More Field trips • More food at lunch time, and less money for all of cart • More field trips • More School activities • Bidets • Longer lunches • More people working at ala cart

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- Having 2 breakfasts
- Shorter classes
- IEP & 504 plans (Better ways to learn)
- Useful classes
- Al la carte
- Extra sports/education
- Physical education
- Flexible seating in classrooms
- Multiple lunch choices
- Second chance breakfast/talk with friends
- All acart
- Innovation center bigger
- After school activities
- The joy and create things for others
- Ala cart
- Dress code
- School assemblies
- Class options
- Lunch options
- Trivia
- Officer
- Counselors
- That we get Macbooks
- New seats

- Bake sale
- Longer second chance breakfast, First chance shorter
- Make the buses bigger
- Fundraisers can help
- Serve popcorn at ala cart, bubblrs at ala cart
- More movement in classes
- Comfy chairs
- Outside crafty stuff
- Students or teachers could attend a school board meeting if someone is getting fired
- Equal number of people on buses
- Different bus routes that don't have many kids on certain buses
- Phones during passing time
- Transportation person for sports if kids don't have rides home
- Narrow homework down for kids with sports & other activities
- Flexible seating in every class
- Rest time
- How crowded the hallways are
- Pushing people in the hallway
- More value for arts programs
- More diverse representation
- More money for alc
- More elective classes
- Lower the price of clothes
- More feminine products in bathrooms, mirrors in the girls stalls, better toilet paper, air freshener
- Snack time closer to the end of the day
- Study hall
- Kids can go on any bus
- More room on buses

Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

Individual Responses 9/24/25:

- Smiling, no bullies, no violence
- Bulletproof walls and windows
- Coat drive
- Pads and tampons in the stalls

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- Rollercoasters
- Recess
- Nap time
- Free candy
- More digital clocks
- Reasonable lunch time
- Middle schoolers 7th-8th graders drinks from school store
- Have option to have a break every/free hour
- Allowed to eat in class/not messy and clean
- More classes and shorter classes
- More options for disabled people
- More representation for different orientations
- Stricter bullying handling
- Bigger and easier to get to know people
- More discipline of bullies
- Cheer squade
- Nurses office can give

Students – High School:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths **Individual Responses 9/24/25:** • Teachers – very supportive, willing to help + coaches • 2nd chance – break + food in the morning • College classes – good credits + coursework • Auditorium & stadium – both very nice • Macbooks – good resource for work • Library – lots of books + resources • School store • Aiding elementary school, other teachers • Going out for lunch / lunch passes • Pep fests/Tri celebrations – good participation • Clubs – good variety, good participation • Dress-up days, school spirit • Field Trips • Nurse – helpful & kind • Ability to go outside	Opportunities for improvement Areas that might be changed Things that are of concern **Individual Responses 9/24/25:** • Music program – underfunded + understaffed • Auditorium – wouldn't have it if theater company wasn't here • Students – not as involved in school events, cliques • Lack of follow-through of disciplinary action, ex. racism • Some teachers don't seem to care/lack involvement • Some activities aren't recognized as well as others + funding • Sports culture – ROCORI is known for being rude at events • Bullying – school doesn't take actions • Restrictions on computers • Bad Wifi • Cell phone policy

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• Backpacks • Looking into issues • Class selection • Yearly changes/Backpacks • More trust • More tips (college/life) • Extracurricular – wide range • Better food – second chance – lunch options • Diverse classes – shop sciences, english • Teachers – want the best for your education, understanding • Good athletics – coaches, no one left unnoticed • School spirit • Pretty updated rooms, bathrooms, etc. • Safe environment – welcoming • 2nd chance breakfast – good brain break for students	• Lack of diversity & culture • Mental health • Study hall – class or opportunities • Focus more on art classes and art club • Bus – some empty or full – late or missing • English (advanced like math) • Writing classes • Phones – afterschool not able to see • Not a lot of diversity – some students are going without much needed help • More help with diversity; with different races, genders, LGBTQIA+/Alternative communities • More resources/better for anxiety/depression • Bathroom passes • Lunch lines • Food – portions, seasonings • Community between teachers & admin – students notice • Clubs need more recognition • Bullying – not many outright consequences – more empathy for others! • Phone policy – lunch & breakfast, translations – ESL student cannot communicate with teachers • Wifi – communication with sports specifically • Counselors changing schedules

Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

Individual Responses 9/24/25:

- Inclusive, Supportive, Engaged
- More opportunities/supportive
- Community
- Mental health awareness, inclusive (taking reports on coaches/player reports seriously)
- Possible extra clubs for smaller things like LGBTQ+, Diversity, etc.
- Respectful, Inclusive, Responsible (as in for actions) + Accountability

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Staff – Licensed and Non-licensed:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths **MSBA notes 9/24/25:** • Staff – good relationships • Relationships between students and teachers is positive "not just a job, it's a lifestyle" x 2 • Staff as resource for students. • Security is good, officer on site. • Resources for kids that are struggling • Cope with lots of leadership change. • After school options - Not just sports, includes summer - Especially for the size of the district. • Don't have similar problems to districts nearby. • Safety for outside and inside. • AC in the B wing • Land available to expand (would need to purchase) • Teachers are involved in school life and attend activities • Good communication • Administration is very positive and provide good follow through • The school is impressive	Opportunities for improvement Areas that might be changed Things that are of concern **MSBA notes 9/24/25:** • More growth in diversity of students and staff. • Better job of being inclusive to all, including Hispanic and Somali students. • Better education about the backgrounds of diverse families and students in the district • How to get students back to the district that go to PSEO? (25% of students are gone ½ day) • Fix the pool. Boiler isn't running, not heated. • Pool is too small, need a bond? • Pool was built in 1969, Science areas are quite old, Both are deferred projects. • Need long term vision and stick to it instead of changing each time an administration changes. • Don't stay stagnant - need to keep improving so we don't lose our edge and reputation. • How to recruit graduates to return to ROCORI to live and work • Have a long-term facility plan • More gym space is needed • Review buildings and determine what needs upgrading i.e. science department needs updates • The school is surrounded by land. Explore opportunities to purchase land for future expansion • The community is conservative. It's important to keep them informed. • Identify deferred projects • The school has a good reputation; communicate with parents about the needs

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Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

- Community involvement.
- Communication between school board and staff.
- Communication between school board and community
- Communicating with community show ROCORI pride
- Ask community what makes them proud.
- Maintain important stuff like mental health supports, education on bullying.
- Set goals - "in three years we will..."
- "You are not going to just hear from us when we need money"
- Connecting community members without kids in school.
- Having some place for kids to go when they are bored.
- Connect with alumni, share success stories.
- ROCORI has a great reputation and a good strong foundation
- Mentoring programs
- Set goals and promote them when accomplished i.e. adding the AC
- Engage the entire community in the life of the school

Parent / Guardian / Community:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths **MSBA notes 9/24/25:** • Class offerings especially the trade options • Smaller school • Pathways – curriculum organization • ECFE connects families to the school and hooks them in to enroll for the rest of their education • Sense of belonging • IEP – child at private school, transfer from another school, smooth transition • Lots of sports and activities offered • There's a reason people open enroll • School is seen as a strong part of the community	Opportunities for improvement Areas that might be changed Things that are of concern **MSBA notes 9/24/25:** • Classes broken between 1st * 3rd trimester • AI • Looking at the community as a whole – new members, are there barriers, feel welcome & belong • Disconnect for kids who come in as 7th graders from private vs. 6th graders within district or other K-5 sites • Mentorships for new students "First Day Friend" • How needs of the school are expressed to the community • Operational efficiencies • Land – expansion (district does not own)

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• Open enroll students are an indicator of a good school	• Board should continuously engage with the always “no” community members • Do community members feel heard by the board? • Use of facilities – equal access to all sports • Lots of things need upgrades • Overall uses of facilities – have a1-5 year plan • Do all elementary schools have same experience? (like a parent teacher organization) • Transition plans for each student transition point • Natural fields could be improved

Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

MSBA notes 9/24/25:

- "What is the end goal?”
- Cold Spring projecting 50% growth – up to 6,000 by 2040
- Housing is a big part of growth plan
- What will the district do with that growth?
- “Annexation”
- Education Experience: confident and knowledgeable for next steps
- Personalized education
- Volunteerism required for graduation (Servant Leader)
- What is the Portrait of a ROCORI Graduate?
- Prep students for the future with trades and local partnerships.
- Opportunities to identify student’s interest for the future
- Offer a variety of ways to build character; service learning curriculum

Board:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths	Opportunities for improvement Areas that might be changed Things that are of concern

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MSBA notes 9/24/25:

- Leadership – great leadership team
- Respected as a school with strong academic offerings– college level classes, activities, sports
- "Big city vibe, small town feel" - school spirit is strong
- School counselors – subtle but important ways
- Generational pride – school district is the hub of that
- Two-way street, community understands investment "circle of life"
- Staff around a long time, sometimes whole career
- Sense of community, welcoming
- 10-15 years ago, people not born & raised in the area were not welcome – it's getting better
- Open Enrollment into school
- Outlying schools offer great experiences

MSBA notes 9/24/25:

- Test scores not going up, even though they've changed how they teach
- ESL & opt outs affect test scores
- Communication – website, sports & activities, really outdated
- Ongoing academic collaborations (i.e Dean's List), just brought back PSAT
- Concerned about academic rigor
- Favoritism & bullying
- Tendency to hang on to the past, not willing to let go.
- Without open enrollment, we'd be in trouble.
- Operating Levy? Messaging?
- Image is that we are struggling financially, even if that's not true, perception.
- Grades and skyward, expectations of teachers, inconsistency and lack of communication with teachers and students when grades should be entered
- Not good systems of accountability, how to measure?
- Helping parents help their kids at home
- Parent information / sports information – could use a communication staff person; Tap into a school class to work on this
- Are we spreading students too thin?

Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

MSBA notes 9/24/25:

- Volunteerism/Servant Leadership/Good Community Members – Portrait of a Graduate
- Improve test scores (too much emphasis on social emotional? sports?)
- Teachers are requested by students
- Great things from small town
- Get more families (open enrolled? new?) to move to RICORI, however, there isn't enough housing stock.
- Representative Demuth – former school board member
- Are we spreading our kids too thin? Too many activities? How to remove things? (Have a policy how to add, no policy on how to remove)
- Student who are average in three years and great in five years – to improve test scores
- Do we lower standards so we don't hurt feelings?
- Kids meeting their potential – motivate them to meet their potential
- Challenge kids who already excel

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Administrators:

+	Δ
Things that are done well Things that are working Things that are going well Things that are strengths **Link responses (10):** • Community Partnerships • Staff/student relationships • Adequate day-to-day funding to survive • Stable enrollment. • Always looking at maintaining buildings that are ageing • Engaged Students • Steady to growing enrollment • Relationships with students • Quality buildings and educational resources to support learning • 1:1 Student/Adult Relationships • Growing enrollment • High Open Enrollment - school of choice • attractive buildings • Strong activities. • Strong Community Partnerships • Positive Relationships • Great community support • Many services/resources available to students • Great community support • PBIS E-22 and Bus • Quality Administrative team • Lots of opportunities for students • Community support and engagement • Positive student/staff relationships. • Strong 1:1 Adult to Student Connections • Solution Based • Excellent teachers and staff • Access to quality curriculum • Lots of student learning opportunities--including curricular and extracurricular • Strong District Administrative Team • Parent Support • Strong athletic programs • Activity engagement	Opportunities for improvement Areas that might be changed Things that are of concern **Link responses (10):** • Building improvement particularly in CTE areas • Building Security • Aging infrastructure, buildings • Safe and Secure Entrances; safety at all activities • Building security. • Better Security • Maintenance of aging facilities • Lack of cohesiveness among grade levels and building wide • More opportunities for teachers to collaborate professionally • PreK-5 Campus (add PreK to an elementary site at minimum) • Athletic / Gymnasium Spaces • Professional Development for all Employees • Aging infrastructure, grounds • Overall space and needs to bring all buildings to one campus • Professional development opportunities. • Facility upgrades • Adjustment/accepting to change • Find ways to ensure all voices are heard/shared voice • Increased flexibility in meeting the needs of student who learn at different pace or in different ways • PreK-3 Alignment • Improvements in progressive Tier 1 instruction • Communication Between Schools • Staffing/ pay • Having a positive culture and supportive collaboration • Limited space. • Operational Efficiency • Standard focus in the classroom

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- Reliable facilities.
- Highly quality resources that support learning community
- Opportunities for students
- District level support
- Kids who are respectful and engaged
- Technology Resources
- Activity success, support and community pride
- Proud community
- Reputation
- Enrollment is steady, students want to come here - Open Enrollment
- Student Focused Leadership
- Strong parent support
- A willingness to continue to improve, making things better for learners
- Quality Instructional Resources and Support

- Challenges of three elementary campuses with redundancies and limitations based on staffing
- Safe and Secure Entrances- Elementary Schools
- Culture of Collaboration - PLC time
- Build Fine Arts Department
- Procedures reviewed and changes implemented as needed
- Communications/how to address concerns
- Need for professional learning communities
- A need for physical space for expanding programming--educational and activity
- Playgrounds at RES and JCE
- Challenges to educating students in single section buildings
- Space in Buildings
- Improvements in contracts to support all employees
- Tolerance of diversity
- Safe and Secure entryway K-5
- High turnover of staff/having to hire under-qualified people to fill needed supports
- District-wide hiring process- posting, scheduling interviews, interviews, reference checks, job offers (HR dept.)

Vision

What are some descriptors or ideas about where you see the school 3-5 years into the future?

Link responses (10):

- School whose education is based in their community partnerships
- Expand spaces
- Christian
- Connect the Community to Students
- Career path education.
- Trustworthy
- Space for staff for collaboration
- Dynamic and responsive learning system for students
- Thriving campus - consolidated to one site
- Career ready student graduates
- Welcoming schools
- Fast paced
- Supporting all ages PK through 12th grade. PK should be more connected to the kindergarten level
- Not viewed as a racist school
- Staff value collaboration in Professional Learning Communities
- Community and Connection

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- Financially stable
- Differentiated instruction for all learners
- Building Security
- Connected
- Referendum to increase building facilities and security
- Financially Healthy
- Standard Focused Teaching
- Increasingly Engaged Families who Feel Informed and Connected
- Engaged families/Community resources
- Communication
- New facility
- High Achieving
- Data driven decision making
- Improved Employee Commitment and Connection
- Relevant and responsive instruction for every learner
- Expand Pre K
- Abandon the DEF, ALC...
- Students prepared for their future
- Trust
- Students who are proud to attend and graduate from ROCORI
- Strong staff retention, valued employees

Perception Survey of the ROCORI Schools – External Stakeholders

Additional comments: External respondents were given the opportunity to answer an open-ended question in the survey.

CONTENT OF SURVEY: The survey consisted of the following question with its respective responses:

1. During the Strategic Planning process Belief Statements (also known as Value Statements) will be developed for ROCORI. Please share up to 3 values that you hold for the school. Values might include: honesty, integrity, caring relationships, small class sizes, safety, excellent education, fiscal responsibility, diverse perspectives, community partnerships, etc.

External respondents		
Value 1	**Value 2**	**Value 3**
Community	Responsibility	Diversity
Safety	Positive student/staff relationships	Education
All students have the ability to learn	Integrity	Hard Work
community	trust	
Safety/Security	Excellent Education	Communication

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Transparency from the school board's decisions.	Continued Strong Security.	Student review of teachers quality.
Honesty	Unbiased instruction	Valued education
Class sizes remain small	adopt a realistic anti bully/racism program	Better specialized services (speech,etc)
honesty	integrity	safety
Education	Academics	Education
Respect	Inclusive	Honesty
Integrity	Caring relationships	Excellent education
safety	respect for EVERYONE	golden rule
honesty and integrity	communication	safety of both staff and students
Dedication to education	safety	Honesty
Equality	Understanding	Integrity
Safety	Communication	Education
Accountability	Responsibility	Integrity
Maintained Elevators	Security in high-indecent parts of school	Fewer altered schedules for "unconnected" events
excellent education	Caring relationships	Unity across the schools
Safety	Integrity	Caring relationships
small class sizes		
Rational	Not politically aimed	Facts not feelings.
Safety	Caring relationships	Excellent education
Great educational classes and activities	Welcoming	Caring relationship
Inclusive	Safety	Belonging
Caring relationships	small class sizes	safety
Excellence in academics.	Supportive and respectful relationships.	Character development and ethical learning.
Connected	Nurturing	Growth
Responsibility	Honesty	Safety
Small class sizes	Safety	Caring relationships
Excess open enrollment hurts for capital layouts	Same emphasis on academics as athletics	better transparency
Class sizes	Safety	Fun classes for the kids with actual life skills
Excellent education	Building responsible and respectful citizens	Community partnerships
Cell phone policies should be enforced.	Quit favoring minorities.	Stop pushing “woke” ideology on the students.
Small class sizes	Safety	Diverse perspectives
Diverse perspectives	Critical thinking	Character building
Shorter Bus times for Richmond/Rockville elem kids	Honesty =transparency	Students first- Richmond/Rockville too!
Integrity	Transparency	Family oriented
Education First	Accountable Staff	Passion for student success

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No phone policy	The use of computers	Discipline
Small classes for tailored learning	Safe supportive environment	Challenging students to their highest potential
Caring relationship	Community partnership	Safety
Transparency	Honesty	Respect
Safety	Less homework	Good education
Safety	Education for All	Integrity
Less political stances by teachers	Education for life. NOT just to get into college.	Fiscal responsibility
safety	small class sizes	support for students with special needs
Small class size	Safety and integrity	Strong community
Safety	Integrity	Education
KIDS first!!	Open & honest communication	
caring relationships	excellent education	clear communication
Quality of education and programs offered	Safety	Community Partnerships
Honesty	Fiscal Responsibility	Integrity
Caring relationships	Small class sizes	Safety
acceptance of all	equal opportunity for all	fair treatment
Safety	Mental health care	Responsibility
Safety and security	Curriculum that isn't biased	Honesty and fiscal responsibility
Education	Opportunity	Parent connections
Safety	Common Sense	Caring relationships
Dialogue between diverse perspectives	Belonging and inclusion for all community members	High standards of personal character
Honesty	Safety	Excellent education
good amount of classes	have college classes.	teachers are nice
Teacher's Pay	Effort to help kids proactively	Educational resources over sports
Inclusion,where all can feel accepted, and valued	Collaboration	Growth and learning
Excellent education	Integrity	Communication included RE & JCE, not just CSE.
Caring Relationships	Global Thinkers	Responsible Citizen
stop teaching liberal values	stop checking in with students unannounced	have a car shop class
respectful	inclusive	responsible
Honesty	Kindness (still a lot of opportunity here)	Safety
Diverse perspectives are sought and important.	A variety of academic opportunities	Small class sizes
Provides direction	Appreciation	Safety
Safety & Well Being	Respect = towards everyone	Excellent Education
Equity	Inclusivity	Engagement
hard work	Honesty	Respect
Safety	Diversity	Accommodating

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Listening to student opinions about schedule	Value the fine arts	Stop favoring one group of students over the other
bullying prevention	consequences for ones who deserve it	listening to students in what they need to succeed
integrity	transparency	education
nothing	nothing	nothing
Responsibility	finishing what they say they will	education
safety	excellent education/ educators	sanitization/ organization
second chance breakfast	friends	sports
Gym classes with teachers that are engaged.	2nd Chance Breakfast	
Small class size		
Small class sizes	Diverse prespectives	Honesty
More varieties of activities/extra curriculars	More information shared (how to get into college)	Care what the students think
Safety	Honesty	Integrity
safety	honesty	integrity
honesty	integrity	safety
Integrity	Small class sizes	Decent education
Academic Excellence in Reading & Math	Transparent Communication opt out LGBTQ+ content	Swimming pool updates and support
Teachers are more worried	about catching students with phones	than actually teaching them
diverse perspectives	safety	acceptance
diversity	community	unity
Integrity	Safety	Community involvement
respect	safety	honesty
honesty	safety	education
I feel safe in the school	Teachers provide good information to help	Teachers are understandable
Honesty	Unity	Respect
Clear communication	Safe Learning Environment	Accademic opportunities for all
Community Involvement	Safety of our students	Importance of Extracurricular Activities
food		
Safety	useful	real world
Critical Thinkers for Life	Safe, Inclusive Learning	Excellence with Purpose
Do more about bullying	Honesty	Diverse perspectives
equality between boys and girls.	communication	empathy
Caring relationships	Excellent education	Community partnerships
Safety	Honesty & Integrity	Excellent education
Small class sizes. No orchestra?	Lack of communication, like this survey (limit 50)	School lunch is disappointing. Not real food
Communication from administration	Honesty from Administration and students	Caring Relationships
Evolution/sustainability	Transparency	Safety - both from physical and emotional harm

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Safety	Excellent education and opportunities	Community partnerships
Safety - more parking lot lights	Integrity - actions not just words	Classroom space - is there enough?
Relationships	Small Class sizes	Takes a Whole community to raise our children
Diverse perspectives	Caring relationships	Transparency
Small classes	Transparency of finances	Use E learning days.
Respect	Integrity	Communication
Emotional safety	Diverse and active learning	Caring relationships
Safety	Caring relationships	Excellent education
Safety	Excellent Education	Caring relationships
Toleranceofdiverseperspectivesviacaringrelations	Invest in the youngest - ECFE to AP classes	Createpassionforexcellencew/abundantext.curricular
Providing edible food	Providing time to eat	Upgrading bathrooms and drinking facilities
use data	use data	use data
Modeling and teaching kindness & respect	Well-rounded education	Preparing kids for the real world
education	small classes	safety
Small class sizes	Enhanced resources for diverse educational needs	Safety
diverse perspectives	student safety	excellent education
Excellence in Education	Safety	Community Partnerships in Fine Arts
Cultivating kindness towards all.	Creating successful academic journeys.	Accountability in outcomes (academics to spending)
Need to focus on grounds Safety	Need to focus on Excellent education	Keep smaller class sizes
Connection	Community	Safety
Small class sizes are very important	Building friendships. More Recess, Team building.	Staff to have good relationships together.
Small class sizes	Excellent education	One on one help for students
Small class size	Safety	Excellent education
Education	Safety	Fiscal Responsibility
Safety	Diversity	Respectful and inclusive
Relationships-bullying it's out of control @RMS/HS	Community-working together to support proudly!!	Excellent education-improving ways to learn& grow!
Safe learning for our students and teachers.	Small class sizes.	Healthy student-teacher/staff relationships.
Sm class size, eval, DYSL/ADP support/service		
Safety	Not teaching our kids political ideology	Respect
Safety	Small classes	Not WOKE.
Small classes	Safety	Integrity
Safety	Lead with Integrity	Transparency
equitable	student centered	rigorous academics
Educational Focus	Valuing educators	Safety
Honesty	caring relationships	integrity

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Safety	Excellent education	Small class sizes
Enforce cell phone policy!	Why allowing backpacks?	Dances and other positive ways to connect?
Put the students before the teachers	Late start days are a disregard for St. Boniface	Open enrollment drags down the whole class
High academic expectations for all students	Focus on core academics without political agendas	Taxpayer funds should benefit resident students
Academic rigor	Follow through	Inclusive
Class size	Technology	Transparency
Safety	Equal opportunity's no matter your last name	Care if my student isn't meeting potential
Safety	Excellent education	Communication
safety	fiscal responsibility	excellent education
Safety is #1 and ensuring all are cared for	Honesty and transparency	higher standards of education
diversity	standards	life skills
Inclusivity and Equality	Safety	Quality of Education
class sizes	safety	caring relationships
Accountability	Quality Education	Respect
JCE-Small Class Size, Honesty, Kindness, Amazing!	JCE-Playground equipment UNSAFE nurse very active!	Rocori MS Gym-A Coach, great facility, kept clean.
Caring for the students	Great sports programs	small class size
Small class sizes for elementary students	Quality learning spaces	Caring relationships
Establish safeguards to stop bullying issues	Expel those who threaten to shot classmates	Fix the toxic middle school culture
We are one team. (Unity, care for one another)	We include and care for everyone.	We are safe here (from bullying,guns,wellbeing)
Caring relationships	Safety	Small class sizes
small class sizes	excellent education	safety
Smaller class sizes	Connection with students, teachers, and parents	Person centered education
Ethnic inclusion	Safety	Quality education
Integrity	Open communication	Quality education
Safety	Excellent Education	Respect
Exceptional education	Integrity	Community collaboration
small class sizes	honesty and safety	don't need staff who judge w/political or belief.
Communication	Honesty	Building strong relationships
Why does CSE need new lunch tables when	There's asbestos in JCE for kids sake!	School board is entitled and wasteful.
Excellent Education	Integrity	Fiscal responsibility
Honesty and integrity	Community importance	Diversity of thought
Small class size	Friendships	Honesty
Safety	Honesty	Excellent education
Inclusion	Caring relationships	Excellence in education
Integrity	Safety	Caring relationships

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Opportunity for all	A well balanced education experience	A healthy stretch of academic for all
Increase safety measures	Bullying continues to not be dealt with correctly	Many teachers do far to much favoritism
Honesty		
Student safety is my highest priority.	Improve communication	Focus on individual student needs
student focused	entrepreneurial minded	
Safety - particularly the outer schools	Small Class Sizes	Excellent Education
Safety	Working with or noticing kids with dyslexia	Communication
Small class sizes	Safety	Respect to all
Safety	Small Class Sizes	Caring Relationships
Transparency	Integrity	Honesty
Safe environment for learning	Education that prepares students for life lessons	Encouraging students to explore the trades.
Diversity, equity, and inclusion	Harassment/bullying free	Safe and healthy environment
Small class sizes	Safety	Education
Hands on learning	Students point of views discussions	A class about owning a home.
Safety		
Safety	Small class sizes	Honesty
Honesty	Classes for life management	Communication
Education	Safety	Athletics
Honesty	Safety	Communication
Safety (entrance at elementary buildings)	Class sizes	Consistent experience across the district
Student engagement - need more events	Safety	Caring relationships
Safety is #1. Especially in the current climate.	Excellent education	Diversity and Inclusion
Safety	Community involvement	Helping build children up
Safety (physical AND emotional)	Academic excellence	Accountability (students and staff)
Quality education with valuable elective options	Safety	Small class sizes
Education	Communication	
Values diversity and student uniqueness	Rigorous academics	Holistic education
Academics and family over sports		
Compassionate	Empathy	Friendships for all
Safety		
Honesty	Caring Relationships	Excellent Education
Safety	Divers perspectives	Small class room sizes
Safety	Belonging	Opportunities
Safety	Excellent education	Teachers dont push polictical ideas on our kids
ZERO Tolerance for Bullying	Safety	Excellent Education
Excellent Education	Caring relationships	Safety and small class sizes

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Excellent education	Real life skill classes (ie. cooking, taxes, etc.)	Small class sizes
Relationships	Rigor	Responsibility
Evidence-based learning and strong community	Safe, secure learning environments	Safe, respectful, research-driven learning for all
Honesty	Excellent education	Fiscal responsibility
Well rounded education experience	Safety	Diversity and inclusion
Small class sizes	Excellent education	Conservative values
Empathy to ALL	Empathy	Physically & emotionally safe spaces
Small and efficient class sizes	Arts education	equality of shared classrooms being evened out
Disciplinary action with misbehaving students.		
Small class sizes	Community partnership	State of the art facilities for all students
Safety	Sense of community for ALL	
Top notch academics.	Fiscal accountability.	Career and Technical Education Opportunities
N/A	N/A	N/A
Giving everyone a voice.	Smaller classes	better relationships
Kindness	Community	Opportunity
Merit and integrity	Apolitical curriculum	Aligned with our economy, not liberal ideology
Excellence and Innovation in Education	Lifelong Learning	Commitment to Growth and Progress
Inclusion of families of EVERY background	Community, collaboration and teamwork	Trust in teachers expertise
Small Class	Community Partnership	Honesty
Honesty	Diverse perspectives	Community
Honesty	Safety	Caring relationships
Safety	Education	honesty
Safety	Small class sizes	Excellent education
Community partnerships	Academic	Nice
Safety	Small class sizes	Caring
Education	Opportunity	Inclusion
Safety- metal detectors at entrance	Clear communication- sex ed permission slips	Small class sizes
Accountability	Respect	Basic household management
Diversity	Growth	Belonging
Metal detectors and bulletproof windows.	There should be a string orchestra and jazz band.	There should be a boys tennis team.
Excellent education	Safety	Caring relationships
Business minds with innovative problem solving	Safe learning environment	Academic excellence
Integrity	Excellence	Curiosity
Safety	Honesty	Middle management communication

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Small class size	Add orchestra to fine arts options	Gifted programs by staff vs volunteers
SMALLER CLASS SIZES	Safety	More caring relationships
Safety	Belonging	Partnership
Education Quality	Honesty	Integrity
Integrity	Safety	Communication
Communication &value on the parent/family	Integrity and following through on rules	Caring relationships/small class sizes

Perception Survey of the ROCORI Schools – Internal Stakeholders

Additional comments: Internal respondents were given the opportunity to answer an open-ended question in the survey.

CONTENT OF SURVEY: The survey consisted of the following question with its respective responses:

1. During the Strategic Planning process Belief Statements (also known as Value Statements) will be developed for ROCORI. Please share up to 3 values that you hold for the school. Values might include: honesty, integrity, caring relationships, small class sizes, safety, excellent education, fiscal responsibility, diverse perspectives, community partnerships, etc.

Internal respondents		
Value 1	**Value 2**	**Value 3**
determined	safety	caring
Small Class Sizes	Inclusive	Empowering
Excellent education	Anti-DEI agenda	Safety
Small class sizes	Integrity	Communication
Building character	Encouraging curiosity	Thinking critically
School board who actually supports their teachers	School board who makes unbiased decisions	School board who makes informed decisions
Safety	caring relationships	excellent education
Safety	Strong Communication	Honesty
Transparency	Respect for all staff	Safety
Safety and security of all staff and students	Provide an excellent education for all students	Community partnerships
value students and staff mental health	trauma informed practice for behavior support	partnering/engagement with parents & families
safety of students and staff	Community partnership	integrity
American Values	Excellent Education	Community Partnerships
Integrity	Caring relationships	Small class sizes
small class sizes	excellent education	diverse perspectives
Integrity and smaller class sizes	Culturally, economically diverse perspectives	Allowing professionals be in charge of curriculum

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Safety	Equality among buildings (JCE AND RES)	
Creating a Happy and Honest environment	Focus on kids mental health	PreK-12 involvement
honesty	professionalism	communication
caring relationships	excellent education	
High quality education	Diversity	Safety
Honesty	Transparent	Student Focused
Small class sizes	Excellent education	Diverse perspectives
Adequate support for SPED in outer buildings	More presence in the outer build by admin	Code system for lockdowns to help anxieties
Small Class Sizes	Safety	Honesty
More opportunities for high achieving students	Small class sizes	Integrity
Respect	Manners	Inspiring
excellent education	student behavior	safety
Work on the out of control bullying	Safety	Caring Relationships
Equity	Forward thinking	Common sense
Safety	Excellent education	Honesty
More staff and funding for Sped and EL	Smaller class sizes	Steps in place to hire and retain quality teachers
Smaller Class sizes	Holding same expectations for all.	Trust in staff-referrals and disciplinary actions
Open and honest	Excellent real world education	caring relationships
Respect	Responsibility	Rigor
Caring relationships	Excellent education	Community partnerships
small class sizes	caring relationships	excellent education
Thinking kids first	Fiscal responsibility	
Respect	Integrity	Inclusion
Honesty	Work hard	Respect
Safety and security in all buildings	Class sizes and building capacities	Employees supporting each other collaboratively
Safety	Diverse perspectives	Mental health support
excellent education	safe and secure buildings	fiscal responsibility
Integrity	safe	quality
Consistency	Foundation	
Small Class Sizes	Safety	Transparency
academic excellence	caring	community connections
Seeing parents as partners in education .	Smaller class sizes or at least para support	Communication needs improvement
the district has numerous value, mission...	and follows very loosely to any	.
community partnership	fiscal responsibility	small class sizes
Positive Relationships	Flexibility	Safety
Small class sizes	Communication to reach all parents	Curriculum to include all learners
Student-centered learning in small settings	High levels of learning for all students	Opportunities to prepare for next steps.

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Integrity	Relationships	Excellent Education
Respect	Kindness	Responsibility
Educational Excellence	Innovation	Community Partnerships
Support mental health for students and staff	Support parent and family involvement	Prioritize fine arts
Inclusive and Collaborative Environment	Challenging, Meaningful Learning for All	Empowered and Supported, Quality Educators
Perseverance to engage in the process of learning	Curiosity driving learning and understanding	Commitment to community
Excellent Education	Relationship Focused	Community Driven
safe physical & mental space to learn	student directed education and support	Diverse perspectives and Opportunities
fair and trustworthy	focused guidance	balanced curriculum
Small class sizes	Diverse perspectives	Integrity
Class sizes (7th grade due to open enrollment)	Top stud. ignored, only care about pathway & trade	Money-Beh Int. is a waste. MS sp ed room is empty
Safety	Compassion	Diverse perspectives
foster each student's unique interests	support every program	
Developmentally appropriate	Student and teacher voice	
ensuring equity for all and compassion for others	valuing a growth mindset and perserverance	striving to create educated, well rounded citizens
Small class sizes	Visibility	No favoritism
Diverse Learning Opportunities	Safe (emotionally and physically) Environment	Community Engaged and Supported

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Wrenshall District Profile Report

October 12, 2023

Section One: Introduction

This document is a profile of the district and its leadership generated via 1:1 listening sessions with current school board directors and other key leaders. The primary purpose of building the profile was to assess the starting point for the evolution of the board as they progress toward a high functioning governing body. Interviews were conducted between June 13-27. The secondary purpose was to identify priority goals for the part-time superintendent to focus on during Fiscal Year 2024.

Section Two: Methodology

The listening sessions utilized qualitative methods for providing valid, reliable and relevant data. The keys to this methodology were active listening to the participants to follow their stories in building the profile. There were no predetermined criteria for inclusion in the profile.

Data Collection

All six board directors participated in individual listening sessions. They were provided with an opportunity to respond to open-ended prompts. Included within the prompts was an opportunity to reflect back on the recent history of challenges within the school district. This step was referred to as a chance to "unload the backpack". The prompts also included a resolution step to identify the key priorities for the district and the part-time superintendent to focus upon during the upcoming school year. The "genie" responses were limited to a total of three for each participant in each category. The final prompt was a planning step to identify the evidence which would indicate success within the one-year plan. This list was intended to stimulate board discussion during strategic planning sessions.

In addition to the board input, other key leaders who participated were the principal, and the local representative for the primary labor groups. The activities director was invited, but did not schedule a session. The data collected was coded to identify emerging qualitative themes. Those themes were clustered by frequency of unique citations.

Validity and Limitations

Following the interview prompts, the second leg of triangulating the validity of the profile data was comparison to my own participant-observer data. These cross references were drawn from my experience as a new administrator in the district, ongoing communication with staff and community members, neighboring district leadership and limited archival review. A potential third leg of triangulation for validity could be staff and community input for the district profile. The smaller scope of the project and the challenge of collecting valid and reliable data during the summer rendered that step not worthwhile at this stage. The primary limitations to the methodology were the original number of participants (N = 8). Once again the timing and scope of the project limit the value of the profile to preliminary strategic planning only.

Ethics and Confidentiality

The list of targeted participants was provided by the Board Chair. Staff members on the list were encouraged, but not required to participate as a condition of their employment. All participants were notified prior to the prompts that there would not be any identifiable comments included in the report. They were informed that all comments and input would be shared only as a composite district profile. This report does not contain any private or protected data regarding any individual. Therefore, its contents can be used at the Chair's discretion as either an internal working document, within the public record, or any combination. Ultimately the contents could be subject to a valid public data request.

Section Three: Leadership Profile Data

The listening session prompts were recorded as key points in hand written notes to reduce any anxiety for participants. Audio or video recordings may have introduced an unneccesary obstacle to full participation. The data was coded to create themes which yielded simple graphics to interpret the data. The following is a description of how the comments for each section of the listening sessions were clustered into emerging themes by the percentage of unique responses:

Rising Tide School Board Services

I. Why?

What are the personal, family, community, professional, or passion related reasons for serving in leadership positions in Wrenshall?

Quality of Local Education = 50%

- This cluster of responses stressed the importance of quality as described as an effective curriculum, perceived value within the community, and the ability to compete for resident and non-resident pupils.

Shifting the Direction of Local Leadership = 30%

- The general theme of these responses was a desire for breaking a several-year long streak of divisive decisions, eroding trust, and ineffective leadership (inclusive of elected and employed leaders). Motivation to improve or restore the reputation of the district.

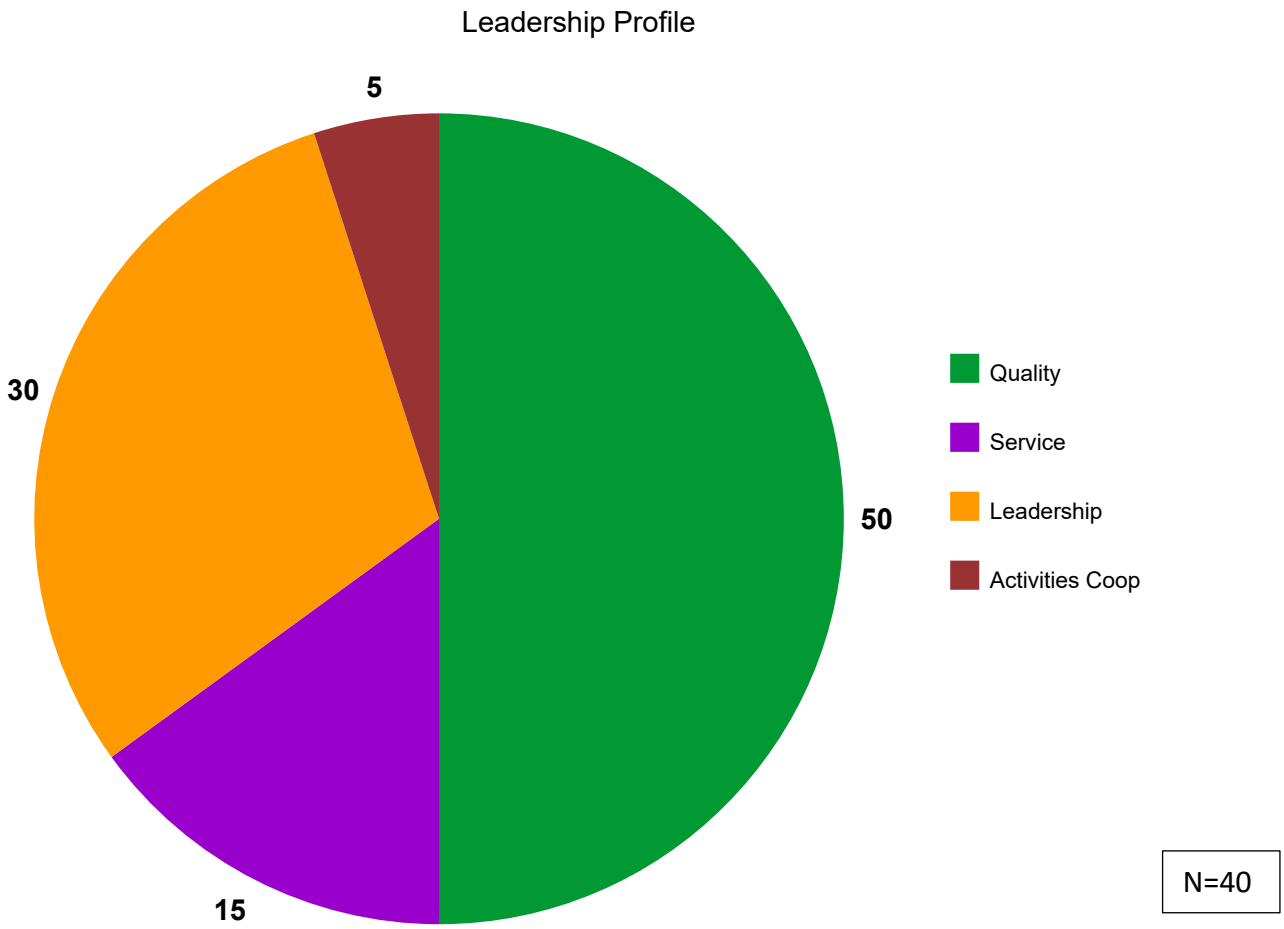
Public Service = 15%

- This cluster emphasized the willingness to put action behind concerns. Several leaders described their motivation to participate as a lack of other satisfactory options. Many responses expressed the joy of watching area youth growing and achieving and the intrinsic reward of providing service to one's community.

Activities Cooperative = 5%

- These responses highlighted a motivation to provide continued or improved opportunities for student activities by leaning into a pairing relationship with the Carlton School District.

Table 3.1 Leadership Profile



II. Reflect

What have been the recent challenges in the district? What were the causal factors? What role did the pandemic play?

https://twitter.com/IGotsSmarts/status/1068364545121382400

The response data was coded to create themes which yielded simple graphics to interpret the data. The following is a description of how the comments were clustered into 11 emerging themes:

Trust	Diminished trust between various roles within the district.
Communication	Ineffective communication systems and processes.
Conflict	Interpersonal conflict emerging from or complicated by historical relationships or new situations. Small town dynamics.
Board Chaos	Distraction from the mission or agenda.
Checks & Balances	Over dependence on key leadership roles. Lack of segregation and an effective system of checks and balances.
Legal Issues	Distraction and hardships connected to legal investigations.
Morale	Declining staff morale and sense of support.
Curriculum	Lack of coherent planning and support for updated curriculum.
Construction Impact	Disruption of the educational processes by the renovation project.
Identity	Lack of clarity in district identity.
Technology	Ineffective technology systems.

Table 3.2 Frequency of Themes in Reflection

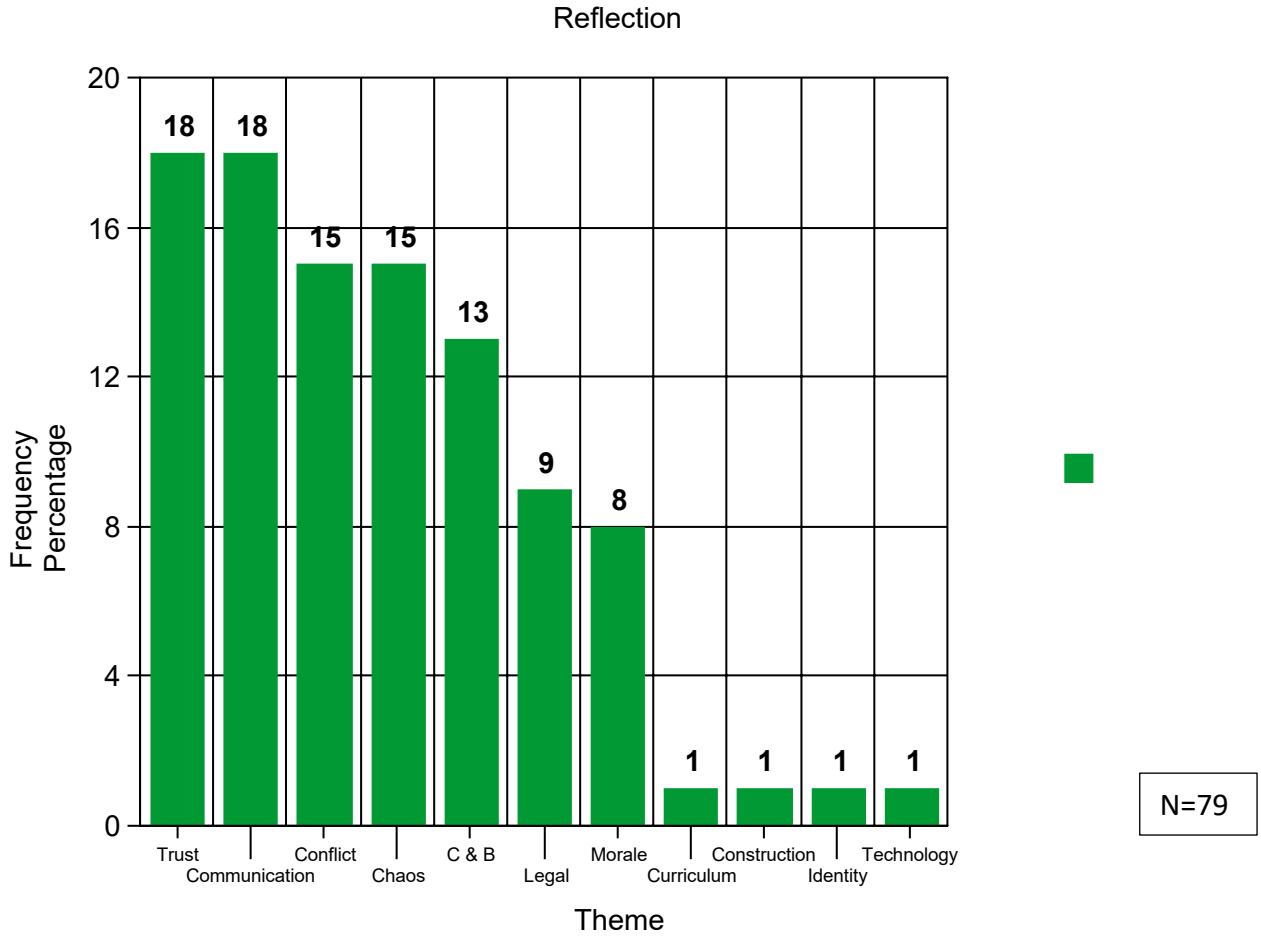


Table 3.3 Weighted Themes of Reflection

Narrative Description: Emerging Themes of the District Leadership Profile

The background of the leadership group included multiple representatives in the following groups: Wrenshall alumni, parents or grandparents of Wrenshall graduates or current/prospective students, and recently relocated to the district. Each participant demonstrated a high level of passion and commitment to the success of the district. They acknowledged the challenges of servant leadership while demonstrating a belief that their "why?" was worth their effort. All board directors voiced support for utilizing the "six-spoked wheel" board communication strategy as a temporary guiding principle until strategic planning could commence.

My participant-observations indicated that each leader has chosen their path for reasons they perceive as worthwhile. The call for service on a board of education or other key leader role must be motivated by a desire to provide the best outcomes for **ALL** students. I found the leaders interviewed to be unique and likeable.

There are three key motivators for the consultant to assist the Wrenshall School District:

1. All Minnesota students deserve an equitable education. Without some assistance, the Wrenshall District may be challenged to deliver upon that promise at this time.

2. The current board and leadership have demonstrated themselves to be servant leaders with a desire to build upon community core values for an efficient and effective school system.

3. The reward of applying what I have learned during my career to meet current challenges and orient schools systems to forward, high functioning systems.

As we continue the evolution of the school board, it is very important to recognize the extraordinary efforts of the currently seated board. In the lifespan of a school district, sometimes board directors must step up to ensure the continued operation of the district. Those should be recognized as temporary practices that are not precedent setting. We will identify best practices for board governance that will illuminate that some of those extraordinary efforts do not align with best practice moving forward. This exercise may be challenging if proper respect is not afforded the sacrifices of time and energy made by the board.

Next, we acknowledge this service and boldy proceed with transitioning to best practice. Thank you to all board director and school leaders who have stepped up on behalf of Wrenshall School! It is possible to serve as a board director and participate in school culture in many other capacities simultaneously. Directors can be employed by the district in limited capacity, volunteer, fund raise, mentor, etc. The key to success is clearly distinguishing which "hat" the director is wearing at any given time and separating those activities from the governance role. This requires overt communication to reduce the perception of others that a director has authority

in all contexts. One of the greatest communication tools is a habit of active listening to the public without any response regarding action. The authority of the board exists solely as a body in executive session. This is a good proactive message for all constituents.

The board previoulsy engaged in governance training on November 21, 2021 and October 18, 2022. This predates some of the directors. However all have had the opportunity to attend MSBA Phase I & 2 training. Some have attended Phase 3 & 4, which is thoroughly encouraged. A Communication Flow Chart was also introduced in February of 2023.

Summary of Key Leader Interviews

The leadership profile indicated that the primary motivator for the eight Wrenshall leaders interviewed was quality education. The responses resonated with an emphasis on equity and pride for a tradition of excellence. There was a consensus that the value of a Wrenshall education had diminished in the eyes of constituents during recent years.

Over 80% of the responses were accumulated within the themes of quality and a call to leadership. Several leaders mentioned their philosophy of service to community. However, almost all leaders cited a concern that if they had not stepped up, the challenge of restoring the quality of Wrenshall education may go unmet. The recent status quo was not acceptable to those respondents.

The responses to the reflection prompt were clustered into 11 emerging themes. Five of those themes clearly rose to the most frequent causal factors accounting for 79% of the unique comments. A clear demarcation separated the next grouping which comprised 17% of the unique comments. The final group consisted of clearly defined comments that were relevant, but fell below 5% of the total responses.

The ease of identifying the 11 reflection themes and the weight of the most frequent responses support the validity of the findings. In particular the shortcomings in trust, communications, and systems of equilibrium contributed to periods of conflict and chaos. This strong correlation provides the areas of emphasis for future board development and work sessions. There is no growth without reflection. This powerful reflection data has the potential to spark equally powerful growth!

A much smaller, but significant set of positive comments were noted in the reflection step. A majority of the participants expressed optimism about the recent progress of the newly seated board. There was a sense that the January, 2023 reconfiguration of the board was the first step necessary in rebuilding positive momentum. Another emergent theme in the reflection was corroborated in the planning step. The term introduced by several participants was “heart beats”

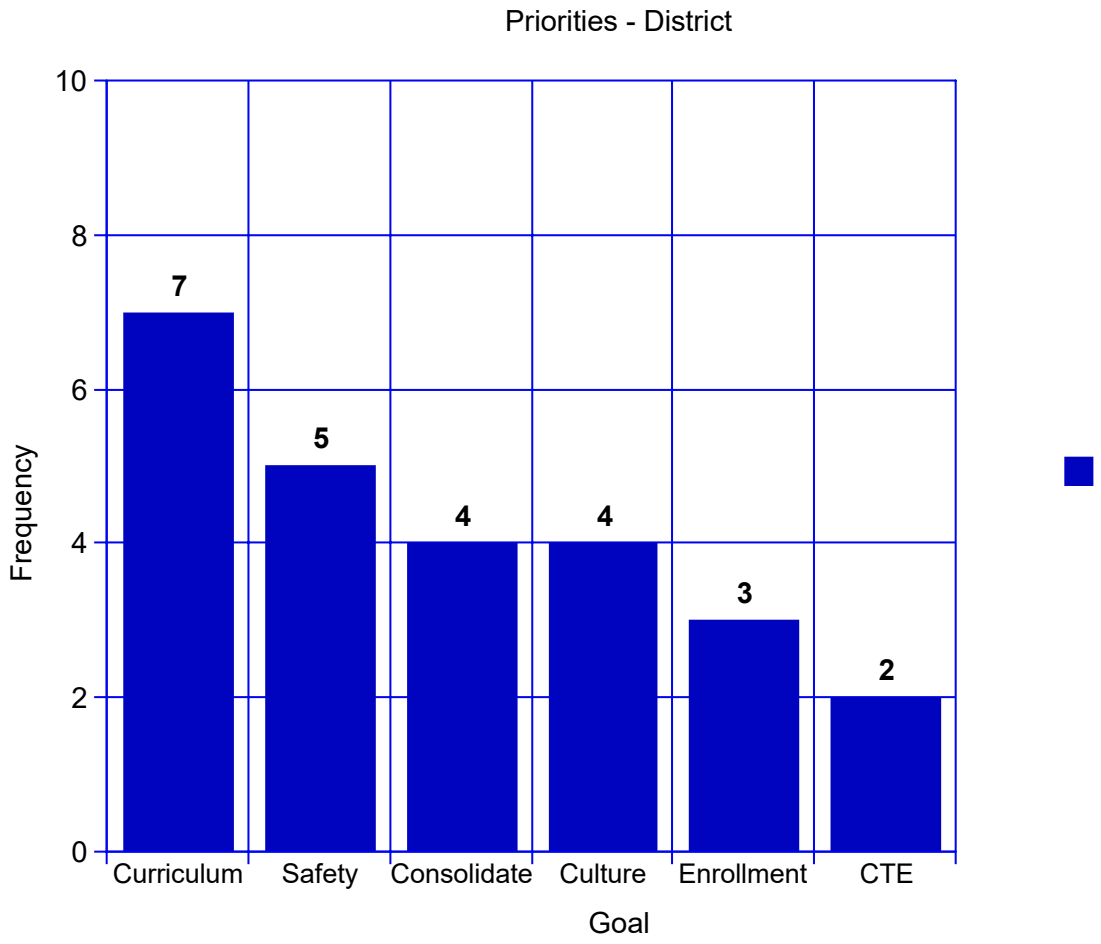
of the district. These were described as both staff and community members that represented the best of the district. The heart beats were a source of new inspiration or continuity bridging better times from the past to a brighter future.

III. Resolve

Top Priorities - District

Curriculum	Establish and support a curriculum review cycle.
Safety	Comprehensive safety and an effective, respectful student management system that supports learning.
Partnerships	Share, pair, or consolidate. Refine mission to include mutually beneficial partnerships.
Culture	Improve morale, develop or build upon pride in the school community.
Enrollment	Target student enrollment to maximize efficiency in operations. Make decisions strategically based upon enrollment targets.
CTE	Harness available resources to develop Career Technical Education as a core program of Wrenshall School.

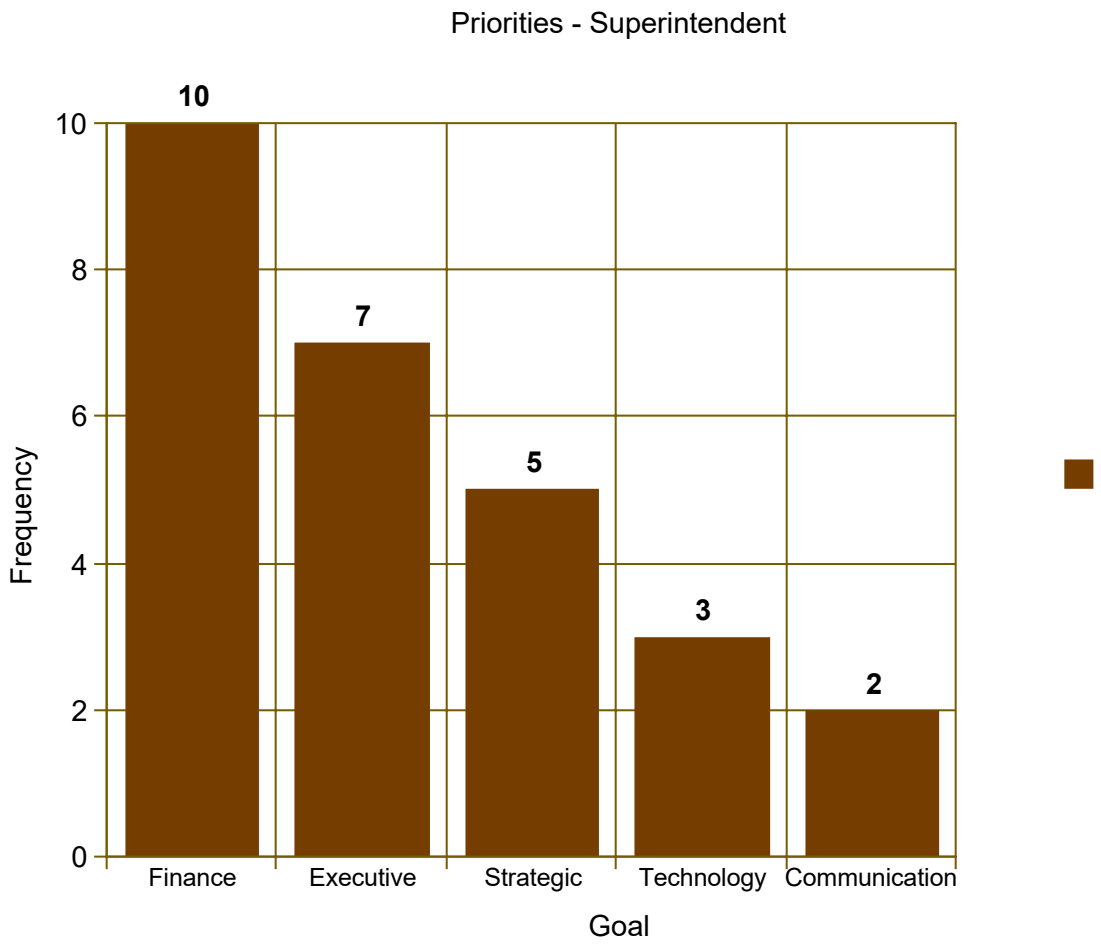
Table 3.4 Top Priorities - District



Top Priorities – Superintendent (Part-Time)

Finance	Best practice finance systems, staff organization, policy, and communication. Work to restore recent cuts.
Executive Duties	Focus on the roles and tasks that require superintendent licensure or expertise. Delegate other duties to appropriate staff.
Board Facilitation	Facilitate board development toward high functioning governance. Guide strategic planning.
Technology	Safe and secure network systems. Effective local tech support and the hardware/software resources to maximize learning and staff efficiency.
Communication	Consistent and clear messaging on behalf of the district.

Table 3.3 Weighted Themes of Reflection



District Vision

How should district/superintendent priorities align with the vision for the future?

Possible District Organization Options:

1. Strategic Dissolution
2. Niche Independent District (ie. Magnet or Charter style strategies)
3. Sharing (Not limited to school districts)
4. Pairing
5. Consolidation with a neighbor
6. County or Regional Joint Powers Cooperative

IV. Plan

In the context of the current resource limitations (financial and energy), what does success look like in Semester 1 and 2 of the upcoming school year?

Section Four: Recommendations

Board Operations and Systems

Communication Protocol

- Applied consistently it improves trust and reduces conflict, chaos. It also serves helps bring equilibrium to systems (checks and balances).
- Feedback on six-spoked wheel protocol.
- Feedback on district communication flow chart
- Discussion regarding placement of public comment period and ground rules.

Meeting Types

- Business, work, special, emergency, closed
- Recommend monthly schedule of one work session and one business meeting, other meetings legally posted when necessary.

Rising Tide School Board Services

Agendas and BoardBook

- The superintendent and chair set and confer on agendas. Other directors suggest agenda items. Staying on the agenda reduces shock value.
- https://meetings.boardbook.org/Public/Agenda/2476?meeting=535595

Minutes and Video

- Detailed minutes provide full picture of meetings, including work session and committees

Public Comment and Interaction

- Options:
  - No public comment except for public hearings
  - Public comment during designated period adjacent to business meetings
  - Public comment during business meetings with limits on relevance to agenda, time, number of speakers, etc.
- McGregor benefits example

Director and Officer Roles

- The authority of the board is restricted to within legal session
- Change in compensation/negotiation example
- Elected officers have additional duties, the chair is the default representative of the district unless delegated for specific purposes
- It can be valuable to rotate through officer positions

Residency Requirements

- Elected officials in Minnesota sign an affidavit for election
- Any permanent change in home address should be shared with the board as soon as practical to minimize disruption and cost to the district with the replacement process.
- The superintendent is an employee of the board
- The board has options for how to enforce their common expectations
- Criminal activity should be reported to law enforcement

Roles and Accountability of Committees

- The chair is responsible for designating committees including their membership and mission.
- The committee meeting should be posted as public and a report with minutes should be provided at business meetings.

Rising Tide School Board Services

Department Status Reviews

Executive/District Office

Superintendent (Part-time) = District Operations, Jeff Pesta
Principal (K-12) = School Operations, Michelle Blanchard
School Secretary, Josie Hlava
MARSS Coordinator, Trish Swanson
Bookkeeper/Board Administrative Assistant, Rosy Bradley
Business Manager (Purchased Service), Shauna Dalchow
Payroll/Benefits, Beth Peterson

Current Recommendations:

- Superintendent / Human Rights Officer / Human Resources Administration
- Business Manager (Purchased Service sought for intermediate term)
- Assistant Business Manager/Payroll/Benefits/HR Logistics (12-month developmental position) Beth Peterson
- Bookkeeper/Board Administrative Support (modified duties not to exceed 30 hrs./week) Rosy Bradley
- Greeter Internal
  Possible combo of utilizing current staff Ashley Laveau, Community Ed Coordinator (M, W, F)
  and Rosy Bradley, Board Administrative Assistant (Tu, Th)

Future Recommendations:

- Determine future superintendent and other administrator needs (December)
- Consider options to include licensed administrator (Dean, AP, or Elementary Principal) or Facilities Manager
- Licensure and Skills Pyramid graphic
- Administrative Roles Needed:
  - Licensed Superintendent
  - Teacher Evaluator
  - Human Resources Administrator
  - Facilities and Operations Manager

  These needs could be fulfilled by a full-time superintendent or combination of a second licensed principal and contracted services where necessary.

Communication

- Website, Beth Peterson
- Facebook district users?
- Images, Volunteer

Current Recommendations:

- Develop shadow website and transition to external service provider
- BoardBook agendas 11-month trial

Rising Tide School Board Services

- Good news, one way district social media posts tied to website
- Inventory other district operated social media
- District identity guide
- Raptor Cooperative identity guide

District Goal Areas

Curriculum – by staff committee

Safety – by district committee

Partnerships

Culture – by QComp committee, plus

Enrollment

Career Technical Education

Appendices

Appendix A: Record of Participants

School Board
Eric Ankrum
Misty Bergman
Mary Carlson
Alice Kloepfer
Nicole Krisak
Ben Johnson

District Leadership Team
Michelle Blanchard
Denise North

From: **Jeff Pesta** jeff.pesta@icloud.com
Subject: Our View: Pesta exceptional in interim role - Pine Knot News
Date: July 5, 2025 at 4:30 PM
To: Jeff Pesta jeff.pesta@icloud.com

https://www.pineknotnews.com/story/2025/06/20/opinion/our-view-pesta-exceptional-in-interim-role/13211.html

Our View: Pesta exceptional in interim role

Pine Knot News | Jun 20, 2025

A hometown newspaper with a local office, local owners & lots of local news

The financial figures we're exposed to these days from the broader world tend to be astronomical, whether you're talking about billionaires' this-and-that, the cost of a new bridge connecting the Twin Ports, a federal budget, an executive's bonus, or the price of a professional team's lineup. And then you get back home, where we regularly attend school board meetings at which itemized expenses as little as a few hundred dollars for curriculum needs are bandied and debated to make sure they're absolutely necessary items.

We tend to become numb to astronomical figures.

But those smaller figures that are the stuff of school boards counting every last dollar and extending meetings to four-and-a-half hours, as Wrenshall did earlier this month, those are the ones the Pine Knot is most interested in. We find it important to know where the local dollars go, however paltry, and what comes from using them. We find it important because readers and residents do too. You want healthy schools with budgets that cover the staff, teachers and students' needs. You also want budgets that keep your own bottom line in mind.

With that in mind, it was important to be there

June 9 when superintendent Jeff Pesta said goodbye to the Wrenshall board during its regular monthly meeting.

"I can't thank you enough for all that you've done," said board chair Mary Carlson. "We don't talk about it a lot or enough about how much you've done for this board and this community."

Carlson talked about Pesta arriving three weeks early in June 2023 when the board didn't know if its staff would be paid on time July 1.

"We've intentionally not talked about that on record, but I want to make sure everyone knows that," Carlson said.

Working on back-to-back interim part-time contracts, Pesta, formerly of Deer River schools, steered a newly elected board through a financial crisis and even had time to help bring Carlton and Wrenshall sports closer together in a wildly successful cooperative agreement.

What was once a negative 2-percent fund balance is now a healthy 9 percent of the budget, Carlson reported at the meeting.

"I thought I would be here for a very short time, and it ended up being a full two years," Pesta said. "It really was a rewarding experience to help a district in its growth and its evolution. Without fail, everybody was very respectful to work for. I would say it's turned into a friendship … that's not always the way it turns out."

No, it's not. Neighboring Carlton is experiencing that right now as it works to resolve its own financial shortfall. Imprudent behavior from the former top official in Carlton doesn't appear to have helped matters

shortfall. Imprudent behavior from the former top official in Carlton doesn't appear to have helped matters any. We're still trying to understand fully why Donita Stepan was afforded so many improperly approved stipends on top of her salary in a struggling district.

But because he seems to care, Pesta is helping Carlton as he did Wrenshall. Through an hourly fee paid to his private consulting firm, Rising Tide School Board Services, he helped Carlton find its next superintendent and helped the interim administration triage the financial situation.

As he prepares to step back from the communities he's helped so much, it's important to not let Pesta go before he gets what he deserves: a thank-you.

Thank you, Sir, for showing us what leadership looks like. Your devotion to public education — paired with your hard work, strategic mind and ability to empower others to do their best work — has helped to uplift two school districts that both found themselves in difficult, even dire, positions. Your efforts will be a cornerstone of the Carlton-Wrenshall consolidation if and when that day arrives for those communities. We wish you the very best.

Jeff Pesta, Ed.D.

School Administration Experience

Rising Tide School Board Services 2023-Present
- Sole proprietor providing various support services to public schools

Wrenshall Public School – Wrenshall, MN 2023-2025
- Part-time Interim Superintendent of a rural district serving 360 students

Deer River Public Schools – Deer River, MN 2020-2023
- Superintendent of a diverse, rural district serving 900 students

Hastings Public Schools – Hastings, MN 2019-2020
- Interim Superintendent of a suburban district serving 4600 students

Kenyon-Wanamingo Public Schools - Wanamingo, MN 2014-2020
- Superintendent of a consolidated rural district serving 900 students
- Served continuously or intermittently in the director roles for community education, business services, human resources, and communications as well as secondary school principal

Northfield Middle School - Northfield, MN 2007-2014
- Principal of a middle level program serving 1000 students in grades 6-8

Sunrise Park Middle School -White Bear Lake, MN 2000-2007
- Associate Principal of a middle level program serving 1000 students in grades 6-8

Eagle Ridge Junior High School - Savage, MN 1996-2000
- Assistant Principal of a middle level program serving 700 students in grades 7-9

Teaching Experience

Concordia University - St. Paul, MN 2014-2016
- Adjunct Faculty Educational Specialist Cohort Program

I.S.D. 191, Burnsville-Eagan-Savage Public Schools 1992-1996
- Taught grades 7-12 science courses during regular and summer sessions
- Coached 9th grade football, basketball, soccer, and middle school track and field

Minnesota Zoo - Apple Valley, MN 1992-1996
- Interpretive naturalist and school programs instructor

Science Experience

National Oceanic and Atmospheric Administration 1990-1991
- Field research marine biologist working in Alaskan and international waters 1995, 2005, 2011

Military Experience

United States Army 1982-1988

Rising Tide

RISING TIDE SCHOOL BOARD SERVICES

The Mission:
To flexibly meet the needs
of rural school boards
as they evolve toward
high-functioning
governing bodies,
which serve every member
of their communities.

Jeff Pesta, Ed.D.
jeff.pesta@icloud.com
(612)282-3700

"A rising tide lifts all boats." -John F. Kennedy

Rising Tide

Rising Tide is a unique option which offers a range of services, including:

- Superintendent/Executive or Principal recruitment and mentoring
- Temporary administrative staffing
- Strategic planning
- Human resources consulting
- Policy review and development
- Orientation and board director support

Rising Tide offers a unique scope of talent recruitment services customized to match the specific goals of individual districts, as described below.

- Customized compensation model after a successful search is completed and evaluated. Suggested fee for a basic search (Steps 1-10) is $2950.
- No initial payment required, other than approved fixed costs (e.g., mileage, advertisements, printing).
- Internal district systems are utilized and candidates who are potential matches are recruited via networking, including internal candidates.
- The board and community create a candidate profile and the board is engaged in each step of the selection process.

Executive/Administrator Search Services Options

1. **Initial response to request for proposals, including meeting with the school board and leadership team.**
2. **Individual listening sessions with each school board director and key leaders to develop an initial candidate profile and preferred community participation level.**
3. **Community focus groups and surveys (using quantitative and/or qualitative tools) to refine the final candidate profile.**
4. **Development of a vacancy brochure and postings on high traffic websites and professional networks, combined with targeted candidate recruitment.**
5. **Press releases created for each step of the process.**
6. **Applications are processed through the district's internal human resources tools.**
7. **The school board is guided through a viability determination process to identify preferred candidates.**
8. **The school board may choose to conduct facilitated screening methods prior to identifying a public list of finalists. This makes the screening process very candidate friendly and improves likely matching.**
9. **Conduct facilitated public finalist interviews, including options for immersive community experiences and customized interview formats.**
10. **Guide school board through final selection process or alternate plans as determined, including candidate notification and assistance with contract negotiation and orientation.**

- **Optional ongoing orientation and mentoring support for incoming administrator.**
- **All services comply with open meeting statute and align with state and federal equal opportunity and fair hiring practices.**
- **Total fees for services are determined by the school board after services are completed and evaluated.**
- **No candidate will be recommended to the school board who has not demonstrated readiness to legally and competently serve the district at the start of their contract. The school board retains the option to restart the search, reorganize administrative staffing, or delay hire at no charge.**

Professional References from Successful Executive Searches

Jerry Frederick, Chairperson, Esko Public Schools
(218)590-6985, jfrederick@esko.k12.mn.us

Mary Carlson, Chairperson, Wrenshall Public Schools
(218)830-9692, mcarlson@isd100.org

Laura Nilson, Chairperson, Carlton Public Schools
(218)428-6598, lnilsen@carlton.k12.mn.us

Tonya Craig, Chairperson, Kenyon-Wanamingo Public Schools
(507)330-5243, tocraig@kw.k12.mn.us

Lloyd Kongsjord, Chairperson, Deer River Public Schools
(952)334-7583, lkongsjord@isd317.org

Bill Hoeft, Chairperson, Itasca Area Schools Collaborative
(218)259-3474, bhoeft@isd316.org

Rising Tide School Board Services

July 3, 2026

Carlton-Wrenshall Public School District #2918
207 Pioneer Drive
Wrenshall, MN 55797

Greetings Superintendent Schill and Carlton-Wrenshall Board of Education:

The purpose of this communication is **to respond to your request for proposals for strategic planning services**. I am very interested in facilitating this process for the newly consolidated district and would be happy to present my proposal in person upon request. My recent service as interim superintendent in the Wrenshall and Carlton School Districts provides familiarity to both the task of strategic planning and those who will be participating.

Since completing my service in both districts on July 1, 2025, I have continued to operate Rising Tide School Board Services on a part-time basis. Most recently, I worked this past Spring with the Esko School District. A description of the range of services offered by Rising Tide has been included with this response along with professional references, resume, and an example of an expedited strategic plan implemented by Wrenshall in the Fall of 2023. This sample highlights my skills as an award-winning qualitative researcher developed during Doctoral studies and previously applied in multiple school districts. Among them, the first post-consolidation strategic plan for the Kenyon-Wanamingo District.

Rising Tide distinguishes its strategic planning services by providing "everything you need and nothing that you don't". It is a completely customized process guided by the school board, including the timeline and final products. Over 30 years of experience as a school administrator, I have found that focus and simplicity are the keys to effective strategic plans. I'm confident that I can assist ISD #2918 in developing a plan that won't be just a document, but rather a dynamic plan of action recognized by the community.

Total customization makes Rising Tide Services a great value! Basic fees for strategic planning:

- $100 per hour for meeting facilitation, plus round-trip mileage for in-person meetings
- Meeting preparation is included in the basic fee, additional services can be negotiated ala carte if requested. Other components such as design, printing, and materials can be delegated to the District or provided by Rising Tide at cost.

Sincerely,

J. Pesta

Jeff Pesta, Ed.D.

Rising Tide School Board Services

Strategic Planning Services

I. Value

- The intersection of quality vs. cost
- Reflect on the **value** of services previously provided by Rising Tide

II. Comprehensive

- The previously required WBWF plan was essentially a mini-strategic plan
- All statutory planning documents should be aligned with the strategic plan (Comprehensive Achievement & Civic Readiness, READ Act, QComp, AIPAC, Staff Development and Evaluation, CEAC, LTFM, etc.)

Rising Tide School Board Services

III. Outcomes / Products

- All strategic planning processes and models belong in the public domain with the exception of proprietary data or products. There is no need to create a new model. Simply emulate what you like.
- The focus of the Board and all participants is to identify vision, mission, and core values followed by "What and When?" It can be as complicated or simple as you desire.
- Teams that put energy into the aesthetics of the plan early on lose their way! Leadership and staff transition naturally occur in the midst of the project which creates a perpetual loop of admiring the district's challenges.

IV. Process

A. Simplicity!

B. Place a Pin: The Carlton and Wrenshall communities have never been here before. Take the time to identify where that is with qualitative surveys. The road map will be ineffective, unless you correctly identify where you are starting from.

C. Determine the scope of who will participate at each stage.

D. Ensure that every staff member is familiar and guided by the adopted vision, mission and core values (KISS).

E. All facilitation is conducted by the sole proprietor in partnership with the board, community and other organizations as needed. My perspective is shaped by 40 years of professional experience as an educator and scientist. Assisting rural schools in providing quality education is my passion. I don't sell widgets. Questions?

Focus on Staff Quality and Community Support

PROMOTING Me
Helping People Become Brands

Strategic Planning Services Proposal
Carlton-Wrenshall Public School District #2918
Building a Shared Vision. Creating Traction. Measuring Success.

Executive Summary

The consolidation of Carlton and Wrenshall Public Schools represents a once-in-a-generation opportunity to establish a unified vision, culture, and strategic direction. Promoting Me proposes a collaborative planning process built on the principles of stakeholder engagement, data-informed decision making, and the EOS Vision/Traction methodology. Rather than producing a plan that sits on a shelf, we will develop a practical roadmap that aligns the School Board, administration, staff, students, families, and community around a common vision and measurable priorities.

Our approach fully satisfies the district's requested phases while introducing a proven execution framework that transforms strategic goals into annual priorities, quarterly objectives, governance dashboards, and measurable outcomes.

Why Promoting Me

Unlike traditional strategic planning firms that facilitate meetings and produce reports, Promoting Me specializes in helping organizations align people, strategy, communications, branding, and execution.

We understand this District because we have already partnered with Carlton-Wrenshall Public Schools in developing its new brand, website, digital communications, video storytelling, and community engagement efforts. This knowledge allows us to begin planning with an understanding of the District's culture, opportunities, and aspirations, while ensuring the process remains community-driven and inclusive.

Our Strategic Planning Framework

Traditional Strategic Planning asks: "Where do we want to go?"
Our process asks: "Where do we want to go and how will we get there?"

We combine:

- Community Engagement
- Data Analysis
- Minnesota School Governance
- EOS Vision/Traction Planning
- Performance Measurement

- Implementation Management

Phase I - Discover

Listening • Learning • Understanding

Purpose: Develop a complete understanding of the District through extensive stakeholder engagement and quantitative data analysis.

Stakeholder Engagement

Conduct surveys for

- Students
- Families
- Teachers
- Support Staff
- Administrators
- School Board
- Community Members
- Business Leaders
- Civic Organizations

Listening Sessions

Facilitated sessions with

- Board
- Superintendent
- Leadership
- Teachers
- Support Staff
- Students
- Parents
- Community Leaders

District Data Review

Review

- Student Achievement
- Literacy
- Attendance
- Graduation
- Enrollment
- Finance
- Staffing
- School Climate
- Community Feedback

- Existing Improvement Plans

Deliverables
Stakeholder Engagement Report
State of the District Report
Community Themes Report
Strategic Opportunities Assessment

Phase II - Vision

Define the Future
Using EOS facilitation, the Strategic Planning Committee develops the Vision component of the plan.

This includes
Core Values
What behaviors define our district?

Core Focus
Purpose
Why do we exist?
Educational Niche
What makes Carlton-Wrenshall unique?

5-Year Target
What will success look like five years from today?

3-Year Picture
Student Success
District Identity
Facilities
Enrollment
Community Partnerships
Academic Excellence
Financial Stability
Culture
Technology
Belonging

PROMOTING Me
Helping People Become Brands

Strategic Pillars
Examples:
Academic Achievement
Student Belonging
Operational Excellence
People & Culture
Financial Stewardship
Community Partnerships
Communications
Facilities
Career Readiness
Innovation

Marketing & Community Strategy
Who are we serving?
How do we tell our story?
District Promise
Community Value Proposition
District Brand Identity

Deliverables
Mission
Vision
Core Values
Strategic Pillars
Strategic Goals
District Commitments
District Vision/Traction Organizer (VTO)

Phase III - Traction - Turning Vision into Action

Most strategic plans stop at goals.
This is where ours begins.
Using the EOS methodology, each strategic pillar becomes a measurable action.

One-Year Plan
Annual District Priorities
Student Achievement Targets
Enrollment Goals
Operational Goals
Communication Goals

PROMOTING Me
Helping People Become Brands

Board Goals

Quarterly Rocks
Each department establishes
Quarterly priorities
Owner
Due Date
Success Measure

Accountability Structure
Board
Superintendent
Cabinet
Principals
Departments
School Improvement Teams

Action Planning
Curriculum
Professional Development
Communications
Facilities
Technology
Student Services
Marketing
Community Engagement
Budget Alignment

Deliverables
Strategic Plan
Department Action Plans
District Dashboard
Board Dashboard
Annual Work Plan
Quarterly Rocks
Plan-on-a-Page

Phase IV - Measure

Accountability & Continuous Improvement
Develop
Annual Dashboard
Quarterly Reporting

PROMOTING Me
Helping People Become Brands

Board Monitoring Calendar
Annual Strategic Review
Board Self-Evaluation
District KPI Dashboard
Annual Community Report
One-Year Follow-Up Workshop

Community Strategic Planning Portal
Included with every engagement.
A public-facing microsite providing:

- Timeline
- Meeting Updates
- Survey Links
- Draft Plans
- Board Updates
- Progress Dashboard
- Frequently Asked Questions
- Implementation Updates
- Accessible documents

This supports transparency, ongoing communication, and public accountability throughout the planning process and beyond.

Project Timeline – High Level based on Assumptions and Execution. Final to be developed with stakeholders at the time of award.

August 2026

- Kickoff
- Project Launch
- Planning Committee Formation

September–October

- Surveys
- Listening Sessions
- Data Collection

November

- Stakeholder Engagement Report
- State of the District Report

December

- Vision Workshops
- Core Values
- Mission
- Vision

January
- Strategic Goals
- Strategic Pillars

February
- Action Planning
- Department Alignment

March
- Draft Strategic Plan

April
- Community Review

May
- Board Adoption

June
- Implementation Planning

One Year Later
- Annual Strategic Review
- Board Workshop
- Strategic Plan Refresh

Deliverables

The District will receive:
- Comprehensive Strategic Plan
- Stakeholder Engagement Report
- State of the District Report
- Community Engagement Summary
- Vision/Traction Organizer (District VTO)
- One-Year Implementation Plan
- Quarterly Rocks Framework
- Plan-on-a-Page
- Annual Reporting Template
- Board Self-Evaluation Tool
- Community Strategic Planning Portal
- One-Year Follow-Up Facilitation
- Two – Year Follow-Up Facilitation

Why This Proposal

At Promoting Me, we don't simply facilitate a strategic planning process. We implement a proven Vision-to-Traction framework that ensures the District's strategic plan becomes part of everyday decision-making. Promoting Me is introducing something few Minnesota school districts receive: an execution system and an accountability document. This approach is a collaborative, data-

informed process with implementation support, monitoring, and annual updates. This proposal provides a Vision/Traction framework that connects long-term aspirations to annual priorities, quarterly "Rocks," measurable dashboards, and governance oversight. The EOS structure becomes the operating model for the strategic plan rather than merely a planning exercise, giving Carlton-Wrenshall Public School District a practical system to sustain momentum well beyond adoption.

A sample strategic planning framework is included for the evaluation committee's confidential review to demonstrate Promoting Me's methodology and deliverables. This framework contains proprietary business information and is submitted with the expectation that it will be treated as non-public to the fullest extent permitted under the Minnesota Government Data Practices Act and other applicable laws. It is not intended for public distribution or reproduction without the prior written consent of Promoting Me.

Investment

Promoting Me proposes a **fixed-fee investment of $35,500** to lead and deliver the strategic planning process for the Carlton-Wrenshall Public School District #2918.

The investment includes:

- Project management and coordination
- Stakeholder surveys, listening sessions, and focus groups
- Review and analysis of District data
- Development or refinement of the District's mission, vision, core values, and commitments
- Facilitation of the School Board, Superintendent, administration, and Strategic Planning Committee
- Development of strategic priorities, measurable goals, and performance indicators
- Creation of an EOS-inspired Vision/Traction Organizer
- Development of a one-year implementation plan and quarterly priorities
- Strategic alignment with budgeting, school improvement, communications, facilities, curriculum, staff development, student support, and District identity
- State of the District Report
- Final strategic plan
- Community-friendly Plan on a Page
- School Board monitoring calendar and self-evaluation framework
- Final presentation to the School Board
- Community Strategic Planning Microsite Portal
- Formal follow-up workshop approximately 6-months, one year, 18-months, 24-months after Board adoption
- Local travel within Carlton County

PROMOTING Me
Helping People Become Brands

The fixed fee includes standard meeting preparation, facilitation, report writing, document design, electronic delivery of final materials, and reasonable revisions following District review.

Professional translation, interpretation, large-volume printing, postage, specialized accessibility services, or other third-party costs are not included and will only be incurred with prior District approval.

Additional services outside the approved scope will be billed at **$175 per hour** with written authorization.

Payment Schedule

Milestone	**Amount**
Contract execution and project launch	$13,500
Completion of stakeholder engagement and data analysis	$ 5,000
Delivery of the draft strategic plan	$ 5,000
6-Month follow-up workshop	$ 2,500
One-year follow-up workshop / Report/ Update	$ 3,500
18-Month follow-up workshop	$ 2,500
24-Month follow-Up workshop /Report / Update	$ 3,500
Total Investment	**$35,500**

This investment provides the District with more than a strategic planning document. It creates a practical Vision-to-Traction system that connects long-term goals to annual priorities, measurable outcomes, accountability, and ongoing School Board oversight.

Cash Flow:

Year 1 - $23,500
Year 2 - $ 6,000
Year 3 - $ 6,000

References:

Customers or participants who have experienced Strategic Planning Services by Promoting Me:

Sarah Buhs – Executive Director of United Way of Carlton & Pine County Area
s.buhs@unitedwaycarltoncounty.org

Erin Shay – Executive Director of UWNEMN
erin@unitedwaynemn.org

Shelly Peterson

PROMOTING Me
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Jesse Wark – Stock Tire & Auto / True North Clearing
Jesse.wark@stocktireandauto.com

Jon Reimer – Reliable Insurance
jon@reliablemn.com

Jess Ochis – Community Memorial Hospital
JOchis@cmhmn.org

Respectfully Submitted,

Shelly Peterson
July 28, 2026

The proposal is good for 60 days from the submission date.

PROPOSAL ACCEPTANCE

_____
Signature

Name:_____

Date: _____

THE EOS MODEL®

Year 1 Sample

THE VISION/TRACTION ORGANIZER™

ORGANIZATION NAME: United Way of Carlton and Pine County

VISION

CORE VALUES	1. **Equitable Community** 2. **Integrity** 3. **Communication** 4. **Innovation and Adaptability** 5. **Sustainability** 6. **Leadership and Vision**
CORE FOCUS™	**Purpose/Cause/Passion:** -Provide Equitable access, needs, and services through Community partnerships -Provide Resources, Awareness, and Access for Community needs. -Bridging the Gaps to fulfill individual and community needs. **Our Niche:** Live United
5-YEAR TARGET™	Year 2030: -More present in Pine County areas and Southern Carlton County areas. -Recruit people from Pine County to join the Board. -Legacy giving campaign -Office in Pine County, staffed. -Annual meeting with legislature/local politicians. -Strengthening relationship with Fond Du Lac -Staffing: adding one more for office support in satellite office, and additional staff to take items off Director/Sarah plate. -Mobile Food Pantry and Resources -Continued ALICE Education -Sappi Funding – lower to 40% of total funds. (currently 85%) -Look at small local businesses for funds, donations, marketing events. Educate them to help advocate for the United Way. Get them involved! -Coordinate with Business owners and Banks to create programs to help with short term loans for ALICE population. -Look at people for time, talent, resources and connections to assist.

3-YEAR PICTURE™

Future Date: 12-31-2027

Revenue: [redacted]

Profit:

Measurables:

-Increase Funds Available
-Additional Opportunities for Grants
-Increase Legacy Giving Campaign
-Program needs met
-Support programs and diversify the selection of agencies.
-increase the number of agency partnerships
-Community engagement
-Corporate social investment, increase the corporate
-Increase Staff

What does it look like?

- Funds: Add one more fundraising event
- Grants: 1-3 new grants during this period, Grant Writer. Private, Government, and Foundation Grant opportunities.
- Legacy Giving: Plan to educate within the community to grow.
- Family Foundations partner with local advisors to help educate and grow.
- Free Will program.
- Investment strategy with Life Insurance Policy. Board Members donating towards policy.
- Community Engagement: have people invest their time and knowledge.
- Corporate Social Investment
- Increase in Staff (1)
- Create a Governance Document

Confidential

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THE EOS MODEL®

THE VISION/TRACTION ORGANIZER™

ORGANIZATION NAME: United Way of Carlton and Pine County

VISION

MARKETING STRATEGY	**Target Market/"The List":** ALICE, Anyone within our community, recipients and donors, that has a need within Carlton and Pine County areas. **3 Uniques™:** **1.** Diverse and Passionate Board collaborating with various organizations at local, state, & regional levels. **2.** Diverse Accessibility with Absolute Inclusivity **3.** Large network/footprint **Proven Process:** -Campaign to provide program and agency support. -Longevity of United Way -grants **Guarantee:** -Supporting every person in every community with leadership, integrity, innovation, and adaptability.	

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THE EOS MODEL®

THE VISION/TRACTION ORGANIZER™

ORGANIZATION NAME: United Way of Carlton and Pine County

TRACTION

1-YEAR PLAN

Future Date: 12-31-2025

Revenue: [redacted]

Measurables:

-Write and Secure at least 4 grants and increase education.

-Reach out to the southern part of Carlton County and Pine County. Create at least three new partnerships.

-Campaign Dollars: Reduce Sappi to 75% and pick up at least three new campaigns.

-Increase the number of ALICE activities and services.

-Legacy giving: Increase education, free will, and wealth transfer.

Goals for the Year:

1. Diversify Campaign Dollars and stop self-reliance on Sappi.
2. Seeking out new grants and writing them.
3. Expand and engage coverage area, starting in Moose Lake area.
4. Add a new Board Member from the southern part of Carlton County or Pine County and FDL.
5. Event for Legacy Giving "Death Café" and Senior Dining At Moose Lake Library.
6. Present ALICE to "6" groups (Social Giving) 3 Carlton County, 3 Pine County
7. Homeless Youth at the forefront.

With your cursor in the last row, press Tab to add another row.

ROCKS

Future Date: 6-30-2025

Revenue: [redacted]

Measurables:

-2 Presentations on ALICE (1 Carlton Co, 1 Pine Co)

-Submit 2 Grants.

-Legacy Giving: Free Will

-New Agency

Rocks for the Quarter:	Who
1. 2 Grants: research, identify and submit.	Bobbi
2. ALICE: Identify groups, prepare presentations, market events, and locations. (Sarah and Board)	Sarah
3. Expand: Reach out to 1 new partnership for S. Carlton and Pine County.	Bobbi
4. Fundraising Campaign: Power of the Purse (BOD/Staff)	BOD/St
5. Free Will, Education, Promoting (Website & social media)	SB/SP
6. Identify new board members: lawyer, social worker, Moose Lake School District, Moose Lake Business Owner	
7. Create Wish Lists for Homeless youth donations: Amazon, Target, Walmart.	Bobbi
Identify a new Agency for awareness. Veteran Affairs. (Sarah and BOD)	SB/DO

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ISSUES LIST

1. Time & Availability to student parents.
2. Female Leadership Conference
3. ALICE: Creating a Sub-Committee
4. Connections with the community/area serviced.
5. Identify the right people for the Board within the target areas
6. Limited resources and funding.
7. Staffing and Time.
8. Volunteers
9. Scheduling availability for meetings at locations interested in.
10.

With your cursor in the last row, press Tab to add another row.

Prioritize

- **Identify**
- **Discuss**
- **Solve**

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Year 2 - Momentum -

UNITED WAY
Carlton and Pine County Area

Strategic Plan 2026

Revenue Goal: [redacted]

Strategic

Connecting Community.
Filling the Gaps. Creating Opportunity

Strategic Theme: Expanding impact through partnership. United Way will focus on **diversifying funding, empowering volunteers, and strengthening community partnerships** to expand its ability to serve Carlton and Pine County residents.

Annual Vision

Strengthening United Way's impact across Carlton and Pine Counties by expanding partnerships, increasing funding sources, strengthening volunteer leadership, and improving community awareness of local needs and solutions.

Goal 1: Revenue Diversification

Reduce reliance on a single major donor and strengthen diversified funding streams.

Objective:
Reduce Sappi's contribution to **no more than 40% of total annual funding.** Grow total financial support through diversified funding, stronger business partnerships, and improved donor engagement.

Measurables

- Increase total fundraising **15%**
- Secure **2 new corporate partners**
- Increase individual donors **20%**
- Submit **6 grant applications**
- Develop **new corporate giving opportunities**

Goal 2: Staffing & Organizational Capacity

Develop a sustainable staffing strategy to support growth and reduce strain on existing staff.

Measurables

- Complete **Staffing Strategy Plan by Q2**
- Launch **Volunteer Leader Program**
- Recruit **25 active volunteers**
- Establish **2 internship partnerships (FDL or regional schools)**
- Identify **additional operational support solutions**

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UNITED WAY
Carlton and Pine County Area

Strategic Plan 2026
Revenue Goal: [redacted]

Goal 3: Develop Hybrid Agency Allocation Partner Model

Create a more collaborative approach to funding and program partnerships.

Measurables

- Draft **Hybrid Allocation Model by Q3**
- Pilot collaborative funding structure for **2027 funding cycle**

Goal 4: Explore Hub and Spoke Model for Regional Impact

Explore a potential **regional collaboration partnership** with the organization referenced to strengthen United Way's ability to expand services, share resources, and increase community impact across Carlton and Pine Counties.

The evaluation will focus on whether collaboration could help:

- Expand service reach in Pine County and underserved areas
- Strengthen volunteer and partnership networks
- Improve program delivery and resource sharing
- Reduce operational strain on current staff
- Increase regional impact through shared initiatives

Measurables

- Conduct **initial leadership discussions by Q2**
- Complete **organizational alignment evaluation by Q3**
- Identify **potential collaborative opportunities** (programs, volunteers, funding)
- Present **findings and recommendations to the Board**
- Determine whether to **pilot a collaborative initiative in 2027**

Goal 5: Community Awareness & Impact Storytelling

Increase United Way's impact visibility through stronger marketing, storytelling, and public education about community needs.

Measurables

- Increase social media reach by **20%**
- Publish **12 impact stories/videos annually**
- Achieve **2 local media partnerships**
- Host **2 community awareness events**

UNITED WAY
Carlton and Pine County Area

Strategic Plan 2026
Revenue Goal: [redacted]

Rocks

Rock 1
Revenue Diversification Plan Using Corporate Social Investment & Business 365

Objective
Reduce reliance on Sappi and diversify funding streams.

Outcome / Definition of Done
- Develop **Revenue Diversification Strategy**
- Identify **top 10 corporate prospects**
- Secure **2 new corporate partners**
- Launch **individual donor growth campaign**
- Submit **3 grant applications**
-

Success Metric
Sappi's contribution reduced toward **≤ 40% of total revenue**

Rock 2
Staffing & Capacity Strategy

Objective
Create a sustainable staffing and volunteer support model.

Outcome / Definition of Done
- Complete **Staffing Strategy Plan**
- Launch **Volunteer Leader Program**
- Recruit **25 active volunteers**
- Establish **2 internship partnerships**
- Identify **operational support solutions**

Success Metric
Staff workload reduced through **volunteer leadership and internships**

UNITED WAY
Carlton and Pine County Area

Strategic Plan 2026
Revenue Goal: [redacted]

Rock 3
Hybrid Agency Allocation Model

Objective
Develop a collaborative funding approach with partner agencies.

Outcome / Definition of Done
- Develop **Agency Value Propositions to the UW Mission**
- Draft **Hybrid Allocation Model**
- Identify **collaborative program opportunities**
- Prepare **pilot framework for 2027 funding cycle**

Success Metric
Model approved by board for **2027 pilot**

Rock 4
Regional Collaboration Evaluation

Objective
Evaluate potential collaboration to expand regional impact.

Outcome / Definition of Done
- Conduct **leadership discussions**
- Complete **organizational alignment evaluation**
- Identify **3 potential collaboration opportunities**
- Present **findings and recommendations to Board**

Success Metric
Board decision on **2027 collaboration pilot**

Rock 5
Community Awareness & Impact Education

Objective
Increase visibility of United Way's impact and community needs.
O
utcome / Definition of Done
- Publish **12 impact stories/videos**
- Increase **social media reach 20%**
- Secure **2 media partnerships**
- Host **2 community awareness events**

Success Metric
Improved community awareness and engagement.

UNITED WAY
Carlton and Pine County Area

Strategic Plan 2026
Revenue Goal: [redacted]

Issues List

Strategic Issues
- Limited staffing capacity
- Expanding service needs in Pine County
- Storage and office space limitations
- Growing demand for programs like Imagination Library & Food Bags
- Need for more grant funding

Organizational Issues
- Time constraints for staff
- Overcommitment to requests
- Limited ability to pursue funding opportunities
- Need for expanded volunteer leadership

External Issues
- Economic pressure on donors
- Decrease in available grants
- Competition for community donations
- Lack of community awareness of local needs

UNITED WAY
Carlton and Pine
County Area

Impact Areas

Healthy Community

We improve access to nutritious food and quality health education and services, so people have the resources they need to lead healthy lives.

Youth Opportunity

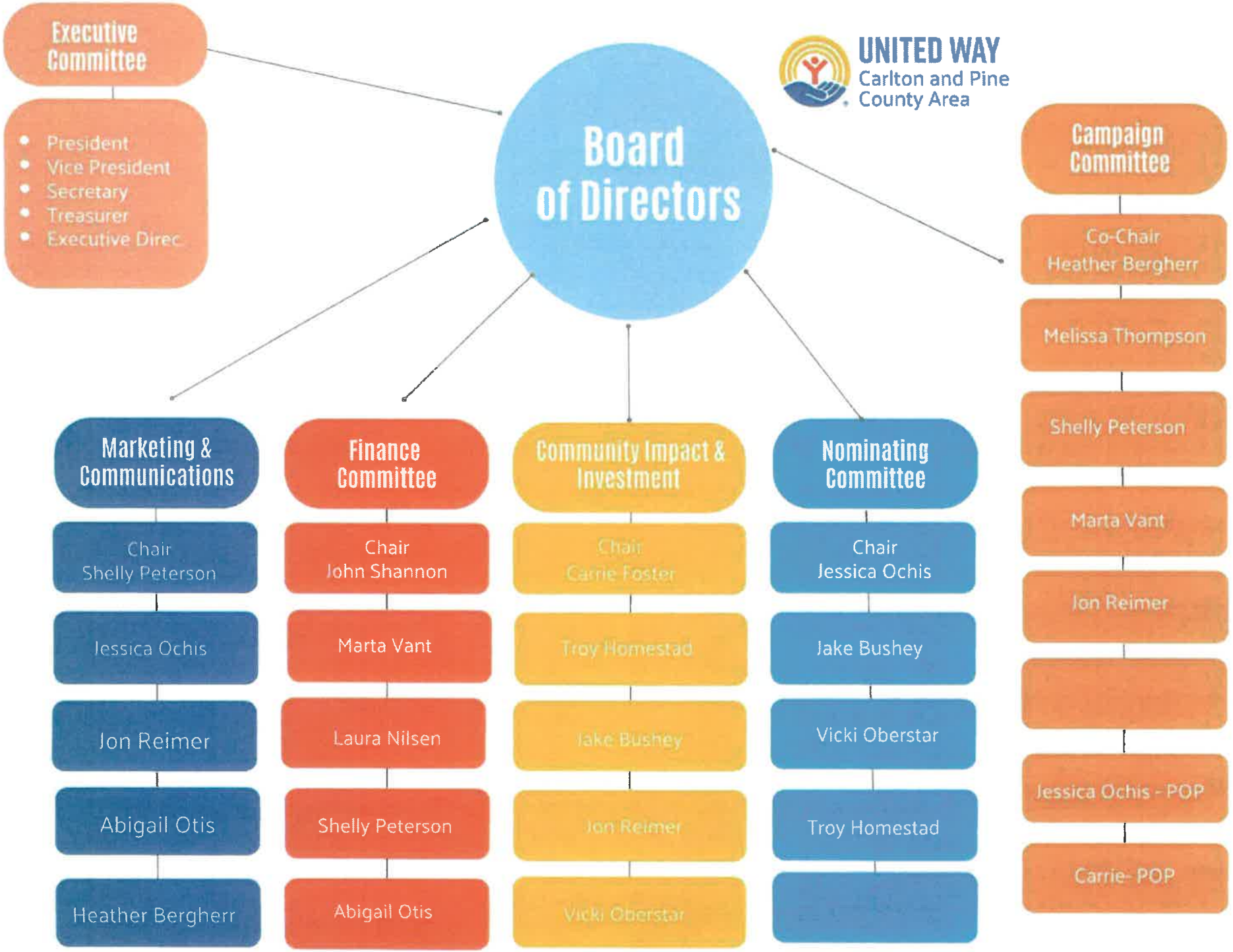
We create pathways for young people to reach their goals, from early childhood education to college and career success.

Financial Security

We connect people to education, tools, and job training so they have financial freedom and peace of mind.

Community Resilience

We help communities prepare for, prevent, and respond to challenges, from crisis support and disaster relief to environmental protection.


Executive Committee
President
Vice President
Secretary
Treasurer
Executive Direc
Board of Directors
UNITED WAY
Carlton and Pine County Area
Campaign Committee
Co-Chair Heather Bergherr
Melissa Thompson
Shelly Peterson
Marta Vant
Jon Reimer
Jessica Ochis - POP
Carrie- POP
Marketing & Communications
Chair Shelly Peterson
Jessica Ochis
Jon Reimer
Abigail Otis
Heather Bergherr
Finance Committee
Chair John Shannon
Marta Vant
Laura Nilsen
Shelly Peterson
Abigail Otis
Community Impact & Investment
Chair Carrie Foster
Troy Homestad
Jake Bushey
Jon Reimer
Vicki Oberstar
Nominating Committee
Chair Jessica Ochis
Jake Bushey
Vicki Oberstar
Troy Homestad

S.M.A.R.T ROCK PLANNER

UNITED WAY Carlton and Pine County Area

Short Title:

Revenue Diversification (Fundraising / Campaign Committee)

Describe the ROCK – What am I setting out to do?

Reduce reliance on a single major donor by diversifying revenue streams through increased fundraising, new corporate partnerships, expanded individual donor engagement, and grant funding, ensuring long-term financial sustainability.

Is my ROCK S.M.A.R.T?

Specific: What specifically will I achieve?	• Reduce Sappi's contribution to no more than 40% of total annual funding • Increase overall fundraising through diversified revenue streams • Strengthening corporate partnerships and donor engagement strategies • Expand grant funding opportunities
Measurable: How will I measure completion? How will my team and me know my rock is done?	• Increase total fundraising by 15% • Secure 2 new corporate partners • Increase individual donors by 20% • Submit 6 grant applications • Launch at least 1 new corporate giving program/opportunity
Achievable: Is it achievable by me now? Do we have the systems, resources and know-how to complete?	Yes. Existing community relationships, organizational credibility, leadership engagement, and current donor networks provide a strong foundation. With consistent outreach, improved storytelling, strategic communication, and structured fundraising efforts, these goals are realistic and attainable.
Relevant: How is it relevant to our vision and goals?	This Rock supports long-term financial sustainability and organizational growth by reducing financial risk, creating funding stability, and strengthening community investment in the mission. Diversified funding allows the organization to better serve stakeholders while positioning for future expansion opportunities.
Time-framed: What are key dates, what is final date?	***Completion Target:****2026 Calendar Year* ***Quarterly benchmarks and monthly tracking required***

Milestones:

By (Date)	Describe the Activity Required for Achieving ROCK	Date Completed
	Develop a comprehensive fundraising diversification strategy and identify funding gaps	
	Build a target list of potential corporate sponsors and grant opportunities	
	Create updated donor messaging, sponsorship materials, and fundraising collateral	
	Launch a donor engagement campaign focused on recurring and individual giving	
	Schedule meetings with at least 5 prospective corporate partners	

S.M.A.R.T ROCK PLANNER

[Comments]

	Submit 3 grant applications	
	Launch new corporate sponsorship/giving opportunity	
	Conduct a donor appreciation and stewardship outreach campaign	
	Secure the first new corporate partnership commitment	
	Submit an additional 2 grant applications	
	Review fundraising performance metrics and adjust strategy as needed	
	Increase donor database and recurring donor participation	
	Secure a second corporate partnership commitment	
	Submit 2 grant applications	
	Conduct year-end campaign planning and sustainability review	
	Evaluate donor diversification percentages and funding mix	
	Launch year-end giving campaign and business partnership recognition efforts	
	Complete final fundraising push and donor stewardship outreach	
	Final Review of funding diversification goals and annual results reporting	

Name / List any Resources Needed for Completion that need to be coordinated or lined up.

Donor and sponsor database	
Grant research tools and writing support	
Marketing and storytelling assets	
Community and business partnership outreach support	
Fundraising campaign materials, CRM, or donor management tracking system	
Leadership and board engagement	
Social media and email marketing support	

Known Barriers/ Limitations

Economic uncertainty is impacting donor giving	
Limited staff capacity and time constraints	
Competition for grants and sponsorship funding	
Scheduling challenges with donors and business leaders	
Maintaining consistent donor engagement throughout the year	
Dependence on external funding cycles and grant deadlines	

S.M.A.R.T ROCK PLANNER

UNITED WAY
Carlton and Pine County Area

Short Title:

Staffing & Organizational Capacity (Nominating Committee)

Describe the ROCK – What am I setting out to do?

Develop and implement a sustainable staffing strategy that supports organizational growth, reduces strain on current team members, and builds a scalable support structure through volunteers, interns, and operational efficiencies.

Is my ROCK S.M.A.R.T?

Specific: What specifically will I achieve?	• Create a comprehensive staffing strategy plan • Launch a Volunteer Leader Program • Recruit and onboard 25 active volunteers • Establish 2 internship partnerships with Fond du Lac Tribal and Community College or regional schools • Identify and implement additional operational support solutions
Measurable: How will I measure completion? How will my team and me know my rock is done?	• Staffing Strategy Plan completed and approved by end of Q2 • Volunteer Leader Program launched with structure, roles, and onboarding process • 25 active volunteers recruited and engaged • 2 formal internship partnerships established • At least 2 operational support solutions identified and implemented
Achievable: Is it achievable by me now? Do we have the systems, resources and know-how to complete?	Yes. This will be achieved by leveraging existing community partnerships, creating structured volunteer and internship pathways, and aligning leadership resources to support recruitment and onboarding.
Relevant: How is it relevant to our vision and goals?	This initiative is critical to sustaining growth, improving operational efficiency, reducing burnout, and expanding community engagement while maintaining high-quality service delivery.
Time-framed: What are key dates, what is final date?	• Final Completion Target: End of Q2

Milestones:

By (Date)	Describe Activity Required for Achieving ROCK	Date Completed
	Define staffing needs, gaps, and priorities	
	Draft Staffing Strategy Plan	
	Finalize and approve the Staffing Strategy Plan	
	Develop Volunteer Leader Program structure and materials	
	Launch Volunteer Recruitment Campaign	
	Reach 25 active volunteers + implement operational support solutions	

[Comments]

	Recruit and onboard first 15 volunteers	

Name / List any Resources Needed for Completion that need to be coordinated or lined up.

Leadership time for planning and approvals	
Community and school partnerships (FDL, regional schools)	
Volunteer recruitment channels (social media, events, outreach)	
Onboarding materials and training systems	
Operational tools to support volunteer and intern management	

Known Barriers/ Limitations

Budget Constraints: Limited funding for staffing expansion	
Time: Balancing implementation with current workload	
Recruitment Challenges: Attracting and retaining qualified volunteers and interns	
External Dependencies: School partnership timelines and availability	

S.M.A.R.T ROCK PLANNER

UNITED WAY Carlton and Pine County Area

Short Title:

Hybrid Agency Allocation Partner Model (Community Impact & Investment)

Describe the ROCK – What am I setting out to do?

Develop and implement a collaborative Hybrid Agency Allocation Partner Model that strengthens funding partnerships, increases shared accountability, and creates a more sustainable and strategic approach to community investment and program support.

Is my ROCK S.M.A.R.T?

Specific: What specifically will I achieve?	• Develop a Hybrid Agency Allocation Partner Model framework by Q3 • Create a collaborative funding structure that aligns agencies, funders, and community priorities • Increase partnership engagement and transparency in funding decisions • Pilot the collaborative allocation structure for the 2027 funding cycle • Identify shared metrics and accountability standards for participating agencies
Measurable: How will I measure completion? How will my team and me know my rock is done?	• Draft Hybrid Allocation Model completed by Q3 • Conduct stakeholder meetings with participating agencies and funding partners • Develop documented funding criteria and partnership expectations • Pilot collaborative funding structure during the 2027 allocation cycle • Gather feedback and evaluation metrics from participating organizations • Present final recommendations and implementation strategy to leadership/board
Achievable: Is it achievable by me now? Do we have the systems, resources and know-how to complete?	Yes. Existing relationships with partner agencies, community stakeholders, board leadership, and funding organizations provide a strong foundation for collaboration. Current organizational knowledge and community engagement efforts support the ability to design and pilot a new funding approach.
Relevant: How is it relevant to our vision and goals?	This Rock supports long-term organizational sustainability, stronger community partnerships, and more strategic investment of funding resources. It encourages collaboration over competition, improves alignment between community needs and funding priorities, and positions the organization as a forward-thinking community leader.
Time-framed: What are key dates, what is final date?	Completion Target: 2026 Calendar Year • Q2: Research and stakeholder engagement • Q3: Draft Hybrid Allocation Model completed • Q4: Pilot framework planning and implementation preparation for 2027 funding cycle

S.M.A.R.T ROCK PLANNER

[Comments]

Milestones:

By (Date)	Describe the Activity Required for Achieving ROCK	Date Completed
	Research hybrid funding and collaborative allocation models used by other organizations	
	Identify internal goals, challenges, and opportunities within the current allocation process	
	Conduct stakeholder meetings with agencies, board members, and funding partners	
	Define funding criteria, accountability standards, and partnership expectations	
	Create communication materials and a presentation for stakeholder review	
	Finalize Draft Hybrid Agency Allocation Model	
	Present model recommendations to leadership and board for feedback	
	Launch pilot collaborative funding structure planning for the 2027 cycle	

Name / List any Resources Needed for Completion that need to be coordinated or lined up.

Board and leadership engagement	
Community partner and agency participation	
Funding allocation data and historical trends	
Facilitation and strategic planning support	
Communication and presentation materials	
Evaluation and reporting tools	
Stakeholder feedback mechanisms	

Known Barriers/ Limitations

Resistance to process change from participating agencies	
Balancing fairness and transparency across organizations	
Limited staff capacity and facilitation time	
Aligning multiple stakeholder priorities and expectations	
Maintaining collaboration during funding decision discussions	
Uncertainty in future funding availability or donor priorities	
Need for strong communication and trust-building throughout the process	

S.M.A.R.T ROCK PLANNER

UNITED WAY Carlton and Pine County Area

Short Title:

Explore Hub & Spoke Model for Regional Impact (Troy, Shelly, Carrie, Marta, Sarah)

Describe the ROCK – What am I setting out to do?

Evaluate the feasibility and strategic value of developing a regional "Hub and Spoke" collaboration model with the referenced organization to strengthen United Way's ability to expand services, share operational resources, improve collaboration, and increase long-term community impact across Carlton and Pine Counties.

The exploration will focus on determining whether a collaborative regional structure could:

- Expand service reach into Pine County and underserved areas
- Strengthening volunteer, donor, and partnership networks
- Improve operational efficiency and program delivery
- Reduce strain on current staffing capacity
- Increase regional visibility and collective impact through shared initiatives

Is my ROCK S.M.A.R.T?

Specific: What specifically will I achieve?	• Conduct leadership discussions with the potential partner organization by Q2 • Evaluate organizational alignment, mission compatibility, and operational synergies • Explore opportunities for shared programming, volunteer coordination, fundraising, marketing, administrative support, and grant writing • Identify opportunities to improve regional impact and sustainability through collaboration • Develop recommendations outlining opportunities, risks, and next-step considerations • Determine the feasibility of piloting a collaborative initiative in 2027
Measurable: How will I measure completion? How will my team and me know my rock is done?	• Initial leadership discussions completed by Q2 • Organizational alignment evaluation completed by Q3 • Collaborative opportunities identified in the areas of: Programs, Volunteer engagement, Shared funding opportunities, Resource sharing, Operational efficiencies • Findings and strategic recommendations presented to the Board • Clear recommendation made regarding a 2027 pilot initiative • Stakeholder feedback documented and evaluated
Achievable: Is it achievable by me now? Do we have the systems, resources and know-how to complete?	Yes. Existing community relationships, regional partnerships, and leadership engagement provide a strong foundation to evaluate collaborative opportunities. Current organizational knowledge, board support, and community relationships create the ability to explore a regional model in a thoughtful and strategic manner without immediate operational restructuring.
Relevant: How is it relevant to our vision and goals?	This Rock supports long-term sustainability, regional collaboration, and increased community impact.

S.M.A.R.T ROCK PLANNER

[Comments]

Relevant (Continued)	Exploring a Hub and Spoke model aligns with organizational goals around: • Expanding service reach • Strengthening community partnerships • Increasing operational efficiency • Reducing staff strain • Building stronger regional collaboration • Positioning United Way for future growth and shared impact initiatives The exploration also supports proactive planning for changing community needs, donor expectations, and long-term organizational sustainability.
Time-framed: What are key dates, what is final date?	**Completion Target: 2026 Calendar Year** • **Q2:** Initial leadership discussions and exploratory meetings • **Q3:** Organizational alignment and feasibility evaluation completed • **Q3–Q4:** Identify collaboration opportunities and operational considerations • **Q4:** Present findings and recommendations to Board • **Q4:** Determine next steps and evaluate potential 2027 pilot initiative

Milestones:

By (Date)	Describe the Activity Required for Achieving ROCK	Date Completed
	Conduct initial leadership discussions with a potential regional partner organization	
	Research successful Hub and Spoke or regional collaboration models used by other United Ways and nonprofits	
	Identify organizational strengths, operational challenges, and regional service gaps	
	Evaluate mission alignment, governance compatibility, and operational synergies	
	Identify collaborative opportunities related to programs, volunteers, marketing, fundraising, and administrative support	
	Assess potential impact on staffing capacity, operational efficiency, and community reach	
	Gather stakeholder feedback from leadership, board members, staff, and community partners	
	Develop a findings report with opportunities, risks, recommendations, and strategic considerations	
	Present recommendations and evaluation findings to Board leadership	
	Determine feasibility and next steps for a pilot collaborative initiative in 2027	

Name / List any Resources Needed for Completion that need to be coordinated or lined up.

Board and leadership engagement	

[Comments]

Community partner and agency participation	
Collaboration and participation from the partner organization	
Community needs and service delivery data	
Operational and financial analysis support	
Facilitation and strategic planning resources	
Stakeholder feedback and engagement tools	
Communication and presentation materials	
Research on regional nonprofit collaboration models	

Known Barriers/ Limitations

Organizational resistance to change or restructuring	
Alignment of leadership priorities and governance expectations	
Capacity limitations for staff participation and planning	
Geographic and operational differences between organizations	
Uncertainty around funding structures and resource allocation	
Maintaining transparency and communication throughout the evaluation process	
Balancing collaboration opportunities with organizational identity and autonomy	

S.M.A.R.T ROCK PLANNER

UNITED WAY Carlton and Pine County Area

Short Title:

Community Awareness, Storytelling & Impact Education (Marketing Committee)

Describe the ROCK – What am I setting out to do?

Increase public awareness of United Way's mission, measurable community impact, and critical needs across Carlton and Pine Counties through strategic storytelling, media partnerships, digital engagement, and community education initiatives.

Building from the completed Brand Refresh & Storytelling initiative, this effort will leverage the new visual identity, storytelling framework, and digital channels to consistently educate, engage, and inspire the community. The focus will be on authentic stories, measurable outcomes, and strengthening the emotional connection between the organization, donors, volunteers, partners, and the people served.

This Rock will also position United Way as a trusted community voice by expanding visibility through strategic media relationships, video storytelling, social media growth, and in-person awareness events.

Is my ROCK S.M.A.R.T?

Specific: What specifically will I achieve?	• Publish and promote 12 impact stories and/or videos highlighting community needs, programs, volunteers, donors, and measurable outcomes. • Utilize the refreshed brand identity and storytelling framework consistently across all platforms. • Increase awareness and engagement through strategic social media campaigns and educational storytelling content. • Secure and strengthen 2 ongoing media partnerships to amplify community messaging and visibility. • Host 2 community awareness or educational events focused on local needs and impact initiatives. • Expand use of video storytelling through YouTube, social media reels, website integration, and partner distribution. • Develop a repeatable annual content calendar and storytelling pipeline for sustainability.
Measurable: How will I measure completion? How will my team and me know my rock is done?	• Publish 12 impact stories/videos during the year. • Increase overall social media reach and engagement by 20%. • Secure 2 active media partnerships with consistent visibility opportunities. • Host 2 successful community awareness events with attendance and engagement metrics tracked. • Increase website traffic and video engagement metrics tied to storytelling campaigns. • Maintain consistent monthly storytelling and educational content cadence across all platforms.

S.M.A.R.T ROCK PLANNER

[Comments]

	• Improve community awareness and engagement measured through participation, digital analytics, inquiries, volunteer interest, and donor engagement.
Achievable: Is it achievable by me now? Do we have the systems, resources and know-how to complete?	Yes. Utilize existing refreshed branding assets, storytelling framework, and marketing systems already developed. Leverage relationships with media outlets, community partners, and local businesses. Utilize internal leadership, volunteers, community members, and partner organizations for story sourcing and interviews. Continue partnership with Promoting Me and creative/video production resources for strategic execution and content creation. Repurpose event content, testimonials, and existing initiatives into ongoing storytelling opportunities.
Relevant: How is it relevant to our vision and goals?	• Supports United Way's mission by educating the community on critical local needs and measurable impact. • Strengthens donor confidence, volunteer recruitment, and community trust through transparency and authentic storytelling. • Builds stronger emotional connection and awareness around ALICE, homelessness, youth support, and other key initiatives. • Reinforces the organization's refreshed brand identity and long-term community engagement strategy. • Positions United Way as a visible leader, convener, and advocate within the region.
Time-framed: What are key dates, what is final date?	**Ongoing – Q4 2026** United Way is consistently recognized as a visible, trusted community leader, with greater awareness, increased engagement, expanded storytelling reach, and a sustainable impact education strategy supported by media partnerships, digital growth, and community connections.

Milestones:

By (Date)	Describe the Activity Required for Achieving ROCK	Date Completed
	Finalize annual storytelling/content calendar aligned with refreshed brand strategy	
	Establish media partnership outreach and collaboration meetings	
	Launch a monthly impact storytelling campaign across social platforms and website	
	Publish first 3 impact stories/videos	
	Host the first community awareness event	

S.M.A.R.T ROCK PLANNER

[Comments]

	Evaluate social engagement analytics and adjust strategy as needed	
	Publish additional 4 impact stories/videos	
	Expand YouTube/video storytelling integration and promotional distribution	
	Secure and activate 2nd media partnership	
	Host second community awareness event	
	Publish final impact stories/videos to achieve annual goal of 12	
	Present annual awareness, engagement, and storytelling impact metrics to Board	
	Develop a findings report with opportunities, risks, recommendations, and strategic considerations	
	Present recommendations and evaluation findings to Board leadership	
	Determine feasibility and next steps for a pilot collaborative initiative in 2027	

Name / List any Resources Needed for Completion that need to be coordinated or lined up.

Community members and partner organizations for stories/interviews	
Promoting Me – strategy, design, storytelling, social media, communications	
Video production and editing support	
Media partnership coordination	
Event venues and community partners	
Website and YouTube management	

Known Barriers/ Limitations

Limited staff capacity and time constraints	
Budget limitations for expanded media and video production	
Scheduling and coordination of interviews/story collection	
Maintaining consistent content cadence throughout the year	
Community attention span and digital algorithm changes in a micro-attention world	

GRADE	Projected Enrollment 26-27	Possible New	Possible Leavers
K	48		
1	29	1	
2	52		
3	38		
4	42		
5	39		2
6	52		3
7	36		
8	36		
9	31		1
10	38		
11	36		3
12	42		
	519		**9**
		(Not included in projected total)	(Still included in projected total)

Superintendent Report

8.17.2026

1. Finances -
    a. Continue to work with Beth and monitor expenditures
        i. Consolidated Budget –
2. Technology -
    a. Phones – Guaranteed Network Services – Installation August 18, 2026
    b. Tusker (Citon) – Migration of license and merge Google workspace.
    c. Future RFP's
        i. Future Managed Services
    d. Copier Contract
3. Transportation
    a. Proposals for additional bus parking
    b. Bus & Van Drivers
    c. Bus & Van Lease/Purchase
4. Buildings & Grounds
    a. Meet w.Scott Weekly (Monday Morning & Thursday afternoon)
    b. Otter Creek
        i. Entrance Office
    c. Move Items from Silver Creek to Carlton H.S.
    d. Gym – End Mats
    e. Board Room
    f. File Room – Move Files - August 19
    g. School Signage
5. Administrative
    a. Cabinet Meetings
    b. Policies
        i. August Board Meeting – Adopt Policies for ISD2918

Wrenshall PIE Meeting 8/12/26

Attendees: Karola, Katie, Ashley, Tricia, and Renee

Treasurer Report

Karola couldn't log into account, current balance about $5,000.

Only Teresa Veermsch has requested supplies. Contact principals and ask them to forward sign up requests from PIE.

Carlton Group

Katie G – Continue to investigate best fund raising programs from Carlton group, claims to make $8 -$10,000/yr. Example fundraisers:

-Gift card fundraiser – buy $25 get $25 and group gets $5 each sale.

-Coin Wars – mom Sadie organizes, raises couple thousand, Feb – March

All agreed not to do a Halloween Fest this year.

Teacher Breakfast Aug 31st All Staff – 75 plus staff

Set up – Katie and Renee, *Need more to volunteer for this*

Advertise on Facebook Page – Ashley will do - Volunteer to help on Aug 31 or donate money on Cheddar UP!!! Cheddar up link: https://wrenshall-pie-donate.cheddarup.com

new donate QR code for posters, don't use for Facebook.

- Yogurts, non-dairy yogurt - Ashley
- Granola, toppings – Tricia
- Large pan of cut melons - Karola
- Beverages: Coffee, half and half, juice – Renee …… – Karola will shop for coffee percolator
- Paper cups hot and cold – Tricia
- Baked goods – *Need a volunteer for this*
- Strawberries and blueberries – Katie
- Paper Bowls and plates, do we have enough – Tricia will check and buy if needed

- Bananas from Kwick Trip - *Need a volunteer for this*
- Utensils

Recruitment to Wrenshall PIE

Open House -

Sept 2nd Open house for both – Elementary and Secondary

Tricia and Karola – High School Open House

Need two people to table for PIE at elementary *Need a volunteer for this*

Raffle to engage people – Get some items or coupons/gift card from businesses.

- Premiere Theater, Circle K, Wrenshall General Store, Wired Loon, Caywood Country Store – All should investigate opportunities and gather items.

Katie G will update the "What is Wrenshall PIE and What do we do" poster for display at open house.

Facebook Recruitment Post – Karola will make google sign ups for Joining PIE, Volunteer Only, and Common Roots Garden Club. Have paper copies for each to sign up at each open house.

Booster Club – Group discussed, sports focused, some money left in Wrenshall's booster club, not much, no one to take the lead – how can Wrenshall PIE help if some folks want to head up a Booster Club for the combined district – they primarily raised funds from selling sport event tickets

Next meeting – Wednesday Sept. 9th at 6:30, Silver Creek Secondary

Facebook – Ashley will post next meeting date

Teacher's Lounge – Needs cleaning *Need a volunteers for this*

UNITED TRUCK BODY CO., INC.

5219 Miller Trunk Hwy.
Hermantown, Mn 55811
(218) 729-6000

Stock #: F439461 Date: 08/06/2026 Salesperson: Timothy Herstad

Buyer Name: (Last) Wrenshall Public Schools (First) _____ (Middle) _____

Co-Buyer Name: (Last) _____ (First) _____ (Middle) _____

Address: 207 Pioneer Drive City: Wrenshall State: MN County: Carlton Zip: 55797

Home Phone: _____ Bus Phone: _____ Buyer DOB: _____ Co-Buyer DOB: _____

Buyer D.L. #: _____ Co-Buyer D.L. #: _____

Buyers Insurance Co.: _____

PLEASE ENTER MY ORDER FOR: New ☐ Used ☒ Demo ☐ Lienholder _____ Address _____

YEAR	MAKE	MODEL	BODY	TRANSMISSION	COLOR	INTERIOR
2014	Blue Bird	BBCV-Propane	Bus			

VIN #	LIC. #	TAB EXP. DATE	STATE	MILEAGE	DELIVERED ON OR ABOUT
1BAKGCBH6EF300844					

Buyer Email:

Co-Buyer Email:

TRADE-IN DATA

YEAR	MAKE	MODEL	BODY STYLE

VIN #

LIEN HOLDER'S NAME

ADDRESS

LICENSE PLATE #	LICENSE STATE	EXP. DATE

MILEAGE NOW	TRANSMISSION

DOES YOUR TRADE-IN HAVE A BRANDED TITLE OR INSURANCE SALVAGE HISTORY? YES ☐ NO ☐

IS THE POLLUTION CONTROL EQUIPMENT ON YOUR TRADE-IN INTACT AND IN OPERATING CONDITION? YES ☐ NO ☐

Dealer's Disclaimer of Warranty

Unless the vehicle is sold with a separate written dealer warranty or the dealer enters into a service contract with the buyer, the vehicle is sold "AS IS". Dealer expressly disclaims all warranties, either express or implied, including the implied warranties of merchantability and fitness for a particular purpose. The entire risk of the quality and performance of the vehicle is with the buyer.

Important: A manufacturer warranty may apply.

		CASH PRICE OF VEHICLE	$5,000.00
		FREIGHT	
		DEALER INSTALLED OPTIONS	
		TOTAL	$5,000.00
REGISTRATION TAX	$25.00	LESS TRADE-IN ALLOWANCE (–)	----------
PLATE FEE	$15.50	TRADE DIFFERENCE	$5,000.00
PUBLIC SAFETY VEHICLE FEE	$3.50		
TRANSFER TAX	$10.00	MOTOR VEHICLE SALES TAX	$343.75
TITLE/TRANSFER FEE	$8.25		
STATE/DEPUTY FILING FEE	$12.00	SERVICE CONTRACT	
LIEN RECORDING FEE		MAINTENANCE CONTRACT	
WHEELAGE TAX		OTHER STATE & LOCAL SALES TAXES	
TRANSIT TAX			
		DOCUMENT ADMINISTRATION FEE	$250.00
St.Louis Co.	$20.00	OPTIONAL ELECTRONIC TRANSFER FEE	
		TOTAL LICENSE & FEES →	$94.25
		SUBTOTAL	$5,688.00
		LESS AMOUNT SUBMITTED WITH ORDER (–)	
		PLUS BALANCE OWING TO LEINHOLDER ON TRADE IN (+)	
		TOTAL AMOUNT DUE ON DELIVERY	$5,688.00

The front and back of this CONTRACT comprise the entire CONTRACT affecting this purchase. The DEALER will not recognize any verbal agreement, or any other agreement or understanding of any nature. You certify that you are 18 years of age or older and acknowledge receiving a copy of this contract.

The terms of this CONTRACT were agreed upon and the CONTRACT signed in the dealership on the date noted at top of this form.

IMPORTANT: THIS MAY BE A BINDING CONTRACT AND YOU MAY LOSE ANY DEPOSITS IF YOU DO NOT PERFORM ACCORDING TO ITS TERMS.

NOTICE OF SALESPERSON'S LIMITED AUTHORITY. This contract is not valid unless signed and accepted by Sales Manager or Officer of Dealership.

Accepted ⓧ _____

ⓧ _____
Buyer's Signature Accepting Terms of Contract

5219 Miller Trunk Hwy.
Hermantown, Mn 55811
(218) 729-6000

Stock #: F555710 Date: 08/06/2026 Salesperson: Timothy Herstad

Buyer Name: (Last) Wrenshall Public Schools (First) (Middle)

Co-Buyer Name: (Last) (First) (Middle)

Address: 2017 Pioneer Drive City: Wrenshall State: MN County: Carlton Zip: 56438

Home Phone: Bus Phone: Buyer DOB: Co-Buyer DOB:

Buyer D.L. #: Co-Buyer D.L. #:

Buyers Insurance Co.:

PLEASE ENTER MY ORDER FOR: New ☒ Used ☐ Demo ☐ Lienholder Address

YEAR	MAKE	MODEL	BODY	TRANSMISSION	COLOR	INTERIOR
2026	Blue Bird	BBCV-Propanr	Bus			

VIN #	LIC. #	TAB EXP. DATE	STATE	MILEAGE	DELIVERED ON OR ABOUT
1BAKJCHHXTF818042					

Buyer Email:

Co-Buyer Email:

Trade Unit #5

Minnesota Propane As. has a rebate of up to $2,000.00

This unit is being sold off MN State contract.

CASH PRICE OF VEHICLE	$137,500.00
FREIGHT	
DEALER INSTALLED OPTIONS	
TOTAL	$137,500.00

TRADE-IN DATA

YEAR	MAKE	MODEL	BODY STYLE

VIN #

LIEN HOLDER'S NAME

ADDRESS

LICENSE PLATE #	LICENSE STATE	EXP. DATE

MILEAGE NOW	TRANSMISSION

DOES YOUR TRADE-IN HAVE A BRANDED TITLE OR INSURANCE SALVAGE HISTORY? YES ☐ NO ☐

IS THE POLLUTION CONTROL EQUIPMENT ON YOUR TRADE-IN INTACT AND IN OPERATING CONDITION? YES ☐ NO ☐

REGISTRATION TAX	$25.00	LESS TRADE-IN ALLOWANCE (–)	($2,500.00)
PLATE FEE	$15.50	TRADE DIFFERENCE	$135,000.00
PUBLIC SAFETY VEHICLE FEE	$3.50		
TRANSFER TAX	$10.00	MOTOR VEHICLE SALES TAX	$9,281.25
TITLE/TRANSFER FEE	$8.25		
STATE/DEPUTY FILING FEE	$12.00	SERVICE CONTRACT	
LIEN RECORDING FEE		MAINTENANCE CONTRACT	
WHEELAGE TAX		OTHER STATE & LOCAL SALES TAXES	
TRANSIT TAX			
		DOCUMENT ADMINISTRATION FEE	$250.00
St.Louis Co.	$20.00	OPTIONAL ELECTRONIC TRANSFER FEE	
TOTAL LICENSE & FEES			$94.25
		SUBTOTAL	$144,625.50
		LESS AMOUNT SUBMITTED WITH ORDER (–)	
		PLUS BALANCE OWING TO LEINHOLDER ON TRADE IN (+)	
		TOTAL AMOUNT DUE ON DELIVERY	$144,625.50

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NOTICE OF SALESPERSON'S LIMITED AUTHORITY. This contract is not valid unless signed and accepted by Sales Manager or Officer of Dealership.

Accepted ⓧ Timothy Herstad

ⓧ
Buyer's Signature Accepting Terms of Contract

Frank Schill <fschill@isd2918.org>

Bus Info

1 message

ELIZEBETH PETERSON <bpeterson@isd100.org> Tue, Aug 11, 2026 at 1:39 PM
To: Frank Schill <fschill@isd100.org>

Hi Frank,

Here's some info about buses:

Our current loan and interest is just under $28,000 and matures in December of 2029.

To finance this new bus based on a loan amount of $135,000 for five years, the annual payment would be $32,800.29. The interest rate is 7.83%.

Let me know if you need anything else!
--
Beth Peterson
Business Manager
Carlton-Wrenshall School District
(218) 384-4274, ext 2001

EXTRACT OF MINUTES
OF MEETING OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 2918
(CARLTON-WRENSHALL PUBLIC SCHOOLS)
CARLTON COUNTY MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 2918 (Carlton-Wrenshall Public Schools), Carlton County, Minnesota, was duly held in the School District on August 17, 2026, at 6:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution, and moved its adoption:

RESOLUTION PROVIDING FOR A PUBLIC HEARING
TO CONSIDER GRANTING A PROPOSED PROPERTY TAX ABATEMENT

BE IT RESOLVED, by the School Board (the "Board") of Independent School District No. 2918 (Carlton-Wrenshall Public Schools), Carlton County, Minnesota (the "District") as follows:

1. The School Board hereby finds and determines that a public hearing shall be held, pursuant to Minnesota Statutes, Section 469.1813, Subdivision 5, to consider granting an abatement of certain property taxes levied against net tax capacity (the "Proposed Property Tax Abatement") imposed by the District for taxes payable in 2027 through 2033 on the following properties within the District boundaries (identified by property identification number):

PROPERTY ID NUMBERS

15-010-0403	81-060-4370	81-030-1362	81-030-2583	69-020-1970	15-180-0170
15-350-1140	92-170-0420	81-460-0060	81-320-0100	81-380-0060	84-020-2920
15-674-0100	45-036-1590	81-066-6515	81-285-0280	45-036-1490	81-440-0060
15-995-0020	81-270-0220	81-170-0050	45-016-0240	69-020-1400	81-320-0680
15-995-0030	81-060-4923	81-340-0140	84-020-0320	81-400-0020	69-020-0580
27-140-1525	81-060-4374	81-030-2592	84-020-1690	81-030-2500	81-069-6785
81-030-0230	81-320-0360	81-060-4376	15-140-0160	81-340-0080	15-180-0134
81-030-0384	81-060-4850	81-315-0020	81-270-0400	69-020-2022	81-060-5290
81-030-0820	81-315-0120	81-340-0220	27-140-0040	92-034-6215	81-060-5420
81-030-1930	81-030-0835	84-020-1670	45-016-0270	81-140-0060	81-030-2593
81-030-1945	81-030-0224	84-020-2725	45-058-3755	45-016-0630	81-067-6549
81-030-2212	81-320-0400	81-310-0100	92-210-0080	81-315-0100	92-170-0120
81-060-4350	81-066-6325	69-020-2254	45-046-3150	81-522-1087	69-020-0113
81-060-4605	81-030-2669	92-034-6262	69-020-1420	81-066-6380	81-030-0940
81-060-4960	81-340-0240	81-465-0280	81-160-0020	48-020-4620	81-060-3910
81-066-6450	69-020-2914	15-180-0319	81-060-5130	45-036-1610	27-160-0380
81-155-0060	81-170-0100	81-315-0140	81-030-3620	69-020-2482	81-030-0143
81-340-0025	81-060-4100	81-285-0140	81-270-0360	81-060-4510	15-180-0314
81-995-0010	81-393-0020	15-010-1780	84-020-0420	69-020-0057	98-010-2480
81-995-0020	81-030-2223	81-316-0300	48-020-1080	81-060-4913	69-020-3020
88-995-0010	81-380-0100	98-010-3110	81-320-0520	45-036-2813	81-060-5240
92-150-0310	81-060-4970	15-180-0264	98-010-1960	81-060-4020	15-750-0320
92-210-0140	81-460-0100	81-310-0080	81-380-0120	81-060-4955	81-030-2703
98-995-0010	98-010-0510	81-030-0225	81-030-2666	27-140-0740	81-030-0846
92-150-0100	81-320-0020	81-060-4873	69-020-2485	15-740-0120	81-066-6382
92-150-0180	98-010-0990	15-678-0750	81-155-0300	81-060-4580	81-320-0800
15-180-0500	81-030-0435	81-320-0865	81-340-0160	84-020-4510	92-280-0200
81-060-4921	45-016-0372	81-030-2913	81-320-0320	45-300-0030	81-140-0321
15-180-0331	81-316-0260	15-010-0740	81-140-0320	45-078-5940	92-280-0160
15-180-0329	81-465-0020	81-060-4912	69-020-2510	81-060-4505	81-180-0140
92-034-5873	81-320-0860	15-350-0440	15-180-0407	81-030-2422	84-020-0672
81-170-0125	81-060-5580	81-316-0240	45-016-0418	81-030-2424	81-030-0344
84-020-3465	81-030-1495	81-270-0380	81-030-3332	69-020-0715	92-170-0100
86-034-6562	92-280-0260	81-270-0180	15-180-0309	15-740-0020	45-036-2485
81-391-0010	45-016-0544	81-030-3346	84-020-2470	81-330-0220	92-230-0040
81-380-0240	81-030-2610	81-316-0440	86-034-6605	81-030-3140	81-030-1542
81-340-0020	15-740-0100	81-060-4855	98-010-0520	81-030-2772	81-030-2700
81-060-4950	98-010-0995	81-285-0300	15-190-0080	69-020-2260	15-510-1400
81-030-2200	92-150-0160	81-030-2314	81-285-0080	81-068-6664	84-020-1200
98-010-1550	92-210-0520	98-010-1933	69-020-1061	81-440-0020	48-020-3090
81-030-0790	81-285-0100	81-030-1670	81-060-4542	81-030-3440	69-020-2915
81-064-5740	81-060-4343	81-465-0100	81-030-3382	81-060-4556	15-085-0040
81-030-2505	81-030-1833	81-030-1630	15-678-0520	84-020-1700	81-030-2620
92-150-0080	81-068-6727	81-066-6230	81-030-2634	81-030-0020	81-060-5042
81-060-4341	81-170-0090	81-060-4245	81-285-0020	81-060-4303	81-030-3294
81-330-0300	81-170-0070	81-285-0160	69-020-1652	81-030-1623	15-180-0133
81-060-5080	81-465-0220	84-020-0676	81-460-0260	92-034-5371	69-020-1127
45-058-3640	81-030-1880	81-500-0100	81-030-1390	45-036-1620	15-180-0030
15-180-0220	98-010-2345	69-020-3180	27-140-0264	81-465-0200	81-030-2585
81-060-4300	81-030-1171	81-066-6525	81-060-4909	81-060-4225	92-230-0720
92-150-0120	92-280-0060	81-030-2580	81-030-1773	15-050-0120	69-020-2553
81-060-4592	81-465-0060	81-316-0120	81-030-0130	15-180-0405	15-010-1740

81-316-0220	81-316-0500	81-340-0120	81-030-2917	27-150-0460	81-320-0180
81-060-4440	81-060-4933	81-030-2835	81-060-4916	15-350-2560	45-036-1520
81-066-6180	81-060-4670	81-285-0040	81-320-0220	15-180-0311	45-058-3980
81-518-0793	81-030-1660	81-285-0180	15-678-0760	81-030-3367	45-016-0220
15-180-0310	81-030-2752	15-180-0532	84-020-1380	84-020-1450	81-030-1573
81-060-4940	81-460-0220	81-068-6734	81-270-0480	81-030-2664	81-060-5545
92-170-0240	81-030-0825	92-034-6500	81-030-3595	81-060-4455	81-064-5705
81-170-0040	81-060-3826	81-060-5460	81-066-6430	92-150-0140	81-450-0160
81-060-4858	81-060-4546	98-010-0455	15-674-0185	15-070-0170	15-190-0095
81-465-0080	81-140-0300	92-034-5374	69-020-2600	81-064-5710	84-020-3020
81-380-0360	81-380-0420	98-010-2420	69-020-0252	92-210-0180	81-060-4501
81-440-0080	92-180-0060	69-020-1250	69-020-1500	98-010-2188	92-180-0300
81-060-4372	81-460-0040	45-016-0235	81-060-4945	81-316-0100	48-020-1530
81-030-2919	15-180-0100	45-058-3620	81-030-2715	81-140-0120	81-030-1794
69-020-2110	81-030-2915	69-020-2367	84-020-1950	27-105-0580	81-068-6743
81-030-2215	45-012-0090	81-030-2660	81-066-6210	45-058-4720	84-020-3275
81-380-0380	92-230-0200	81-465-0260	45-012-0085	15-070-0160	81-285-0240
81-066-6335	81-060-5040	45-300-0010	45-036-1663	81-066-6386	81-370-0100
81-060-4910	81-060-4600	81-030-1792	81-060-4900	81-370-0180	81-180-0010
81-030-1380	81-030-2515	81-500-0220	45-016-0558	45-036-1743	06-520-8433
81-285-0220	81-500-0311	81-060-4337	45-058-4074	81-030-3615	81-330-0320
81-316-0520	45-016-0600	98-010-0897	81-316-0080	81-518-0870	15-510-0800
86-034-6550	81-060-4911	81-064-5712	15-010-1600	81-390-0060	27-140-1340
81-030-2598	81-315-0040	81-320-0840	81-370-0040	81-030-3330	81-370-0320
81-315-0060	92-170-0320	81-460-0300	84-020-2790	81-060-3747	81-030-2632
45-036-2812	81-030-0420	81-316-0040	98-010-0130	81-066-5930	81-270-0440
81-155-0260	81-340-0100	81-460-0020	45-046-3180	81-030-2210	81-400-0040
81-068-6654	81-400-0120	15-040-1280	84-020-0570	81-030-3350	81-140-0140
81-340-0200	98-010-1210	81-370-0120	69-020-2355	92-230-0260	81-460-0180
98-010-3010	92-230-0100	81-465-0120	15-180-0317	81-030-2605	69-020-0013
92-034-5280	81-030-2400	81-460-0200	84-020-0930	81-310-0120	81-030-2972
81-316-0480	48-020-1553	48-020-3065	81-030-2683	81-068-6722	27-160-0180
81-030-2402	48-020-0650	81-285-0260	81-270-0600	81-030-1692	15-180-0305
81-170-0010	81-064-5687	81-316-0200	81-460-0280	69-020-0730	45-046-3145
81-030-0900	81-030-2916	69-020-1235	45-050-3395	81-522-0990	81-064-5715
81-320-0460	81-066-6035	81-460-0080	81-270-0580	81-320-0040	81-030-1834
81-030-2687	81-060-4240	81-060-4024	27-140-0854	45-058-4830	81-060-4378
81-066-6512	81-380-0480	81-030-2880	81-170-0060	81-030-2460	98-010-1153
81-440-0200	81-465-0180	81-160-0080	81-069-6820	81-068-6650	98-010-3007
15-010-1320	92-210-0060	81-460-0320	98-010-2575	45-016-0120	15-510-0300
15-180-0537	81-060-3940	81-315-0160	86-030-5220	98-010-2080	92-180-0400
81-380-0020	84-020-1740	45-036-1780	81-460-0140	45-036-2870	45-024-0850
81-060-4450	81-030-2615	81-460-0240	81-030-2668	81-030-2667	81-060-4415
81-400-0080	84-020-0610	92-230-0080	86-030-3685	86-030-3660	
92-230-0360	69-020-2250	84-020-3090	45-016-0545	81-067-6645	
81-315-0080	81-440-0140	69-020-1790	81-066-5890	98-010-1530	
81-465-0040	81-030-2392	81-030-2123	45-036-2015	81-060-4557	

2. The purpose of granting the Proposed Property Tax Abatement is to provide funds to finance the construction of and improvements to parking lots at various sites in the District. The total estimated cost of the Proposed Property Tax Abatement by the District is $2,175,250 over seven (7) years, an amount estimated to be sufficient to pay the principal and interest charges on approximately $1,800,000 of bonds issued to finance parking lot construction, reconstruction and improvements districtwide and related financing costs.

3. The public hearing to consider the granting of the proposed tax abatement shall be held on September 14, 2026, at 6:00 o'clock p.m., in the Band Room at the Silver Creek Secondary School, 207 Pioneer Drive, Wrenshall, MN 55797. The Clerk is authorized and directed to cause notice of the hearing to be published in a newspaper of general circulation in the District at least once at least ten (10) days but

less than thirty (30) days before the date of the hearing. The newspaper must be one of general interest and readership in the community and not one of limited subject matter. The newspaper must be published at least once per week. The Notice of Public Hearing shall be in substantially the form of the Notice attached hereto as EXHIBIT A.

4. All who wish to be heard regarding the Proposed Property Tax Abatement will be given an opportunity to express their views at the time of the public hearing or may file written comments with the Superintendent prior to the public hearing.

5. All actions taken by the District to cause the publication of the attached Notice of Public Hearing prior to the date of this resolution are hereby ratified, confirmed, and approved.

(The remainder of this page is intentionally left blank.)

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

EXHIBIT A

NOTICE OF PUBLIC HEARING
TO CONSIDER GRANTING A PROPOSED PROPERTY TAX ABATEMENT

NOTICE IS HEREBY GIVEN that the School Board of Independent School District No. 2918 (Carlton-Wrenshall Public Schools), Carlton County, Minnesota (the "District") will hold a public hearing on September 14, 2026, at 6:00 o'clock p.m., in the Band Room at the Silver Creek Secondary School, 207 Pioneer Drive, Wrenshall, MN 55797, to consider granting an abatement of certain property taxes levied against net tax capacity imposed by the District (the "Proposed Property Tax Abatement") for taxes payable in 2027 through 2033 on the following property within the District boundaries (identified by property identification number):

PROPERTY ID NUMBERS

15-010-0403	81-060-4370	81-030-1362	81-030-2583	69-020-1970	15-180-0170
15-350-1140	92-170-0420	81-460-0060	81-320-0100	81-380-0060	84-020-2920
15-674-0100	45-036-1590	81-066-6515	81-285-0280	45-036-1490	81-440-0060
15-995-0020	81-270-0220	81-170-0050	45-016-0240	69-020-1400	81-320-0680
15-995-0030	81-060-4923	81-340-0140	84-020-0320	81-400-0020	69-020-0580
27-140-1525	81-060-4374	81-030-2592	84-020-1690	81-030-2500	81-069-6785
81-030-0230	81-320-0360	81-060-4376	15-140-0160	81-340-0080	15-180-0134
81-030-0384	81-060-4850	81-315-0020	81-270-0400	69-020-2022	81-060-5290
81-030-0820	81-315-0120	81-340-0220	27-140-0040	92-034-6215	81-060-5420
81-030-1930	81-030-0835	84-020-1670	45-016-0270	81-140-0060	81-030-2593
81-030-1945	81-030-0224	84-020-2725	45-058-3755	45-016-0630	81-067-6549
81-030-2212	81-320-0400	81-310-0100	92-210-0080	81-315-0100	92-170-0120
81-060-4350	81-066-6325	69-020-2254	45-046-3150	81-522-1087	69-020-0113
81-060-4605	81-030-2669	92-034-6262	69-020-1420	81-066-6380	81-030-0940
81-060-4960	81-340-0240	81-465-0280	81-160-0020	48-020-4620	81-060-3910
81-066-6450	69-020-2914	15-180-0319	81-060-5130	45-036-1610	27-160-0380
81-155-0060	81-170-0100	81-315-0140	81-030-3620	69-020-2482	81-030-0143
81-340-0025	81-060-4100	81-285-0140	81-270-0360	81-060-4510	15-180-0314
81-995-0010	81-393-0020	15-010-1780	84-020-0420	69-020-0057	98-010-2480
81-995-0020	81-030-2223	81-316-0300	48-020-1080	81-060-4913	69-020-3020
88-995-0010	81-380-0100	98-010-3110	81-320-0520	45-036-2813	81-060-5240
92-150-0310	81-060-4970	15-180-0264	98-010-1960	81-060-4020	15-750-0320
92-210-0140	81-460-0100	81-310-0080	81-380-0120	81-060-4955	81-030-2703
98-995-0010	98-010-0510	81-030-0225	81-030-2666	27-140-0740	81-030-0846
92-150-0100	81-320-0020	81-060-4873	69-020-2485	15-740-0120	81-066-6382
92-150-0180	98-010-0990	15-678-0750	81-155-0300	81-060-4580	81-320-0800
15-180-0500	81-030-0435	81-320-0865	81-340-0160	84-020-4510	92-280-0200
81-060-4921	45-016-0372	81-030-2913	81-320-0320	45-300-0030	81-140-0321
15-180-0331	81-316-0260	15-010-0740	81-140-0320	45-078-5940	92-280-0160
15-180-0329	81-465-0020	81-060-4912	69-020-2510	81-060-4505	81-180-0140
92-034-5873	81-320-0860	15-350-0440	15-180-0407	81-030-2422	84-020-0672
81-170-0125	81-060-5580	81-316-0240	45-016-0418	81-030-2424	81-030-0344
84-020-3465	81-030-1495	81-270-0380	81-030-3332	69-020-0715	92-170-0100
86-034-6562	92-280-0260	81-270-0180	15-180-0309	15-740-0020	45-036-2485
81-391-0010	45-016-0544	81-030-3346	84-020-2470	81-330-0220	92-230-0040
81-380-0240	81-030-2610	81-316-0440	86-034-6605	81-030-3140	81-030-1542
81-340-0020	15-740-0100	81-060-4855	98-010-0520	81-030-2772	81-030-2700
81-060-4950	98-010-0995	81-285-0300	15-190-0080	69-020-2260	15-510-1400
81-030-2200	92-150-0160	81-030-2314	81-285-0080	81-068-6664	84-020-1200
98-010-1550	92-210-0520	98-010-1933	69-020-1061	81-440-0020	48-020-3090
81-030-0790	81-285-0100	81-030-1670	81-060-4542	81-030-3440	69-020-2915
81-064-5740	81-060-4343	81-465-0100	81-030-3382	81-060-4556	15-085-0040
81-030-2505	81-030-1833	81-030-1630	15-678-0520	84-020-1700	81-030-2620
92-150-0080	81-068-6727	81-066-6230	81-030-2634	81-030-0020	81-060-5042
81-060-4341	81-170-0090	81-060-4245	81-285-0020	81-060-4303	81-030-3294
81-330-0300	81-170-0070	81-285-0160	69-020-1652	81-030-1623	15-180-0133
81-060-5080	81-465-0220	84-020-0676	81-460-0260	92-034-5371	69-020-1127
45-058-3640	81-030-1880	81-500-0100	81-030-1390	45-036-1620	15-180-0030
15-180-0220	98-010-2345	69-020-3180	27-140-0264	81-465-0200	81-030-2585
81-060-4300	81-030-1171	81-066-6525	81-060-4909	81-060-4225	92-230-0720
92-150-0120	92-280-0060	81-030-2580	81-030-1773	15-050-0120	69-020-2553
81-060-4592	81-465-0060	81-316-0120	81-030-0130	15-180-0405	15-010-1740

81-316-0220	81-316-0500	81-340-0120	81-030-2917	27-150-0460	81-320-0180
81-060-4440	81-060-4933	81-030-2835	81-060-4916	15-350-2560	45-036-1520
81-066-6180	81-060-4670	81-285-0040	81-320-0220	15-180-0311	45-058-3980
81-518-0793	81-030-1660	81-285-0180	15-678-0760	81-030-3367	45-016-0220
15-180-0310	81-030-2752	15-180-0532	84-020-1380	84-020-1450	81-030-1573
81-060-4940	81-460-0220	81-068-6734	81-270-0480	81-030-2664	81-060-5545
92-170-0240	81-030-0825	92-034-6500	81-030-3595	81-060-4455	81-064-5705
81-170-0040	81-060-3826	81-060-5460	81-066-6430	92-150-0140	81-450-0160
81-060-4858	81-060-4546	98-010-0455	15-674-0185	15-070-0170	15-190-0095
81-465-0080	81-140-0300	92-034-5374	69-020-2600	81-064-5710	84-020-3020
81-380-0360	81-380-0420	98-010-2420	69-020-0252	92-210-0180	81-060-4501
81-440-0080	92-180-0060	69-020-1250	69-020-1500	98-010-2188	92-180-0300
81-060-4372	81-460-0040	45-016-0235	81-060-4945	81-316-0100	48-020-1530
81-030-2919	15-180-0100	45-058-3620	81-030-2715	81-140-0120	81-030-1794
69-020-2110	81-030-2915	69-020-2367	84-020-1950	27-105-0580	81-068-6743
81-030-2215	45-012-0090	81-030-2660	81-066-6210	45-058-4720	84-020-3275
81-380-0380	92-230-0200	81-465-0260	45-012-0085	15-070-0160	81-285-0240
81-066-6335	81-060-5040	45-300-0010	45-036-1663	81-066-6386	81-370-0100
81-060-4910	81-060-4600	81-030-1792	81-060-4900	81-370-0180	81-180-0010
81-030-1380	81-030-2515	81-500-0220	45-016-0558	45-036-1743	06-520-8433
81-285-0220	81-500-0311	81-060-4337	45-058-4074	81-030-3615	81-330-0320
81-316-0520	45-016-0600	98-010-0897	81-316-0080	81-518-0870	15-510-0800
86-034-6550	81-060-4911	81-064-5712	15-010-1600	81-390-0060	27-140-1340
81-030-2598	81-315-0040	81-320-0840	81-370-0040	81-030-3330	81-370-0320
81-315-0060	92-170-0320	81-460-0300	84-020-2790	81-060-3747	81-030-2632
45-036-2812	81-030-0420	81-316-0040	98-010-0130	81-066-5930	81-270-0440
81-155-0260	81-340-0100	81-460-0020	45-046-3180	81-030-2210	81-400-0040
81-068-6654	81-400-0120	15-040-1280	84-020-0570	81-030-3350	81-140-0140
81-340-0200	98-010-1210	81-370-0120	69-020-2355	92-230-0260	81-460-0180
98-010-3010	92-230-0100	81-465-0120	15-180-0317	81-030-2605	69-020-0013
92-034-5280	81-030-2400	81-460-0200	84-020-0930	81-310-0120	81-030-2972
81-316-0480	48-020-1553	48-020-3065	81-030-2683	81-068-6722	27-160-0180
81-030-2402	48-020-0650	81-285-0260	81-270-0600	81-030-1692	15-180-0305
81-170-0010	81-064-5687	81-316-0200	81-460-0280	69-020-0730	45-046-3145
81-030-0900	81-030-2916	69-020-1235	45-050-3395	81-522-0990	81-064-5715
81-320-0460	81-066-6035	81-460-0080	81-270-0580	81-320-0040	81-030-1834
81-030-2687	81-060-4240	81-060-4024	27-140-0854	45-058-4830	81-060-4378
81-066-6512	81-380-0480	81-030-2880	81-170-0060	81-030-2460	98-010-1153
81-440-0200	81-465-0180	81-160-0080	81-069-6820	81-068-6650	98-010-3007
15-010-1320	92-210-0060	81-460-0320	98-010-2575	45-016-0120	15-510-0300
15-180-0537	81-060-3940	81-315-0160	86-030-5220	98-010-2080	92-180-0400
81-380-0020	84-020-1740	45-036-1780	81-460-0140	45-036-2870	45-024-0850
81-060-4450	81-030-2615	81-460-0240	81-030-2668	81-030-2667	81-060-4415
81-400-0080	84-020-0610	92-230-0080	86-030-3685	86-030-3660	
92-230-0360	69-020-2250	84-020-3090	45-016-0545	81-067-6645	
81-315-0080	81-440-0140	69-020-1790	81-066-5890	98-010-1530	
81-465-0040	81-030-2392	81-030-2123	45-036-2015	81-060-4557	

The purpose of granting the Proposed Property Tax Abatement is to provide funds to finance the construction of and improvements to parking lots at various sites in the School District. The total estimated amount of the Proposed Property Tax Abatement by the School District is $2,175,250 over seven (7) years, an amount estimated to be sufficient to pay the principal and interest on approximately $1,800,000 of bonds issued to finance the parking lot construction, reconstruction and improvements districtwide, and related financing costs.

All who wish to be heard as to the Proposed Property Tax Abatement will be given an opportunity to express their views at the time of the public hearing or may file written comments with the Superintendent prior to the public hearing.

August 17, 2026.

/s/

Clerk of the School Board
Independent School District No. 2918
(Carlton-Wrenshall Public Schools), Carlton County, Minnesota

STATE OF MINNESOTA)
)
COUNTY OF CARLTON) ss.
)
INDEPENDENT SCHOOL)
DISTRICT NO. 2918)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 2918 (Carlton-Wrenshall Public Schools), Carlton County, Minnesota, do hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on the date specified above, with the original minutes on file in my office and the extract is a full, true, and correct copy of the minutes insofar as they relate to the adoption of a resolution providing for a public hearing to consider granting a proposed property tax abatement.

WITNESS My hand officially as such Clerk this _____ day of August, 2026.

_____
Clerk of the School Board
Independent School District No. 2918
(Carlton-Wrenshall Public Schools),
Carlton County, Minnesota

Otter Creek
Kids Care

Our experienced staff provides quality childcare in a fun-filled, safe and engaging learning environment.

Ages 33 months - 12 years

Otter Creek Elementary School
530 Stine Drive
Po Box 620
Carlton, MN 55718
(218) 384-4225 ext. 215
bulldog.kids.care@carlton.k12.mn.us

Parent Handbook
2026-2027

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Introduction

Otter Creek Kids Care is a program provided through Carlton-Wrenshall Community Education at the Otter Creek Elementary School. This program is funded through parent fees.

This handbook contains the policies, procedures and guidelines that will be followed in the operation of Otter Creek Kids Care. It should be kept on hand by all parents for future reference. Parents will be held responsible for the information contained herein.

It is the goal of this program to provide opportunities for exploration and socialization through planned recreation in a safe and caring environment.

Hours of operation 6:00 a.m. – 6:00 p.m.

Otter Creek Kids Care is available for all children, ages 33 mo. through 12 yrs. /5th grade.
Children must be fully potty-trained before entering the program. This includes using the bathroom on their own (getting on the toilet, wiping, flushing, pulling up pants—as much as possible)

Days of operation
If school is open, we are open. We may also be open on no school days such as teacher' in-service days and breaks not listed below, if there is an adequate number of children scheduled, the Coordinator will make the final decision.

- **No School days schedules need to be turned in 3 weeks prior to the day.** The regular cancelation policy is not applied to these days. If you schedule your child(ren), you will be charged for the hours scheduled even if you cancel.

Closed Holidays

- Labor Day
- Thanksgiving break
- Christmas Eve & Day
- New Year's Eve & Day
- Memorial Day
- Juneteenth
- Independence Day

Morning playground supervision
With your approval, we will release your child from Otter Creek Kids Care at 7:45 a.m. for outside play under the supervision of the playground attendants.

- Exception: preschool age children. For the safety of the younger children, preschoolers are not allowed to go on the playground

Drop off and pick up
Parents are responsible for the transportation to and from the school for Otter Creek Kids Care. A parent or a designated adult must accompany the child into and out of the program area. Parking in the bus lane in front of the school is not allowed during school bussing hours. This program does not do any transportation.

- All children must be signed in and out. The Signature of person signing in/out & time in/out are required.

Otter Creek Preschool Students Before School

School Bus: Preschool students may ride the school bus to school if they live on an existing route. The family needs to work with preschool staff and the transportation department to make these arrangements. We ask that all preschoolers have a 'bus buddy' that will escort the preschooler to Kids Care after they arrive at school or to bring them to the bus after school.

Preschool students that ride the bus need to go to Otter Creek Kids Care when they arrive because the busses arrive at the school earlier than the start time of preschool. Arrangements must be made in advance with Kids Care so we can schedule your child for those times.

Breakfast is Optional: Our program does not provide breakfast. If the child is going to have breakfast that the school supplies, they need to have enough time before school starts to eat so this is dependent upon when they get dropped off.

Caregiver: Child ratio

Otter Creek Kids Care will follow the Minnesota School Age Child Care Alliance recommendation of a caregiver to child ratio not to exceed one caregiver to fifteen school age children. If our group includes preschool students, we will have one adult for every ten students.

Child ratios to staff:

- 33 months through preschool 1:10
- Kindergarten through age 13 1:15

Breakfast /Lunch /Snacks

We have designated times for snacking and eating throughout the day. Children are NOT allowed to eat at any other time then the designated times.

Snack time:

Snacks are provided at 9:30am and 3:15pm. These are a snack. If you want your child to eat more than what we serve at these times please send something with them each day OR they can eat anything left over from their cold lunch. The children choose between the snack we provide, or their own.

Breakfast time:

Children will be excused at 7:50am to the cafeteria, if they wish to have breakfast. You can also send something with them for breakfast for them to eat in our room BEFORE 8:00am.

Lunch time:

Lunch is served at 11:25 a.m. Students may bring a cold lunch with a juice box or purchase milk. **Please pack a cold pack with your child's lunch as we do not have room in our refrigerator for everyone's lunch.** Hot lunches are available to students on school days at no cost (subject to change if state regulations change). **Students must bring a cold lunch on no school days.** Please do not send suckers or candy. Children are not allowed to have pop with their lunch.

Clothing

Children should be adequately dressed for indoor and outdoor activities. All clothing should be labeled with the child's name. In the winter we go outside daily, weather permitting, and they will need boots, snow pants, hats, and mittens. *****Flip-flops are not to be the only shoes a child has for activities. You can leave a pair of tennis shoes in your child's locker.***

Rules of Behavior

Otter Creek Kids Care rules are as follows:

We will not run in our room or in the halls.
We will be responsible for putting away what we take out.
We will use an inside voice while we are in the building.
We will respect and follow directions given by adults.
We will contribute to a safe environment.
We will treat others with kindness and respect.
We will respect the rights and property of the school and others.

Rules for play: "Gun/Shooting Play" or Pretend Fighting is not allowed at Kids Care.

Toys from home

Our program discourages children from bringing toys from home. Otter Creek Kids Care **prohibits** ALL electronics (i.e. phone, tablet, ipod, electronic game) brought from home. If a child does bring toys from home the items are the responsibility of the child. Staff is not responsible for the items being broken, lost or stolen. Charging of electronic items is not allowed due to possible fire hazards and lack of outlets. Staff can limit the amount of time a student may play with toys from home to allow for social interaction with other students. If toys brought from home become a problem, staff will ask the child to put the item in their locker or backpack.

Behavior policy and procedures

It is the main goal of our program to guide children as happy, responsible, cooperative participants in Kids Care and to teach children to use alternative methods to reduce conflict. Our staff strives to be positive role models that encourage appropriate behavior, while promoting a safe environment. Our course of action begins with mild reminders or distractions and progress to parent conferences and possible removal. Communication between the staff and parent is necessary in every case. We want to work together as a team to make each child have a positive experience in Kids Care.

When conflicts over the rights of other people and property develop or the child's behavior infringes on the rights of others, it is our goal to work with each individual child.

1. We will walk in the halls
2. We will be kind to each other (no biting, kicking, hitting, or bullying)
3. We will be respectful and appropriate to all staff and other children
4. We will keep our voices at a talking level (no yelling or screaming)
5. We will follow the rules of the school and of the Kids Care program fully.

Bus Safety

Riding the school bus is a privilege not a right. If this privilege is abused, it may be lost!

Follow the rules of the bus: Obey the driver's instructions, keep to yourself, remain seated, be courteous, no animals or hazardous objects allowed, keep noise levels down and keep the bus clean and safe.

Consequences: see Otter Creek Elementary Handbook

Health and Safety

In case of illness a staff member will immediately call to notify the parents by calling the parents/emergency contacts. They will then supervise and separate a child until pick up. In cases of a contagious disease, we will post a notice in the room and give notice through letter/e-mail to parents the same day of the outbreak.

Please follow these guidelines if your child is ill: Please keep your child at home if their fever is 100 degrees Fahrenheit or greater. Sick children should stay home for at least 24 hours after their fever is gone without use of fever-reducing drugs like Tylenol or Motrin. If your child was diagnosed with strep throat, keep your child home for a full 24 hours after the child has begun antibiotics. Keep your child home if they are vomiting until 24 hours after it has stopped.

Should the child sustain an injury or become unconscious and need immediate transportation to an emergency room, an ambulance will be called at the parent's expense. Our staff members are trained in CPR and first aid.

Immunizations

We require access to a record detailing every child's current immunization records or applicable exemption that needs to be on file upon the child starting in our care.

Preventing and responding to Allergies

Before care starts, we require documentation of any known allergies. All staff will be made aware and trained on procedures for responding to a possible allergic reaction. Documentation and medication will be held onsite and accessible to all staff. It will also be available on field trips or during transport.

Administration of Medications

When medication is needed every effort should be made for the parents to administer the required dosages at home. Parents must always give the first dose of any medication so that they may personally observe the child's reaction. In the event that medication needs to be administered by the Kids Care staff, we will follow the guidelines established by our school district. All medications must be kept in its original container. Medications must have a legible label containing the child's name and written instructions for use from a licensed physician. Medications must be kept in a place inaccessible to children. Over the counter medications *will* not be administered without doctor's written order. Whenever a child needs oral or surface medication, a parent must fill out a written authorization form.

Head Lice Policy

If head lice are found at Otter Creek Kids Care, these steps must be followed…

1. The parent will be notified and the child sent home.
2. The child is excluded from Kids Care until child has been treated.
3. The child must be checked by a health care professional or Kids Care staff before being allowed to return. No live lice or nits can be found.
4. Inform Kids Care staff of treatment used.

Requirement for reporting possible abuse

Let it be noted that Otter Creek Kids Care staff are legally required to report evidence of child abuse to the local social services agency.

Parent communication and involvement

Parents are asked to communicate regularly with the staff to share ideas or concerns. Parent-staff conferences may be requested if a special concern arises.

Children with disabilities

Otter Creek Kids Care strives to provide a safe, fun environment for all students needing child care. When a family with a child with disabilities wants to send their child to Kids Care, the Kids Care Coordinator will talk to the student's classroom teacher and any other teachers the student uses to determine if our program can meet the individual needs of the student, if Kids Care will be a safe place for the child and if Kids Care will remain a safe place with the child in attendance. If the student has needs greater than Kids Care can accommodate, the parent will need to work with either the school or the county to provide a Para/PCA to allow the child to attend Otter Creek Kids Care.

Schedules-options

*All schedules are due by Wednesday at 12:00pm the week prior—Space is not guaranteed after this point.
1. Weekly schedule-This is for parents that need to have a different schedule on a weekly/bi-weekly basis.
2. Permanent schedule-This is for parents that will not have many changes to the schedule. The child will be scheduled the same each week unless you notify the coordinator for changes. Changes need to be made when schedules are due. If you do not make the change by that time, you will be charged the full amount of scheduled hours.
3. Last minute requests-If you need to add your child after the schedule is made, you can call into the Kids Care room to check to see if there is space.

Communication is key for accurate scheduling. Please communicate with the coordinator and staff so that we can all be on the same page for scheduling.

Weekly schedules may be emailed to the Kids Care Staff by 12:00 pm on Wednesday. All other changes to schedules must be made by phone or in writing in the Kids Care room. This includes any changes made the same week or the same day.

Last Minute Care*:* Parents must call the Otter Creek Kids Care room to schedule students, **not the main office**. This is to ensure we have space for your child.

Late pick up fee: If you are late picking up your child after we close at 6:00pm, you will be charged $1.00 per minute (minimum of $10.00). Late pick up policy-If a child is left in our care more than 30 minutes after closing, we have not heard from parents, and all emergency contacts have been called, the authorities will be notified by the coordinator as we will assume the child has been abandoned.

Same day cancellation: If you cancel the same day, you will be charged the full number of scheduled hours.
*if a child is sent home from school sick, you will not be charged. If they are gone any consecutive days after being sent home, you will not be charged for those days.

Changes made the week of: Any changes made to the schedule the week of, will still be charged the full number of hours scheduled—including permanent schedules (changes need to be made by the due date/time)

Early drop off/Late pick up from schedule times: If you are wanting to drop your child off early or pick them up later than the times you have scheduled, beyond a 15 minute grace period before or after what you have scheduled, you will have to call into the Kids Care room to see if this will be okay. If you do not call to verify it is okay, you will be charged a $10.00 fee on top of hourly rate.

No show/No call: You will be charged the full number of scheduled hours.

No School Day sign up: Sign up for no school days is due by the scheduled due date. We need a minimum of 10 students to be open those days. Families will be notified as soon as possible if we are open or not. Once sign up is over, if you cancel you will be charged the full number of hours scheduled.

Cancellation

Advance notice to cancel a scheduled day is required. Please call us with any schedule change before 2:45 pm as our bus time is 3:05 pm. Both the Kids Care staff and the school must be notified of any changes. Also, call our program if your child is scheduled for Kids Care and is ill or has a doctor's appointment, etc. so the staff can cancel them right away. This will affect our count and staffing needs for the day.

*Policy for cancellation/changes made after the schedule is created applies here.

Fees

Registration fee:	$20.00 per family billed annually due immediately upon registration or on your first bill (whichever is discussed).
Summer Registration fee:	$15.00 per family due immediately upon registration for families not using school year care.

For Preschool Students *Also for School-Age Students on non-school days ONLY

Childcare Fees:	$ 4.25 per hour (scheduled)
	$ 4.50 per hour (last minute care)

*minimum of 1 hour charged each time a child comes into our care

For School-Age Students on school days (flat fee regardless of time spent in program):

$5.00 Before School (6-8:05am)
$10.00 After School (3:20-6:00pm)
$12.00 Before and After School (on the same day)

Off the bus fee for preschool students: We offer an off the bus fee for preschool students that ONLY come in the morning before preschool. If students do need care at any other time, you would still be charged the regular hourly rate for those hours. This fee is charged per semester and needs to be paid before the semester starts.

2026 and 2027 semesters: Sept. 14th – Jan. 22nd and Jan. 25th -June 4th

Bridges--$40.00 per semester
Transitions--$50.00 per semester

Billing & Payment of fees

Billing will take place every other Monday. Payment must be made in **full** and will be expected before 6:00 pm on Friday the week the invoices are sent.

*Your account is subject to a late fee of $5.00 per week per child until the past due balance is paid in full. Childcare will NOT be provided if any balance remains without a plan in place.

Payment options:

*Check
*Cash paid in the district office (we do not accept cash in the Kids Care room)
*Online (contact the coordinator to set this up)

Delinquent Account

We are a self-sustaining program; therefore, it is necessary to charge registration fees, hourly fees and other related fees. Childcare services are subject to termination for an account that is 1 week past due. When an account is 6 weeks past due, it will be turned over to RBC Collections. **This also applies to families on assistance that have a co-pay.**

In addition to the co-pay, parents on childcare assistance will be responsible for any and all charges above voucher reimbursement.

Assistance forms must be signed within 1 week or services may be discontinued.

In the event this account becomes delinquent for any reason and is turned over for collections, collection costs of 37% will be added to the past due balance.

Returned Check
Parents may be charged a $30.00 NSF fee for all returned checks.

Late starts: In the event of a late start due to inclement weather, KIDS CARE will NOT open at the regular time. *We will open at 9:00am*. This is to ensure the safety of our staff. This will be included in the alert call from the school.

Emergency Closing
Parents must provide names and phone numbers of persons that can pick up their children in the case of extreme weather conditions or another possible emergency. If the school closes, **Kids Care also closes within one hour**. You will be charged a late pick-up fee of $1.00 per minute per child beginning 60 minutes after the busses leave the building.

Summer programming
If a child is scheduled during summer hours, the family will be charged the entire time the child was scheduled if cancelled AFTER the schedule was made for the following week (Wednesday @ 12:00pm).
We base our staff off of numbers so we need an accurate count to schedule our staff correctly.

- If a parent signs a child up for a field trip, and the child does not show up for that day/field trip, you will be charged for the field trip fee and the hours the child was scheduled.
- A summer handbook will be available showing the policy changes for summer programming.
- A child's school year account must be paid in full prior to using our summer program.
- Summer program fees must be paid in full prior to the family starting school year care.

Communication is key. We ask that all parents communicate with the coordinator and staff in all aspects of care.

Although Otter Creek Kids Care does not require a contract, the program needs to have your signature on file to show that each parent understands and agrees to follow the procedures explained in the previous pages. Please return a completed registration from and this signed form to Otter Creek Kids Care prior to starting services, failure to do so could result in denial of services. If any problems occur, we will refer back to this handbook.

*I understand that it is my responsibility to contact the Otter Creek Kids Care coordinator with questions regarding my account and/or billing.

*I understand the scheduling policies, the fees associated with Kids Care scheduling, and will effectively communicate with the coordinator and staff in all aspects of my child's care.

Name:_____

Child(ren) Name(s):_____

Date:_____

Signature:_____

This handbook needs to be read thoroughly and this back page returned to Kids Care prior to your child starting in our program. Please keep this handbook for future reference if needed.

UPDATED 7/10/2026

Family Handbook 2026-27

Otter Creek Elementary School

530 Stine Drive,
Carlton, MN 55718

Phone: 384-4225

Edited: 08/09/2026

OTTER CREEK ELEMENTARY OPERATIONS AND PROCEDURES

SCHOOL HOURS

The Otter Creek Elementary instructional day begins at **8:20 a.m.** Dismissal begins at **3:05 p.m.** Students should not arrive at school prior to **7:45 a.m.**

Student supervision and drop-off begins at 7:45 a.m. Students should not arrive at school prior to 7:45 a.m. Students who arrive before 7:45 a.m. must be enrolled in the Otter Creek Kid Care program, as there is no school supervision available before 7:45 a.m.

MORNING ARRIVAL PROCEDURES

Please follow the designated arrival procedures each morning to help ensure a safe and efficient start to the school day.

7:45–7:53 a.m.

- Students being dropped off should be dropped off near the school shed.
- Students should walk directly to the playground.
- School staff will supervise students on the playground.
- At 7:55 a.m., school staff will escort students who are eating breakfast to the cafeteria.

7:55–8:15 a.m.

Students eating breakfast:

- Enter through **Side Door #10**.
- Go directly to the cafeteria for breakfast.

Students not eating breakfast:

- Follow the walkway by the school shed.
- Go directly to the playground.

8:15 a.m. or later

Students arriving at **8:15 a.m. or later may not be dropped off at the playground or Side Door #10.**

An adult must bring the student to the **Front Office at Door #1** and check the student in before the student goes to class.

Edited: 08/09/2026

MORNING DROP-OFF DRIVE THROUGH PROCEDURE

For the safety of all students, families should use the designated drive-through lane for morning drop-off.

1. Enter from **Stine Drive**.
2. Follow the drive-through lane into the side parking lot.
3. Pull forward to the designated drop-off area.
4. Students must exit the vehicle from the **passenger side only**.
5. Parents/guardians should remain in their vehicles.
6. Continue through the exit loop after your child exits the vehicle.

ARRIVAL SAFETY REMINDERS

- Remain in your vehicle during drop-off.
- The side parking lot is for **drop-off and pick-up only**. Please do not park there.
- Visitor and staff parking is located in the front parking lot.
- School buses load and unload students at the front entrance.
- Students arriving at **8:15 a.m. or later must be checked in through the Front Office**.
- Please do not drop students off and leave them unattended before the designated supervision time.

INCLEMENT WEATHER

During poor weather, students who are dropped off will enter through Doors #10 and walk to designated areas assigned by school staff. School personnel will provide direction when students should enter the building.

DISMISSAL

Student dismissal begins at **3:05 p.m.** Families should plan for the dismissal process to continue through approximately **3:15 p.m.** To ensure a safe and efficient dismissal, students will be dismissed according to their designated transportation plan.

BUS DISMISSAL

School buses load students at the **front of the building** near **Doors #1 and #2**.

Edited: 08/09/2026

Families should not park in front of the school or in areas designated for school buses, as parked vehicles can interfere with safe bus loading and unloading.

PARENT PICK-UP

Parent pick-up takes place through **Side Door #10**.

For safety and accountability:

- Parents/guardians should use the designated drive-through lane.
- Students will be dismissed to vehicles in the designated pick-up area.
- Students must enter vehicles from the passenger side whenever possible.
- Parents/guardians should remain in their vehicles during the pick-up process.
- Parents are **not permitted to go to classrooms to pick up students**.
- The side parking lot is for drop-off and pick-up only. Please do not park in this area.

DISMISSAL DRIVE THROUGH PROCEDURE

1. Enter from **Stine Drive**.
2. Follow the drive-through lane into the side parking lot.
3. Pull forward to the designated pick-up area.
4. Students will be brought to the designated pick-up area.
5. Students should enter vehicles from the passenger side.
6. Remain in your vehicle and continue through the exit loop.

EARLY DISMISSAL AND END OF THE DAY CHANGES

Please do not plan to have your child dismissed early during the regular end-of-day dismissal process. Calling the office to locate or notify your child at the end of the day can be problematic and may cause confusion for students, families, teachers, office staff, and bus drivers.

We understand that emergencies arise; however, please make early dismissal requests an exception rather than common practice.

To make the end-of-day dismissal process run efficiently, the office requests that **all student end-of-the-day changes be communicated to the school office by 1:00 p.m.**

If your child attends **Otter Creek Kid Care** and you are changing your child's after-school plan, you must also contact the Kid Care staff member on duty.

Students are not permitted to remain after school unless there is parent/guardian and/or teacher permission.

Students who have not been picked up by **3:15 p.m.** will be taken to the **Otter Creek Kid Care program**. Parents/guardians will then be charged for the first hour of Kid Care service time.

KEEPING CONTACT INFORMATION CURRENT

Parents and guardians should notify the school office whenever there is a change to a student's address, telephone number, email address, or emergency contact information. Keeping this information current allows the school to communicate with families and respond appropriately when needed.

VISITORS/SECURITY ENTRANCE

The front doors to the building are locked by 8:20 am each morning and will be unlocked at 3:00 pm. Visitors during the school day (including parents) must use Door 1 (the front entrance) to enter the building. Visitors must push the intercom button and talk to staff. There is also a camera so that office staff can see the visitor. Visitors will be asked to identify themselves and explain why they wish to enter the building. If the staff feels your request is legitimate, then the office staff will electronically unlock the doors.

All visitors to our school must first report to the office to sign in and receive a visitor's pass. This is to assure that all visitors are identified and to eliminate any unnecessary classroom interruptions. The front office door is open from 7:45 am to 3:45 pm. All visitors, including parents, must sign in at the office.

STUDENT ABSENCES

If your child is ill, please keep him/her home from school so that he/she does not expose the other children at school. Please call the office at 384-4225 x 210 before 9:00 am. If your child is expected to be out for an extended period of time, you may wish to pick up assignments for your child. (Provide at least a day to prepare these assignments for you.) If your child contracts any communicable disease, keep him/her home and notify the school nurse. When you call in your child's illness, please state if symptoms include sore throat, headache, stomach ache, vomiting, fever, coughing, etc. Phone calls to find out why a student is absent will be automatically generated through Infinite Campus Messenger.

If you believe that your child may be using illness as an excuse to not attend school, please talk with your child's teacher. Please alert him/her about the situation so that you may work together to remedy the situation before it becomes a problem.

Illness at school: If your child should become sick at school we will allow him/her to rest on one of our cots. If no improvement is seen, or a child has a temperature of 100 or greater, we will notify you using the telephone numbers provided on your child's emergency card. **Please keep the emergency card up to date**.

If you are planning an **extended family trip** (2 or more days), contact the classroom teacher ***and office*** to notify in advance of your plans. You will need to receive school work in advance and return work completed upon arrival back to school. PLEASE TRY TO ARRANGE TRIPS OVER SCHOOL SCHEDULED HOLIDAYS.

If a child is absent from school for more than 15 consecutive days as the result of a serious accident or illness, he/she may be eligible for homebound instruction. Contact the principal for more information.

Absence Letters are sent to families of students who are absent 15 days, 20 days, 25 days, and 30+ days. These letters are required by law, and contain information on additional resources that may be available to help chronically absent students have more consistent attendance at school.

Tardy Students must report to the office before going to their classrooms.

BUS ROUTES

Bus routes and approximate pick up or drop off times can be obtained by calling 218-348-2716. Pick up times vary, especially as the weather changes. Be sure to have your child waiting at the designated location several minutes prior to the scheduled time. Our buses cannot wait for late students. It is helpful to have a name tag on early elementary students for the first several days of school to help the driver learn your child's name.

If you have a complaint with the activities on a bus route, contact the Director of Transportation, Kirk Hill at 218-348-2716 or the Principal.

TEACHER & ADMINISTRATION CONTACTS

The best time to talk to your child's teacher is between 8:00-8:15 am and 3:20-3:35 pm. You may call at other times and leave a voicemail for the teacher, however, please know that teachers usually do not check their messages until school dismisses. Unless it is a known emergency, teachers are not expected to answer the phone when students are in the classroom. We also encourage you to email your child's teacher with any concerns or questions if that is a comfortable form of communication for you.

If you have any questions about school or issues concerning your child at school, call or email your child's teacher. Your child's teacher is the closest person to your child at school and is the first person to be contacted. If after you talk to your child's teacher and you still have questions or concerns, please contact the Principal. If you still feel that your questions or issues are not resolved, please contact the Superintendent.

CLASSROOM VISITS

You are encouraged to visit your child's classroom. We consider your visits to be an indication of your interest in your child and his/her school. As a matter of courtesy, it is expected that arrangements for the visit will be made beforehand with your child's teacher. Please check in at the office to obtain a visitor's pass.

STUDENT GUESTS

Students occasionally ask to bring cousins and friends to school for the day. This can be disruptive to the students and to the class. Therefore, we generally do not allow special guests in school.

BIRTHDAYS

Birthdays are a special time. In school, please check in advance with the teacher if you wish to bring treats. Due to allergy and food safety requirements, *policy requires that birthday treats must be store bought, not homemade.*

PARTY INVITATIONS

If you are having a birthday party at home, please mail the invitations or phone parents, unless you are inviting the entire class. We have hurt feelings if invitations are passed out in school and some children are excluded. Arrangements for transportation should **not** include the use of school buses to transport multiple students to a home for a party (There may not be room on a bus to accommodate a large increase in riders.)

FOOD SERVICE PRICES (2026-27)

The Minnesota Free School Meals Program provides state reimbursement to schools that participate in the National School Lunch Program and School Breakfast Program so that students can have one breakfast and one lunch at no cost at school.

The approved cost for breakfast/lunch is as follows:

Regular price student lunch:	First Meal Free, additional for purchase
Regular price breakfast:	First Meal Free, additional for purchase
Milk:	First Carton Free, additional for purchase
Adult breakfast:	$2.55
Adult lunch:	$5.30

2nd Grade Recess: 10:55-11:25, Lunch 11:25-11:55 K-1 Recess 11:00-11:30, Lunch 11:3-12:00
5th Grade Recess 11:30-12:00, Lunch 12:00-12:30 3-4 Recess 11:35-12:05, Lunch 12:05-12:35

RECESS - WEATHER GUIDELINES

All students in grades K–5 will have approximately 30 minutes of outdoor recess before lunch when weather conditions allow. Students should have appropriate clothing available at school each day, as weather conditions can change throughout the school day. Please make sure your child has clothing appropriate for the current season, including a warm coat, hat, gloves/mittens, and snow pants or other winter gear during colder months.

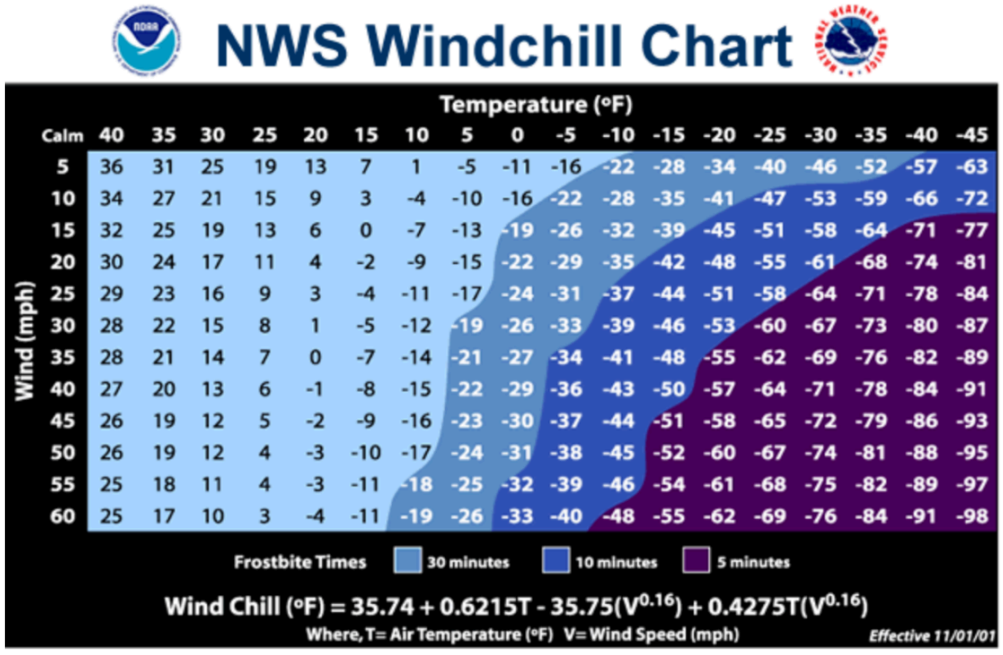
Staff will check the current temperature and wind chill before recess each day to determine whether students will go outside. We use The Weather Channel and the National Weather Service as resources when making weather-related decisions. Most days, students will participate in outdoor recess, including throughout the winter months, when conditions are appropriate.

Indoor recess will be held when the temperature or wind chill is -5°F or below. Staff may also choose indoor recess when other weather or playground conditions, such as heavy snow, ice, freezing rain, or unsafe conditions, make outdoor recess inappropriate.

Wind chill is determined using the actual temperature and wind speed. For example:

1. If the temperature is 10°F with a wind speed of 10 mph, the wind chill is approximately -4°F, so students would have outdoor recess.
2. If the temperature is 0°F with a wind speed of 5 mph, the wind chill is approximately -11°F, so students would have indoor recess.

Please refer to the National Weather Service Wind Chill Chart below for additional examples.



DAILY SPECIALISTS

Students at Otter Creek Elementary participate in a variety of specialist classes throughout the week. Students will have Music twice each week, Library/Media and STEM twice each week, Art once each week, and Physical Education (Phy Ed) every day.

Students should come to school prepared for Physical Education each day. Please provide your child with a pair of appropriate athletic/gym shoes that are designated for Physical Education only. These shoes will remain at school and should not be worn outside. Gym shoes should have non-marking soles and provide appropriate support for physical activity.

We appreciate your help in ensuring that your child is prepared to safely and actively participate in Physical Education each day.

LIBRARY MATERIALS

Students are responsible for taking care of library books and other materials checked out to them. Families may be asked to replace materials that are lost or damaged beyond reasonable repair. Questions regarding library materials should be directed to the school library/media specialist.

STUDENT'S MESSAGES/CHANGE OF PLANS

Calling the school to change your child's after school plans should only be done in the event of emergencies. ***Plans should be made prior to the start of school.*** Please know that because of the number of phone calls and situations that office staff and teachers (and substitute staff) are responding to on a daily basis, it can happen that changes during the school day about after school plans can become very confusing for your child, staff and bus drivers.

CONFERENCE NIGHTS

Otter Creek Elementary School will have fall and winter in person conference days.

During conferences, you will be updated on your child's progress and performance in class and on standardized tests. Conferences may be scheduled throughout the year by parent or teacher. Please call to schedule a conference any time you need to meet with the classroom teacher or other staff members. We will also call you if we feel a meeting is necessary. Conferences need to be scheduled in advance. This will allow you and the staff to meet without interruptions and limits the interruptions that may occur for classes as well.

APPROPRIATE CLOTHING

We like our students to wear comfortable, neat and weather appropriate clothing. Our building is kept cool in early fall and late spring, so it is a good idea to send an extra sweatshirt or sweater. Please label all clothing items. At least a light jacket or sweatshirt is needed nearly year round on the playground or for outside gym classes. In the winter, we require that students wear hats, mittens, gloves, winter coats, snow pants/snow suits, and boots on the playground. Please make sure that your child is dressed appropriately for the weather.

FOOTWEAR

Tennis shoes are required for gym class. It is suggested that students' have a pair of shoes that can be left at school just for gym. This pair of shoes should have non-marking soles. **Flip-flops, sandals, open toe or heeled shoes pose a safety issue and are not approved for use in school.**

Skateboards, wheeled shoes, rollerblades, or other wheeled items are prohibited at school and on the school buses unless they are used AND approved by the school and staff for specific instructional purposes.

GUM

Gum will not be allowed at school, unless use is approved by the classroom teacher. Inappropriate use of gum can result in loss of privileges to chew gum at school.

LOST AND (BUT NOT) FOUND

Students often 'lose' clothing and other items at school. Proof exists in our mounds of sweaters, mittens, hats, and shoes that accumulate throughout the year. Please label all items that are brought to school. Lost and found items will be on display each conference day and/or school community events. In addition, you are welcome to check for a missing item at any time.

PLEDGE OF ALLEGIANCE

Minnesota Statutes 121A.11 mandates that the Pledge of Allegiance be recited once a week in public schools. "Anyone who does not wish to participate in reciting the pledge of allegiance for any reason may elect not to do so. Students must respect another person's right to make that choice."

MANDATED REPORTING

All school personnel are legally required to immediately report any suspected child neglect, physical abuse, or sexual abuse. "Immediately" means as soon as possible, but no later than 24 hours after becoming aware of the concern. Reports must be made to the appropriate local welfare agency, law enforcement, or the Minnesota Department of Education.

School staff who fail to report suspected maltreatment may face criminal penalties and employment discipline. The school district protects employees who report in good faith from retaliation.

Investigations of reported abuse or neglect are conducted by the proper authorities and may include interviews on school property. The school will notify parents about incidents that may involve maltreatment unless the investigation requires confidentiality.

All reports and related records are kept confidential and only shared as required by law. This policy is reviewed annually and training is provided to ensure all school staff understand their legal responsibilities.

MONEY/VALUABLES/TOYS

Students are discouraged from carrying money during school. If they need to have money, please put it in an envelope with their name on it. This should be given to the teacher for safekeeping during the day. Valuable items, such as jewelry, computer games, musical devices, phones, toys, etc. should not be brought to school. If you feel your child must have a cell phone, the phone must be turned off and kept in their locker for the entire day. Please refer to the cell phone policy later in this handbook. **The school is not responsible or liable for loss or damage to personal property of the student, this includes on the school bus.**

PARENT PORTAL

The Carlton-Wrenshall School District continues to strive to improve communication and parent involvement by offering a Parent Portal Web site via the Campus software system. The Parent Portal will allow families to view the progress of their student(s) at any time, from any computer that has Internet access. Parents can view attendance and academic information and make online food service payments. Parents can also update their contact information for school closings and important school related messages.

Parent Portal can be accessed off of the main Carlton School District website or by following this URL: https://arcc.infinitecampus.org/campus/carlton.jsp. You can log in using your provided username and password. After three (3) unsuccessful attempts, your login will be disabled. Contact Ina Crandall if you need help desk support: (218)384-4225 x 111 or icrandall@isd2918.org.

EMERGENCY SCHOOL CLOSINGS/EARLY DISMISSAL

The Infinite Campus Messenger system alerts families of weather related events. Phone calls, texts, and emails will be automatically generated through our student management system. It is up to the families to notify office staff of any changes to contact information.

Before School: During severe winter storms when the Superintendent deems it unsafe for our buses to run, school will be closed or will have a later starting time.

During School: In the event of any school issues—such as power outages, water problems, or severe weather warnings—we will announce closings on our school website and notify families through the Infinite Campus Messenger system. **It is essential that you complete the school closing information on the back of your emergency card. This ensures your child knows where to go and that their teacher is aware of their destination in case of an early dismissal.**

Please note, elementary students will not be dropped off at a home if no one appears to be there. We kindly ask that you do **not** call the school to inquire about early dismissals, as this ties up phone lines and prevents us from reaching parents who may need urgent contact.

If we are unsure where to send your child, we will contact you before dismissing students.

DATA PRIVACY

If your child is referred to special education for an assessment, the district will enter your child's name and date of birth into the Minnesota Medicaid System to find out if your child is receiving Medical

Assistance or Minnesota Care. If you do not want the district to enter your child's name and date of birth into the Minnesota Medicaid System, please inform Principal Solarz in writing that you do not want the district to check the Medicaid System.

HEALTH INFORMATION

Minnesota law requires students to meet state immunization requirements for school attendance unless an appropriate exemption is provided. Families are responsible for keeping immunization records current and providing required documentation to the school.

WELLNESS POLICY

At Otter Creek, we are deeply committed to supporting the health and wellness of every student. As part of our district-wide wellness policy, we strive to promote lifelong healthy habits that help children grow, learn, and thrive—both in and out of the classroom.

To support these efforts, we are asking for your partnership in a few important areas that we feel need to be addressed currently:

Healthy Snacks and Beverages

We encourage families to send nutritious snacks with students—think fruits, vegetables, whole grains, and items low in added sugars. Please do not send cookies or candy. Healthy snacks help fuel students' learning and keep their energy levels steady throughout the day.

Please note that we are asking all families to send only plain water in water bottles. Soda and energy drinks are not permitted at school. Water is the best choice to keep kids hydrated and focused.

Daily Physical Activity

We're proud to offer 20 minutes of physical education class every day for all students in grades K–5. In addition, students enjoy 30 minutes of outdoor recess each day, weather permitting. These daily opportunities for movement are a vital part of your child's health, helping them build strong bodies and better focus in the classroom.

We believe that fostering a healthy environment at school works best when it's supported at home. Thank you for helping us create a community where students can thrive physically, emotionally, and academically.

If you have any questions or need suggestions for healthy snacks or lunches, feel free to reach out to your child's teacher or the school office.

MEDICATIONS/PRESCRIPTIONS

The health and safety of our students is a priority at Otter Creek Elementary. **All prescription and over-the-counter medications must be handled in accordance with District Student Medication Policy.**

Students may not carry, possess, or self-administer medication at school unless specifically authorized under the district's medication procedures.

Parents/guardians must provide the required medication authorization and any necessary healthcare provider documentation before medication can be administered at school. Medication must be brought to school by a parent/guardian or other authorized adult and must be in the original, properly labeled container. Medication will be stored securely and administered by authorized school personnel according to the district's procedures.

Parents/guardians are responsible for providing the school with updated medication orders and notifying the school of any changes or discontinuation of medication. Please contact the school nurse or office with questions regarding medication procedures or required documentation.

Please refer to District Policy for complete requirements and procedures.

FOOD ALLERGY INFORMATION

Food allergies have become a growing concern. Food allergies are very serious and can be life threatening. Strict avoidance of the food allergen is the only way to prevent a reaction. As parents, you may be asked to make certain accommodations if there is a student with a food allergy in your child's classroom. Please be understanding in regards to these accommodations. The school nurse or classroom teacher will notify you if there are any concerns in your child's room. Our goal is to create a safe and healthy learning environment for all of our students.

ACCIDENTS AT SCHOOL

If your child is seriously injured at school, you and the school nurse will be notified. If emergency treatment is needed and we cannot contact you, we will notify your family physician or take your child to the hospital. The school carries no insurance on students and is not responsible for accidental injuries.

HEAD LICE AND COMMUNICABLE DISEASES

If head lice or nits are identified, parents/guardians will be contacted and students may need to remain home until appropriate treatment has occurred. Families are encouraged to notify the school when their child has a communicable illness or condition so the school can take appropriate steps to protect the health of students and staff.

VISION AND HEARING SCREENING

Vision and hearing screenings are conducted at school according to established screening guidelines. Additional screening may be completed when a concern is identified. Families will be notified when follow-up is recommended.

EMERGENCY DRILLS AND SAFETY

Safety is our number one priority at Otter Creek Elementary. Throughout the school year, students and staff practice emergency procedures, including fire, tornado/severe weather, lockdown, evacuation, STAY

PUT, and SHELTER IN PLACE drills. These drills help students and staff understand how to respond safely and calmly during an emergency. Students are expected to follow staff directions during all drills.

SCHOOL SAFETY PROCEDURES

Otter Creek uses several emergency response procedures depending on the situation. A STAY PUT keeps students and staff in classrooms while a situation inside the building is addressed. A SHELTER IN PLACE requires everyone to remain inside the building because of an external threat or safety concern. A LOCKDOWN is used when there is a violent or potentially violent internal threat and requires students and staff to follow established lockdown procedures. An EVACUATION requires students and staff to leave the building and move to a designated location.

FIRE AND SEVERE WEATHER PROCEDURES

When a fire alarm sounds, staff follow HOLD, LOOK, and GO procedures to assess the situation before evacuating. Students and staff will move to designated assembly areas and may be directed to an evacuation site if necessary. During a tornado or severe weather emergency, students and staff will move to designated shelter areas and remain there until the threat has passed. Families will be notified when appropriate.

BEHAVIOR EXPECTATIONS

DISCIPLINE

Teachers are delegated the authority to maintain good order and discipline in each classroom and the school in general. Each teacher should take care of disciplinary problems as they arise, and the principal will be available when needed. Teachers are expected to notify families of their classroom behavior plans and will have one on file in the office.

SCHOOL DISCIPLINE

At Otter Creek, we believe that learning how to build positive relationships, respect others, and contribute to a safe, supportive community is just as important as academic growth. When conflicts or challenges arise, we use restorative practices to help students understand the impact of their actions, repair harm, and restore trust. We value and rely on parental partnership in reinforcing these skills at home.

While most situations are addressed directly in the classroom through teacher-led conversations, problem-solving, and skill-building activities, the office may become involved if a situation is more serious or if classroom interventions have not resolved the concern. When this happens, our focus will be on guiding the student to reflect, take responsibility, and make things right. Restorative responses may include, but are not limited to: guided reflection, restorative conversations, agreements to repair harm, in-school support, or—if necessary—more formal consequences in line with district policy.

If your child's behavior or choices result in office involvement, you will be notified by email and/or phone. Our hope is that this communication helps you continue the conversation at home and supports your child in learning and growing from the experience. See Policy 506 for more information.

PBIS- POSITIVE BEHAVIOR INTERVENTION STRATEGIES

Otter Creek Elementary is a PBIS school and will play a major role in school discipline. As such we will have common language and expectations for all parts of the school both inside and on the playground. While PBIS focuses on dealing with problems in a positive light, it also focuses on data collection of where issues are taking place, how frequently, and who is involved. “Majors” are offenses committed by students that would be reported to the principal immediately. “Minors” will be dealt with by teaching staff and paraprofessionals. If similar “Minor” behaviors continue, at a rate set by the staff of Otter Creek the infractions could lead to receiving a “Major” and being reported to the principal.

The main goal of PBIS is to create a uniform system for discipline, to remain consistent in dealing with behavior issues, and to teach students how to treat one another with respect and safety.

EXPECTATIONS FOR THE PLAYGROUND

1. Play in a fair and safe manner.
2. Respect one another.
3. Respect and obey all adults.
4. Stay in designated areas.
5. Fighting, (kicking, hitting, physical or verbal teasing/bullying, etc.) swearing, and throwing dangerous objects (snowballs, rocks, dirt, sand, gravel, ice, mud, sticks, etc.) are not permitted.
6. Line up promptly to go inside.

The following activities/items are not safe and should not be done/brought on the playground at anytime:

1. King on the hill
2. Camel Fights
3. Crawling/walking up the slide
4. Leaving the playground without permission
5. Tackle Football
6. Hockey pucks
7. Baseball bats
8. Hard baseballs
9. Skateboards/rollerblades/wheelies/etc.

(If the rules of touch football are not followed by multiple students, on a regular basis, and students are repeatedly getting hurt; the only football that will be allowed will be 4-Down Football)

*Playground activities can be changed or stopped at any time if they are deemed to be a safety concern.

PLAYGROUND EQUIPMENT GUIDELINES

1. No pushing students on the regular swings. Wait until the swing stops before getting off (no jumping off of swings).

2. While sliding: wait until the person in front of you has finished sliding and has cleared the area before you go down the slide. No pushing or taking "cuts" while waiting for your turn.
3. No standing or sitting on the very top of the playground equipment.
4. Do not jump off of the higher equipment.

Consequences for students not following these rules/guidelines:

May be talked to, sent to the school wall, or in immediate safety or dangerous situations may be sent directly to the office to talk to the Principal. Playground supervisors and classroom teachers will also communicate with students and parents as needed about playground issues.

BUS SAFETY

PROTECT YOUR RIDING PRIVILEGE FOLLOW THESE SCHOOL BUS SAFETY RULES

RIDING THE SCHOOL BUS IS A PRIVILEGE NOT A RIGHT. IF THIS PRIVILEGE IS ABUSED, IT MAY BE LOST!

1. Be on time, keep the bus on schedule
2. Obey the driver's instructions
3. Keep your head, arms and hands inside the bus and to yourself
4. Remain seated at all times when the bus is moving
5. Be courteous! No profane language
6. Work together to keep your bus clean and safe
7. No animals or hazardous objects allowed on the bus
8. Ice skates that need to be transported on the bus for PE or after school open skating, must be transported in a durable bag or backpack or the skates will not be allowed on the bus
9. Keep the noise level down
10. Please only carry items that will fit into a backpack onto the bus
11. If you must cross the street: Walk in front of the bus and wait for directions from the driver

Note: Bus drivers must report all students who disobey the rules to the Transportation Director and Principal.

Consequence Guidelines to Consider:

1ST Written Report-discuss with the student

2nd Written Report-discuss with the student, parent called, report sent home, deny riding the bus two days

3rd Written Report-discuss with student, parent called, report sent home, deny riding the bus one week, conference before reinstatement with parent, student, superintendent, bus driver, bus supervisor

4th Written Report-deny riding the bus one month, immediate conference with parent, superintendent, and bus driver

Severe Clause: In case of severe disruption immediate suspension may be determined necessary. Incidents of this nature will be decided upon after consultation with the bus driver, bus supervisor, and principal or superintendent. Riding privileges will be suspended indefinitely. Administration will determine whether riding privileges will be reinstated/ suspended for the remainder of the school year.

CELL PHONE EXPECTATIONS

Student cell phone activation will not be allowed during the school day without prior permission of an adult for a very specific purpose, such as a documented medical need. Cell phones must be kept in student lockers inside their backpacks. No checking voice messages, text messages, playing games, etc. in the classroom. Cell phones will not be allowed to cause student distractions or classroom distraction of any sort. The district is not responsible for stolen or misplaced cell phones. It is strongly recommended that student cell phones be left at home.

Consequences for not following cell phone rules may include having an adult take the cell phone to the office and the parent or guardian will need to retrieve the cell phone.

TEACHER REQUESTS

Teacher requests need to be in by **May 1st** of every school year for the next year. The following are also used as guidelines for teacher requests. Requests should not be done every year, but when there is an actual need or reason, including if the teacher is a family relative, or neighbor. A perception of one teacher being better than another will not be processed as a reason for a teacher request.

1. All requests will be considered, but not guaranteed, reasoning is a part of the decision.
2. Requests shall be made with the principal in writing by May 1st.
3. Requests should come with a reason for the request.

IMPORTANT DISTRICT POLICIES

All school board policies are posted to the Carlton-Wrenshall School District website as updated by the school board. The following policies are condensed for general informational purposes.

STATEMENT OF NONDISCRIMINATION

It is the policy of the ISD 2918 to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person in the school district shall on grounds of race, color, creed, religion, national origin, sex, marital status, parental status, age, status with regard to public assistance, disability, sexual orientation, including gender

identity and expression,or age be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program, or in employment, or recruitment, consideration or selection, therefore, whether full time or part time under an education program or activity for which the school district is responsible.

The Carlton School District has designated the following individuals to coordinate compliance with Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972.

Title IX Coordinator

Frank Schill 384-4274 x 2003, fschill@isd2918.org

PK-12 504 Coordinator

Kari Solarz, 384-4225 x 212, ksolarz@isd2918.org

HARASSMENT AND VIOLENCE

The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

WEAPONS

Possession of a firearm or other weapon on one's person, or in an area subject to one's control, on any school property (including transportation), or off school grounds at any school related activity, will result in the immediate expulsion of the student. As per state statute, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm, or other weapon to school; except that the board may modify this expulsion requirement for a student on a case-by-case basis.

"Weapon" means any firearm (whether loaded or unloaded), any device or instrument which through its use is capable of threatening or causing injury or great bodily harm Examples shall include, but not limited to guns (including pellet guns and look-alikes), all knives, martial arts instruments, mace, explosive devices, ammunition, or any device or instrument designed as a weapon.

A student, who finds a weapon on the way to school or in the school building and takes the weapon immediately to a school office, shall not be considered in possession of a weapon.

STUDENT ATTENDANCE

Carlton-Wrenshall School District expects students in kindergarten through twelfth grade to attend school regularly and to arrive on time. Regular attendance is important to student learning, academic progress, social development, and success in school.

Minnesota law requires school-age children to attend school unless their absence is legally excused. The district recognizes that students may occasionally need to be absent due to illness, medical needs, family

circumstances, or other legitimate reasons. The district will work with students and families to address attendance concerns and provide appropriate educational and support services when needed.

Excused Absences

The following circumstances may be considered excused absences when appropriate documentation or notification is provided:

- Student illness or injury
- Medical, dental, or other health-related appointments
- Court appearances
- Funeral or bereavement
- School-sponsored activities or functions
- Suspension from school
- Student is sent home by the school nurse or other authorized school personnel
- Pre-approved educational activities or other absences approved by the principal
- Other absences permitted or required by Minnesota law

Parents/guardians are responsible for notifying the school when their child will be absent and providing any documentation requested by the school.

The district may allow a limited number of parent/guardian-reported absences without additional documentation. The district may request additional information or documentation when absences become frequent or excessive or when required to determine whether an absence is excused under Minnesota law.

Excessive Absences

The district recognizes that students may experience circumstances that result in frequent absences, including chronic illness, medical treatment, family emergencies, or other significant circumstances. The school will work with families to identify barriers to attendance and determine appropriate supports.

When a student has excessive absences, whether excused or unexcused, the school may:

- Contact the parent/guardian to discuss the student's attendance.
- Request documentation supporting continued absences when appropriate.
- Meet with the student and/or parent/guardian to develop an attendance support plan.
- Monitor the student's attendance and academic progress.

- Connect the student and family with appropriate school or community resources.
- Provide opportunities to address missed instructional work, when appropriate.

Regular attendance is important because excessive absences may result in missed instruction and may affect a student's academic progress. Students and families are responsible for working with the school to address missed instruction.

ATTENDANCE AND TRUANCY PROCEDURES

Regular school attendance is essential to student learning and success. Carlton-Wrenshall School District will follow Minnesota law and applicable district procedures when addressing unexcused absences and attendance concerns.

Three Unexcused Absences

When a student has accumulated three days of absence without a valid excuse during the school year, the school will notify the parent or guardian of the attendance concern and the requirements of Minnesota's compulsory attendance laws. School personnel may contact the family to discuss the absences and determine whether additional support is needed.

Continued Attendance Concerns

When a student demonstrates a pattern of excessive excused and/or unexcused absences, the school may initiate additional attendance interventions. Depending on the circumstances, these interventions may include:

- Meeting with the student and/or parent or guardian to discuss attendance concerns and Minnesota attendance requirements.
- Developing an individual attendance plan or attendance agreement.
- Monitoring the student's attendance and establishing regular follow-up with the family.
- Connecting the student and family with appropriate school or community support services, including a school social worker, school nurse, counselor, or other resources.
- Identifying and addressing barriers that may be contributing to the student's absences.
- Providing information regarding available educational and support services.

Continued Unexcused Absences

If unexcused absences continue after school-level interventions, the district may refer the matter to the appropriate Carlton County truancy authorities and/or county attorney in accordance with Minnesota law and applicable county procedures.

Minnesota law establishes definitions and procedures for continuing truancy and habitual truancy based on a student's age and circumstances. The district will follow the applicable statutory requirements when determining whether a referral is appropriate.

When a truancy referral is made, the county may take additional action consistent with Minnesota law and county procedures. Such action may include:

- Meeting with the student and/or parent or guardian.
- Developing an attendance agreement or intervention plan.
- Connecting the student and family with appropriate support services.
- Working with the school and family to address barriers to regular attendance.
- Initiating court proceedings when required or appropriate under Minnesota law.

For younger students, the county may also consider whether the circumstances involve truancy or educational neglect and determine the appropriate response based on the specific circumstances of the case.

The district will make reasonable efforts to work with students and families to improve attendance and address barriers to regular school attendance while complying with all applicable Minnesota attendance and reporting requirements.

Legal References: Minnesota Statutes §§ 120A.22, 120A.34, 260A.02, 260A.03, 260C.007, and 260C.163.

WEARING OF OFFENSIVE CLOTHING/OBJECTS

The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

Students wearing t-shirts, or other clothing and/or objects which are deemed inappropriate or offensive by school administration (principal, administrative assistant, superintendent) will be sent home from school or until the inappropriate/offensive item has been removed or changed. These clothing items would include but are not limited to:

1. Short shorts, skimpy tank tops, tops that expose the midriff and other clothing that is not in keeping with community standards.
2. Clothing which bears a message which is lewd, vulgar or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist or otherwise derogatory to a protected minority group.
5. Any known gang related apparel/objects.

BULLYING PROHIBITION

Bullying is strictly prohibited on school district property, at school-sponsored activities, on school transportation, and at school-related functions. This prohibition applies to students who directly engage in bullying as well as students who encourage, support, or participate in bullying behavior.

Bullying through electronic communication, including text messages, email, social media, digital images, websites, or other technology, is also prohibited when it substantially disrupts the school environment or affects the safety and well-being of students or employees, whether the conduct occurs on or off school property.

Students who experience or witness bullying are encouraged to report it to a teacher, principal, counselor, or other trusted school employee. Retaliation against anyone who reports bullying or participates in an investigation is prohibited.

STUDENT SURVEYS

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys. Surveys will be administered anonymously and in an indiscernible fashion.

INTERNET ACCEPTABLE USE AND SAFETY

This section of the policy deals with the consequences with the misuse or inappropriate use of the internet or school computers.

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

VIOLENCE PREVENTION

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. In general, the school district is to enforce its weapons policy and act promptly in investigating all acts, or formal or informal complaints of violence. This would include periodic review of discipline policies and implement approved violence prevention strategies.

HAZING

This policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are prohibited at all times. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, permit, condone,

or engage in or tolerate hazing. This policy applies to behavior that occurs on or off school property and during and after school hours.

STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior. Notification of violent behavior will be communicated with assigned classroom teachers if such acts against others, including staff, have occurred in the same year or previous year of school.

FIELD TRIPS

Field trips are an extension of the regular school day and provide students with opportunities to enhance their learning outside of the classroom. Students are expected to follow school and district expectations, listen to chaperones and staff, and demonstrate safe, respectful behavior. Written parent/guardian permission is required for students to participate in field trips. Students who do not participate in a field trip are expected to attend school as usual.

Parents/guardians who volunteer as field trip chaperones are expected to provide active supervision, follow school and district expectations, model appropriate behavior, and refrain from tobacco, vaping, alcohol, or other prohibited substances while on the field trip or in the presence of students. Chaperones are expected to bring any concerns or emergencies directly to school staff.

PARENT AND FAMILY INVOLVEMENT

Otter Creek Elementary values the partnership between school and families. Parents and guardians are encouraged to participate in school activities, conferences, classroom opportunities, field trips, and special events throughout the school year. Volunteer opportunities and any required procedures will be communicated by the school.

IN CLOSING

We are excited for a safe, supportive, and successful school year together! Our goal is to provide every student with a welcoming environment where they feel valued, supported, and encouraged to learn and grow.

Thank you for partnering with us in your child's education. Open communication and a strong school-home partnership are essential to student success. Please reach out whenever you have questions, concerns, or need support.

Kari Solarz, Principal
Otter Creek Elementary School
Carlton-Wrenshall Public School District ISD #2918
218-384-4225 ext. 212
ksolarz@isd2918.org

Edited: 08/09/2026

CARLTON WRENSHALL SCHOOL DISTRICT ISD 2918

SILVER CREEK SECONDARY SCHOOL

STUDENT & FAMILY HANDBOOK

2026–2027

Grades 6–12

BOARD REVIEW DRAFT

Prepared from the 2025–2026 Wrenshall High School and Carlton Middle/High School handbooks and the Carlton–Wrenshall ISD 2918 consolidation review.

Important Notice: Board Review Draft

This document is a proposed 2026–2027 Student & Family Handbook for Silver Creek Secondary School, a grades 6–12 building within Carlton Wrenshall School District ISD 2918. It is intended for review, discussion, revision, and approval by the School Board and administration.

The source handbooks contain different requirements in several areas, including graduation credits, grading, honor roll, attendance thresholds, cell-phone use, fees, closed campus, medication, and activity eligibility. Where the source documents conflict, this draft identifies the issue for Board or administrative confirmation instead of silently choosing one former district's rule.

BOARD / ADMINISTRATION REVIEW: The comparison review originally recommended a grades 7–12 handbook, but this draft has been corrected to the district's current direction: Silver Creek Secondary School is a grades 6–12 building.

BOARD / ADMINISTRATION REVIEW: Items identified throughout this draft as 'Board / Administration Review' should not be treated as final policy until the appropriate authority approves or confirms them.

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Board Review Decision Log

1. Welcome and District Identity

Welcome to Silver Creek Secondary School

Welcome to Silver Creek Secondary School and the 2026–2027 school year. This handbook is designed to help students and families understand the expectations, procedures, opportunities, and supports that make our school community successful.

Silver Creek Secondary School brings together the traditions, strengths, students, families, and staff of the Carlton and Wrenshall communities into one grades 6–12 secondary school. Our goal is to provide a safe, welcoming, challenging, and supportive learning environment in which every student can develop academically, socially, and personally.

The handbook is a practical guide. It summarizes district and school expectations, but it does not replace official School Board policies, individual student plans, Minnesota law, or federal law. Complete district policies remain controlling when a conflict exists.

Mission

A proposed Silver Creek mission for Board consideration is: Educate, empower, and inspire every learner through meaningful relationships, high expectations, authentic opportunities, and a safe and inclusive school community.

BOARD / ADMINISTRATION REVIEW: Approve, revise, or replace the proposed Silver Creek mission and identify the final district vision/core values.

Raptor Expectations

- Respect ourselves, others, and our school.
- Take responsibility for learning, choices, and actions.
- Act with integrity and honesty.
- Persevere through challenges.
- Show kindness and care for others.
- Strive for excellence in academics, activities, and citizenship.

Handbook Purpose

Students and families are expected to review this handbook together and use it as a reference throughout the school year. The previous Wrenshall handbook similarly emphasized that students are required to follow district rights and responsibilities and that the handbook summarizes, rather than replaces, complete district policies.

2. Contact Information and Communication

Current contact information should be maintained in the annual appendix and on the district website because staffing and contact information can change.

Office / Role	2026–2027 Information
District	Carlton Wrenshall School District ISD 2918
School	Silver Creek Secondary School
Principal	Michelle Blanchard, Ed.S.
Superintendent	Dr. Frank Schill
Main Office Phone	TO BE INSERTED
School Address	TO BE INSERTED
District Website	TO BE INSERTED
Transportation Contact	TO BE INSERTED

School Counselor	TO BE INSERTED
School Nurse	TO BE INSERTED

BOARD / ADMINISTRATION REVIEW: Insert the approved Silver Creek address, phone numbers, website, counselor, nurse, and current staff contacts.

Family Communication

- Infinite Campus / Parent Portal
- School and district email
- District messaging system
- School website
- Approved district social media and electronic communication
- Written notices when required

Parents/guardians should promptly update telephone numbers, email addresses, emergency contacts, health information, and transportation information.

3. Daily Schedule, Building Access, and Supervision

Silver Creek Secondary School is a grades 6–12 building. The detailed bell schedule should be maintained in an annual appendix and updated whenever the master schedule changes.

BOARD / ADMINISTRATION REVIEW: Insert the final 2026–2027 Silver Creek 6–12 bell schedule. The two source handbooks used different seven-period schedules, so neither former schedule should be carried forward.

Before and After School

Students should be in the building only when appropriate supervision or an approved school activity is available. Students remaining after school must be participating in a supervised activity, working with a staff member, or otherwise authorized to remain.

Announcements

School announcements may be communicated through the office, classroom systems, digital displays, email, the district messaging system, or other approved platforms.

Passes and Building Movement

Students are expected to be in assigned locations during instructional time. When required, students must use the district's approved electronic or written pass system. Students who are detained by a teacher should obtain appropriate authorization before reporting late to the next class.

4. Student Rights and Responsibilities

Student Rights

- The right to an education and the opportunity to learn.
- The right to be treated with dignity and respect.
- The right to a safe and orderly learning environment.
- The right to participate in school programs and activities consistent with eligibility requirements.
- The right to applicable due process.
- The right to educational services and accommodations required by law.

Student Responsibilities

- Attend school regularly and arrive on time.
- Know and follow school and district rules.
- Complete assigned coursework and make up missed work.
- Respect staff, students, visitors, and school property.
- Assist in maintaining a safe school environment.
- Use technology and communication tools responsibly.
- Seek assistance when academic, social, emotional, or personal concerns interfere with success.

Teacher's Right to Teach / Student's Right to Learn

The source handbooks emphasize that students have a responsibility not to interfere with another student's opportunity to learn or a teacher's ability to teach. Silver Creek will maintain this expectation.

5. Attendance and Truancy

Regular and punctual attendance is required by Minnesota law and is essential for academic success. Students, families, and the school share responsibility for regular attendance.

Reporting an Absence

Parents/guardians should notify the school as early as possible on the day of an absence and follow the building's established attendance procedure. The former handbooks used different notification deadlines; the consolidated district should publish one deadline in the annual attendance appendix.

Excused Absences

- Personal illness or injury
- Medical, dental, or mental-health appointments
- Family emergencies
- Funerals
- Religious and cultural observances permitted by law
- Court appearances
- Official school activities
- College visits when approved
- Military-related obligations
- Other circumstances approved under district policy

American Indian students are entitled to applicable absences for instruction conducted by tribal spiritual or cultural advisors as provided by law and district policy.

Unexcused Absences

- Oversleeping
- Missing the bus
- Routine errands or shopping
- Babysitting
- Work during school hours without approval
- Leaving school without proper clearance
- Unapproved vacations
- Other absences not accepted under district attendance procedures

Make-Up Work

Students are responsible for obtaining and completing missed work. Teachers will provide reasonable opportunities for make-up work consistent with course procedures and district policy.

Tardiness

Students are expected to be in class and prepared at the beginning of each period. The two source handbooks use different tardy thresholds. The consolidated district should establish one 6–12 standard.

BOARD / ADMINISTRATION REVIEW: Adopt one tardy definition, threshold, and consequence sequence. The Wrenshall handbook treated six tardies in a class per quarter as one unexcused absence and separately described a fourth tardy in a semester as a detention trigger; Carlton used a fourth accumulated unexcused tardy in a quarter. These should not both remain in the final handbook.

Truancy Prevention

The source handbooks use Carlton County truancy procedures and different local intervention thresholds. Silver Creek should use one district procedure aligned with Minnesota law and Carlton County practice.

Proposed Intervention Stage	Possible Action
Early concern	Attendance review, student conference, family contact
Repeated concern	Counselor/administrator meeting and attendance plan
Persistent concern	Attendance contract and support-team involvement
County threshold	Referral consistent with Carlton County truancy procedures and applicable law

BOARD / ADMINISTRATION REVIEW: Confirm the exact district and county thresholds before Board adoption. Do not combine the former Wrenshall and Carlton thresholds.

Leaving School During the Day

Students must receive authorization from the office before leaving the building during the school day. Parent/guardian permission does not replace the required school checkout process.

Attendance and Activities

The source Wrenshall handbook linked attendance to eligibility for field trips, senior trip, extracurricular activities, and graduation participation. Silver Creek should establish clear, uniform thresholds rather than carrying forward multiple former thresholds.

BOARD / ADMINISTRATION REVIEW: Confirm whether attendance thresholds affect field trips, senior trip, activities, and participation in graduation ceremonies.

6. Academics and Graduation

Academic Program

Silver Creek Secondary provides a broad academic program designed to prepare students for college, careers, military service, technical education, and civic life. Students should maintain a schedule that supports progress toward graduation and meets district requirements.

Grades 6–8

Students in grades 6–8 receive instruction in required core subjects and exploratory/elective opportunities. The former Carlton handbook identified English, social studies, mathematics, science, physical education, and health

requirements for grades 7–8. Because Silver Creek now serves grade 6 as well, the final middle-school course sequence should be included in the annual course-registration materials.

BOARD / ADMINISTRATION REVIEW: Insert the final Silver Creek grades 6–8 course sequence and credit conventions.

Graduation Requirements

The source handbooks contain materially different graduation structures. Wrenshall required 50 semester credits, including 34 required credits and 16 electives, plus a 20-hour civic-engagement requirement. Carlton required 23 annual-equivalent credits with 4 English, 4 social studies, 3.5 mathematics, 3 science, 1 physical education, .5 health, 1 arts, and 6 electives.

Former Requirement	Wrenshall 2025–26	Carlton 2025–26
Total	50 semester credits	23 annual-equivalent credits
English	8 semesters	4 credits
Social Studies	8 semesters	4 credits
Math	6 semesters	3.5 credits
Science	6 semesters	3 credits
Physical Education	2 credits	1 credit
Health	2 credits	0.5 credit
Arts	0.5 credit	1 credit
Electives	16	6
Additional	20 civic-engagement hours	None listed

BOARD / ADMINISTRATION REVIEW: Adopt one Silver Creek graduation credit unit and total requirement. Establish a credit-conversion method and cohort-specific protections before publishing a final graduation table.

Transition Protection

Proposed transition language: Students enrolled before consolidation will not be disadvantaged by conversion of credits or adoption of new graduation requirements. The district will apply the requirement structure most appropriate to the student's graduation cohort, subject to state law and School Board policy.

State Academic and Career/College Readiness Requirements

The Wrenshall handbook describes Minnesota requirements related to career and college readiness, nationally recognized college entrance exam opportunities, monitoring readiness, and planning beginning no later than grade 9. Silver Creek will continue to provide required state opportunities and record required progress.

Civic Engagement

Wrenshall required at least 20 hours of civic engagement beginning in grade 9, with restrictions on when and for whom service could be performed and a May 1 senior-year deadline.

BOARD / ADMINISTRATION REVIEW: Decide whether a civic-engagement requirement will remain part of Silver Creek graduation requirements. If adopted, publish approved hours, qualifying activities, documentation, and deadline.

7. Grading, Honor Roll, Class Rank, and Academic Recognition

Grading Scale

Carlton used the following percentage scale in 2025–2026:

Grade	Percent	GPA Points

A+	100	4.33
A	94–99	4.00
A-	90–93	3.67
B+	87–89	3.33
B	84–86	3.00
B-	80–83	2.67
C+	77–79	2.33
C	74–76	2.00
C-	70–73	1.67
D+	67–69	1.33
D	64–66	1.00
D-	60–63	.67
F	Below 60	0.00

Wrenshall stated that grades below 60 percent were not passing and allowed teachers to establish a higher minimum percentage for a D. The consolidated district should establish one grading scale.

BOARD / ADMINISTRATION REVIEW: Confirm the final percentage scale, GPA points, whether A+ exceeds 4.0, and how advanced coursework is weighted.

Pass/No Pass

Carlton permitted student aides to receive Pass/No Pass, with a Pass receiving credit but no GPA points. The final district should standardize pass/no-pass procedures across applicable courses.

Incomplete Grades

The source handbooks used different deadlines. Carlton provided until mid-quarter of the following grading period; Wrenshall generally required completion within two weeks. Silver Creek should establish one standard, with exceptions for documented circumstances.

BOARD / ADMINISTRATION REVIEW: Adopt one incomplete-grade timeline and procedure.

Honor Roll

Wrenshall used A Honor Roll at 3.667 and B Honor Roll at 3.0, with at least six classes. Carlton used A Honor Roll at 3.75 and B Honor Roll at 3.0. A single standard must be adopted.

BOARD / ADMINISTRATION REVIEW: Adopt one 6–12 honor-roll standard and define whether middle-school and high-school standards differ.

Class Rank and Academic Honors

Wrenshall ranked students in grades 9–12 in mainstream, unmodified classes and established criteria for valedictorian, salutatorian, and honor graduates. Carlton included transfer/homeschool eligibility restrictions. The consolidation review recommends explicit transition protections.

BOARD / ADMINISTRATION REVIEW: Define weighted/unweighted GPA, class rank, valedictorian, salutatorian, honor graduate status, transfer/homeschool eligibility, and transition protections.

8. PSEO, Honors Online, Concurrent Enrollment, and Credit Recovery

PSEO

Postsecondary Enrollment Options (PSEO) allows eligible students to earn high school and college credit through approved postsecondary institutions. The Wrenshall handbook described eligibility for grades 10–12, college-specific requirements, Minnesota statutory limits, counseling and testing requirements, and a May 30 planning notification date.

- Students must meet applicable Minnesota PSEO eligibility requirements.
- Students should meet with the school counselor before enrolling.
- Students remain responsible for meeting district graduation requirements.
- College grades become part of the applicable college transcript.
- Students must understand the workload, transportation, scheduling, and credit implications before enrollment.

The source handbook stated that PSEO required no charge for tuition, required books, or required course participation costs under the program, subject to applicable law and program rules.

BOARD / ADMINISTRATION REVIEW: Confirm the 2026–2027 PSEO notification deadline, local credit-equivalency rules, and district procedures.

Honors Online

The Wrenshall handbook described Honors Online as an option for independent learners with strong time-management skills and required students to be physically in the building under assigned teacher supervision.

BOARD / ADMINISTRATION REVIEW: Confirm Silver Creek's Honors Online supervision model and credit conversion.

Concurrent Enrollment

Students may have opportunities to earn both high-school and college credit through approved concurrent-enrollment programming. Course and credit equivalencies must be approved before registration.

Credit Recovery

Students who do not successfully complete required coursework may be eligible for district-approved credit recovery. Placement and grading will follow district procedures.

Outside-School Experiences/Courses

Carlton limited outside experiences/courses credit to one high-school credit per academic year and required prior departmental and principal approval. The consolidated district should determine whether and how this procedure continues.

9. Student Support Services

- School counseling and academic advising
- Career and college planning
- Special education services
- Section 504 services
- School nursing

- Speech/language services
- School psychology
- Social work and mental-health supports
- Problem-solving / student-success teams
- Multi-tiered systems of support
- English Learner services when applicable
- Other legally required student supports

Counseling

Counseling services may address academic planning, career exploration, postsecondary planning, personal concerns, social-emotional needs, and referrals to community services.

Special Education

Students referred for special education evaluation will receive the procedural protections required by law. Services are provided when eligibility criteria are met and according to the student's Individualized Education Program.

Section 504

Section 504 prohibits discrimination on the basis of disability and may require accommodations or services for eligible students.

Mental Health and Student Wellness

Students are encouraged to seek help from trusted adults, counselors, administrators, health staff, or mental-health professionals when concerns affect safety or school success.

Suicide Prevention / Crisis Support

The prior Wrenshall handbook included information about the 988 Suicide & Crisis Lifeline. Silver Creek should include current crisis-resource information in the annual health/safety appendix and use the current official wording and contact information.

10. Student Conduct and Tiered Discipline

Discipline Philosophy

Discipline is intended to maintain a safe and productive learning environment, teach responsibility, repair harm when possible, and support student growth. The consolidation review recommends using Wrenshall's tiered and restorative framework while tying it directly to adopted ISD 2918 discipline policy.

Core Expectations

- Be prompt and prepared.
- Respect staff and follow reasonable directions.
- Respect other students and differences.
- Respect property.
- Value learning and the right of others to learn.
- Use positive social skills and resolve disagreements appropriately.
- Take responsibility for choices and behavior.

Restorative Practices

Restorative practices proactively build community and respond to conflict by including people affected by harm in finding solutions that repair relationships and strengthen responsibility.

- Restorative conversations
- Reset breaks
- Check-in/check-out
- Student agreements
- Family involvement
- Peer or staff mentoring
- Problem-solving team referral
- Support for the impacted person
- Restorative work or restitution
- Re-entry agreements

Tier 1 – Staff Managed

- Minor disruption
- Unprepared for class
- Minor argument
- Running in hallway
- Horseplay
- Missing homework
- Minor dress concern
- Minor food/drink issue
- Non-chronic refusal to follow directions

Tier 2 – Repeated/Moderate

- Academic dishonesty
- Cell-phone violation
- Defiance
- Disrespect
- Disruption
- Inappropriate language
- Technology misuse
- Property misuse
- Repeated refusal to participate

Tier 3 – Major

- Bullying/cyberbullying
- Harassment
- Hazing
- Threats/intimidation
- Physical aggression
- Theft
- Leaving building without permission
- Significant technology violations
- Tobacco/nicotine violations

- Repeated/prolonged defiance

Tier 4 – Unlawful/Severe

- Assault
- Fighting
- Bomb threats
- Weapons
- Arson
- Robbery
- Sexual assault
- Significant property damage
- Terroristic threats
- Illegal drugs/alcohol
- Gang activity where prohibited by policy
- Other conduct posing severe risk or constituting a serious legal violation

Potential Responses

- Reteaching and redirection
- Parent/guardian communication
- Restorative intervention
- Detention
- Loss of privileges
- Behavior agreement
- Check-in/check-out
- In-school suspension
- Out-of-school suspension
- Re-entry plan
- Restitution
- Referral to support services
- Law-enforcement referral when required or appropriate
- Expulsion/exclusion proceedings when authorized

Discipline decisions will consider severity, frequency, safety, student age, disciplinary history, individual circumstances, and applicable special-education and Section 504 requirements.

Detention

Detention may be assigned during lunch, after school, or at another district-approved time. Students are expected to arrive promptly, follow supervisor directions, work appropriately, and comply with device restrictions.

ISS

In-school suspension removes the student from the regular classroom while maintaining direct supervision by school personnel. Academic work should continue when feasible.

OSS and Due Process

Suspension, exclusion, and expulsion procedures will follow Minnesota law and district policy. The Carlton handbook reproduced the Pupil Fair Dismissal Act. The final handbook should summarize rights and direct families to the complete adopted policy rather than reproducing state law.

Prohibited Conduct

- Disorderly conduct
- Insubordination
- Fighting
- Assault
- Threats
- Theft
- Vandalism
- Tobacco/nicotine
- Alcohol
- Illegal drugs or unauthorized controlled substances
- Weapons
- Harassment
- Bullying
- Hazing
- Unauthorized recording
- Trespassing
- Gang-related conduct when prohibited by policy
- Other conduct prohibited by district policy or law

11. Bullying, Harassment, Discrimination, Hazing, and Violence

Bullying

Bullying includes intimidating, threatening, abusive, or harmful conduct that is objectively offensive and involves an actual or perceived imbalance of power with repeated or patterned conduct, or conduct that materially and substantially interferes with a student's educational opportunities or participation.

Cyberbullying

Cyberbullying includes bullying through electronic communication, including social media, websites, forums, text messages, images, sounds, or other electronic data.

Harassment and Discrimination

Harassment or discrimination based on protected characteristics is prohibited. Reports will be addressed under applicable district policy and law.

Hazing

Hazing means an act against a student, or coercing a student into an act, that creates a substantial risk of harm for purposes of initiation into or affiliation with a student organization. Apparent consent does not remove the prohibition. The source Wrenshall policy applied the prohibition on and off school property and during and after school hours.

Retaliation

Retaliation against a person who reports a concern, participates in an investigation, or seeks assistance is prohibited.

Reporting

Students may report concerns to any trusted staff member, counselor, administrator, school nurse, or other designated district official. Written reports may be submitted when appropriate.

Recording / Privacy

Unauthorized photography or recording that infringes another person's privacy, incites violence, or involves sexually explicit images is prohibited. Recording in locker rooms, bathrooms, or other private spaces may result in severe discipline and referral to law enforcement when appropriate.

12. Cell Phones, Personal Devices, and Away for the Day

Districtwide Expectation

The comparison review recommends one districtwide electronic-device rule. Silver Creek will use an Away for the Day model for instructional focus and school climate.

- Cell phones and personal mobile devices must be turned off and stored in the designated location before the first bell through dismissal unless an approved exception applies.
- Phones may not be used during instructional time, passing time, or in restrooms/locker rooms.
- Smartwatches may be worn but may not be used for unauthorized messaging, internet access, recording, or academic assistance.
- Earbuds/headphones may not be used during instruction unless authorized by staff.
- Photography and recording must comply with privacy and school rules.

Exceptions

- Medical or health needs
- IEP or Section 504 accommodation
- Administrative authorization
- Specific teacher-approved instructional activity

Progressive Consequences

Occurrence	Proposed Response
1st	Device secured; student consequence and reminder of expectation.
2nd	Device secured; parent/guardian notification; additional consequence.
3rd / repeated	Parent/guardian retrieval and administrative meeting; additional discipline may apply.

Refusal to comply with a reasonable direction regarding an unauthorized device may be treated as insubordination.

BOARD / ADMINISTRATION REVIEW: Confirm the final storage method, whether lunch use is permitted, whether devices are collected at the beginning of the day, and the exact consequence sequence. Wrenshall used all-day locked storage; Carlton allowed use before/after school, lunch, and passing time. The Board must choose one standard.

13. Academic Dishonesty and Artificial Intelligence

Academic Dishonesty

Students may not cheat, plagiarize, fabricate information, copy another person's work, give answers to another student, possess unauthorized tests or answer keys, or misrepresent another person's work as their own.

Artificial Intelligence

Students may use artificial-intelligence tools only when authorized by the teacher and only in the manner permitted for the assignment. Presenting AI-generated content as original student work, failing to disclose required AI assistance, or using AI to avoid demonstrating assigned learning may constitute academic dishonesty.

Teacher Expectations

Teachers may establish assignment-specific rules for AI use, including permitted tools, required disclosure, citation, drafting, revision, or oral demonstration of learning.

Consequences

Academic dishonesty may result in loss or reduction of credit, reassignment of work, parent/guardian notification, restorative intervention, or disciplinary consequences consistent with district policy.

14. Dress and Personal Appearance

Silver Creek will use a neutral, safety- and learning-focused dress standard. The consolidation review recommends using the broader Wrenshall approach rather than a highly prescriptive or gender-specific list.

- Clothing must not create a health or safety risk.
- Clothing must not substantially interfere with learning.
- Clothing may not contain obscene, sexually explicit, threatening, discriminatory, or harassing content.
- Clothing may not promote illegal substances or activities.
- Clothing or accessories may not be used as a weapon or create a significant safety concern.
- Required safety equipment and specialized clothing must be worn in applicable classes and activities.

When a concern occurs, students should generally be given an opportunity to adjust, cover, or change the item before being removed from instruction, unless an immediate safety issue exists.

BOARD / ADMINISTRATION REVIEW: Confirm whether the district wishes to address headwear, sunglasses, blankets, chains, backpacks, and other specific items in the annual building rules or permanent handbook.

15. Health Services, Medications, and Student Safety

Illness at School

Students who become ill should report to the health office or designated school office. Students may not leave school without completing the required checkout process.

Emergency Information

Families should maintain current emergency contact information and identify relevant medical conditions, medications, and emergency preferences.

Accidents

Accidents at school, on school grounds, during practice, or at school-sponsored events should be reported immediately to the supervising adult and health/office staff. The source Wrenshall handbook required an accident report by the supervising adult within 24 hours.

Immunizations

Students must meet Minnesota immunization requirements or have a legally recognized exemption. The district will maintain current immunization requirements and forms in the annual health appendix.

Medication Administration

Medication should be administered at home whenever possible. School medication procedures should require appropriate parent/guardian authorization, medical authorization when required, original containers, proper labeling, secure handling, and documentation.

The source Wrenshall handbook generally prohibited student-carry medication except for specified inhalers or written agreements, while the Carlton handbook allowed certain over-the-counter medications to remain in lockers. The consolidation review specifically identified this as an unresolved issue requiring school-nurse review.

BOARD / ADMINISTRATION REVIEW: School nurse and Board must approve one medication/self-carry procedure. Do not use the former Carlton locker-medication language until the consolidated procedure is confirmed.

Head Lice

The prior Wrenshall handbook used a no-nits/no-head-lice approach. Silver Creek should publish the current nurse-approved communicable-disease/head-lice procedure in the annual health appendix.

Vision and Hearing

The previous Wrenshall handbook identified fall screening for grades 1, 2, 3, 5, 8, and 11, with screening available when concerns arise. Silver Creek should follow current district/nurse screening requirements.

16. Transportation and Bus Expectations

Transportation is a privilege, not a right. Safety is the primary consideration.

- The driver is in charge while students are on the bus.
- Remain seated while the bus is moving.
- Keep hands, head, and objects inside the bus.
- Do not fight, scuffle, threaten, or use obscene language.
- Keep the bus clean.
- Follow designated loading and unloading procedures.
- Use assigned stops unless an approved alternate arrangement exists.
- Follow all driver and district directions.

Bus Misconduct

Level	Proposed Response
1st	Verbal warning, parent/guardian report; alternate seat may be assigned.
2nd	Short bus suspension and conference as appropriate.
3rd	Longer bus suspension and parent/guardian/school conference.

4th / severe	Extended or remainder-of-year loss of bus privileges, depending on severity.

Administration may move to a more serious consequence when the severity of conduct warrants it.

BOARD / ADMINISTRATION REVIEW: Confirm the final 6–12 bus consequence matrix and whether grade 6 follows the same matrix as grades 7–12.

17. Closed Campus, Student Driving, and Parking

Closed Campus

The former Wrenshall handbook used a closed-campus model for grades 7–12. Carlton used a closed campus with a lunch-period exception for grades 9–12. Silver Creek must establish one rule for grades 6–12.

BOARD / ADMINISTRATION REVIEW: Adopt one closed-campus rule and clearly define any grade-specific lunch/open-campus privilege.

Student Driving

- Students must have required permits/forms on file.
- Vehicles must remain parked during the school day unless administration authorizes movement.
- Students may not use vehicles as gathering areas during the school day.
- Students must operate vehicles safely and obey traffic laws.
- Students may not drive to or from school-sponsored activities or shared classes without prior approval when district policy requires it.

Parking

- Student parking areas will be designated annually.
- Parking permits are required where established by the district.
- Parking privileges may be revoked for unsafe driving, closed-campus violations, or other violations.
- Vehicles on school property may be subject to searches consistent with adopted policy and law, including use of drug-detection dogs when authorized.
- Towing may occur at the owner's expense when permitted by district procedure.

BOARD / ADMINISTRATION REVIEW: Insert Silver Creek parking map, permit fee if any, assigned student parking areas, and passenger restrictions.

18. Activities, Athletics, Dances, and Eligibility

Activities

Silver Creek supports participation in athletics, fine arts, academic competitions, leadership, clubs, and service activities. The final annual activities list should be maintained separately.

- Athletics
- Band and choir
- Speech
- Knowledge Bowl
- Robotics
- Math League

- Science Fair
- Art
- Drama
- Student Council and class leadership
- National Honor Society
- BPA and career/technical organizations
- Media and school publications
- Other approved student organizations

Eligibility

Students must meet district and, when applicable, Minnesota State High School League requirements. The source Wrenshall handbook used additional local academic eligibility rules, while Carlton relied more heavily on MSHSL requirements.

BOARD / ADMINISTRATION REVIEW: Adopt one academic eligibility policy, including midterm/quarter failure consequences, attendance requirements, conduct requirements, and transition rules.

School Dances

- Dances must be approved by administration and sponsored by a recognized school organization.
- Guest approval is required when guests are permitted.
- Guests must meet age and good-standing requirements established for the event.
- Students who leave may not be readmitted when the event is designated no-reentry.
- Substances, fighting, threats, bullying, and unsafe behavior are prohibited.
- Students must arrange transportation before the event ends.
- Students with unserved disciplinary consequences may be restricted from attendance.

BOARD / ADMINISTRATION REVIEW: Confirm eligible grades, guest age limits, arrival deadline, end time, no-reentry rule, and guest verification procedure.

Field Trips

Field trips require appropriate approval, parent/guardian permission, supervision, and adherence to school expectations. Overnight trips require the level of approval established by district policy.

Fundraising

All student fundraising must be approved and handled through district-approved procedures. Funds must be deposited into the appropriate school activity account.

19. Technology, Internet, Email, and District Devices

Acceptable Use

District technology is provided primarily for educational purposes. Students are expected to use district systems responsibly, ethically, legally, and safely.

- Protect passwords and account information.
- Use only assigned accounts and authorized systems.
- Respect copyright and intellectual property.
- Do not access or distribute obscene, sexually explicit, threatening, hateful, harassing, or otherwise inappropriate material.

- Do not disclose personal information about yourself or others.
- Do not attempt unauthorized access or hacking.
- Do not circumvent filters or security systems.
- Do not intentionally damage devices, networks, software, or data.
- Do not use district resources for unauthorized commercial purposes.
- Report accidental access to inappropriate material to a staff member.

Monitoring and Privacy

District technology systems are district property. Users should have limited expectations of privacy on district systems. Routine maintenance and monitoring may reveal policy or legal violations. The district may review or disclose data when permitted or required by law.

Internet Filtering

The district will use technology protection measures consistent with applicable law and district policy.

Student Email

District email is provided for educational purposes. The source Wrenshall handbook used different access levels by grade. Silver Creek should establish current grade-level email permissions based on the district's technology platform and privacy requirements.

BOARD / ADMINISTRATION REVIEW: Confirm the 2026–2027 email structure and whether a separate Internet Denial of Access form remains necessary.

Chromebooks / District Devices

- Students are responsible for reasonable care.
- Damage, loss, or failure to return equipment may result in charges consistent with district policy.
- Optional insurance, if offered, will be published annually.
- Students must return district equipment when requested or upon withdrawal.

20. Lockers, Searches, Personal Property, and Privacy

Lockers

Lockers are school property provided for student convenience. Students should keep lockers clean, secured, and free of prohibited materials.

Locker Inspections

School authorities may inspect the interior of school lockers consistent with Minnesota law and adopted district policy. The Carlton and Wrenshall handbooks both described school lockers as district property and permitted inspection of locker interiors without student consent or a warrant.

Personal Possessions

Personal possessions within a locker are treated differently from the locker itself. The source Carlton language required reasonable suspicion for searching personal possessions inside a locker and notice after the search when practicable unless disclosure would interfere with an investigation.

Other Searches

Search procedures for desks, district devices, personal possessions, vehicles, and electronic devices will follow the adopted ISD 2918 search policy and applicable law.

BOARD / ADMINISTRATION REVIEW: Insert the adopted ISD 2918 policy number and current search-policy language once confirmed.

Backpacks

The former Wrenshall handbook prohibited backpacks in classrooms unless arrangements were made. The final Silver Creek building rule should be confirmed based on grade level, instructional needs, and safety.

21. Meals, Fees, Fines, and Student Accounts

School Meals

Silver Creek provides access to the district meal program. Students should follow cafeteria expectations, clean up after themselves, and respect food-service staff and other students.

The prior Wrenshall handbook prohibited food-delivery services such as DoorDash and Uber Eats during the school day. Silver Creek may retain a no-delivery rule to limit disruption and maintain safety.

Meal Accounts

Families should monitor student meal accounts and maintain accurate account information. Annual meal prices and account procedures belong in the annual appendix.

Fees

The Carlton handbook listed annual athletic and co-curricular fees, including different rates for grades 6–8 and 9–12, as well as Chromebook insurance. Because the comparison review recommends one Board-approved fee schedule, annual fees should not be treated as final in this permanent handbook.

BOARD / ADMINISTRATION REVIEW: Adopt the 2026–2027 fee schedule, family caps, reduced/free-price treatment, payment deadlines, refunds, waivers, and unpaid-balance procedures.

Books and Equipment

Students are responsible for school-issued textbooks, library materials, equipment, and other property. Lost or damaged items may result in replacement charges consistent with district policy.

22. Visitors, Building Access, and Emergency Procedures

Visitors

- Visitors must report to the approved public entrance and check in at the office.
- Visitors may be required to show identification and wear a visitor badge.
- Visitors should remain in approved areas.
- Parents/guardians picking up students should report to the office.
- Student guests during the instructional day are permitted only when approved by administration.

BOARD / ADMINISTRATION REVIEW: Insert the approved Silver Creek public entrance and visitor-management procedure. Remove all former-building door references.

Emergency Drills

Students must follow staff directions during fire, severe-weather, lockdown, evacuation, and other emergency drills. The former Wrenshall handbook scheduled five fire drills, five lockdown drills, and one tornado drill; Silver Creek should follow current statutory and district requirements.

Emergency Closings

School delays, closings, and early dismissals will be communicated through the district's approved notification system. Families should maintain an emergency plan for where students should go if school closes unexpectedly.

Building Safety

Students may not prop open exterior doors, allow unauthorized persons to enter, or bypass security procedures.

Fire and Safety Hazards

Tampering with fire alarms, using pyrotechnics, possessing weapons, making threats, or engaging in conduct that creates a significant safety risk may result in severe discipline and law-enforcement referral when appropriate.

23. Student Records, Data Privacy, and Nondiscrimination

Student Records

Student records are maintained in accordance with FERPA, Minnesota law, and district policy. Parents/guardians and eligible students have applicable rights to inspect and challenge records.

Data Privacy

District staff will protect student educational records and use or disclose information consistent with law and district policy.

Nondiscrimination

Carlton Wrenshall School District is committed to equal educational opportunity and prohibits discrimination as required by federal and state law. The district will not discriminate in education programs or activities on protected bases identified by applicable law.

Title IX / Sex Nondiscrimination

The district does not discriminate on the basis of sex in its education programs or activities and maintains procedures for responding to reports covered by Title IX and applicable state law.

Disability Nondiscrimination

The district prohibits discrimination on the basis of disability and provides services and accommodations to eligible students.

BOARD / ADMINISTRATION REVIEW: Insert the current 2026–2027 Title IX coordinator, Human Rights Officer, 504 coordinator, and complaint contacts after district appointment.

24. Parent/Guardian Concerns and Complaint Process

Silver Creek encourages direct, respectful communication. Most concerns are best resolved by beginning with the person closest to the situation.

1. Contact the staff member directly involved.
2. If unresolved, contact the Principal or appropriate administrator.
3. If unresolved, contact the Superintendent.
4. If the concern involves a School Board policy or Board-level matter, follow the district's Board complaint procedure.

Some concerns involving safety, harassment, discrimination, Title IX, special education, or other legally protected matters may appropriately be reported directly to an administrator or designated coordinator.

School Board members establish policy and provide governance. Individual Board members generally do not direct day-to-day school operations unless acting through official Board authority.

25. Annual Notices and District Policies Incorporated by Reference

The following policies are important to students and families and may be incorporated by reference rather than reproduced in full. The final list and policy numbers should match the adopted ISD 2918 policy manual.

Policy Area	Student/Family Relevance
Tobacco / Nicotine	Prohibits tobacco and nicotine use on district facilities.
Weapons	Prohibits weapons and addresses required disciplinary and legal responses.
Searches	Addresses lockers, desks, possessions, persons, vehicles, and related searches.
Attendance	Establishes attendance requirements and interventions.
Student Discipline	Establishes conduct standards and disciplinary procedures.
Activities	Governs student activities and participation.
Fundraising	Governs student fundraising.
Bullying	Prohibits bullying and establishes investigation/response expectations.
Pupil Records / Data Privacy	Protects student information.
Medication	Establishes medication administration requirements.
Internet / Technology	Governs acceptable and safe use.
Violence Prevention	Addresses violent and disruptive behavior.
Hazing	Prohibits hazing.
Motor Vehicles	Governs student parking, patrols, inspections, and searches.
Nondiscrimination / Title IX	Protects students from discrimination and harassment.
Immunization	Establishes required immunizations.
School Meals / Wellness	Addresses student nutrition, wellness, and meal procedures.

Child Abuse and Neglect Reporting

School employees are mandatory reporters under Minnesota law and must report suspected child abuse or neglect according to applicable procedures.

Pledge of Allegiance

Minnesota law requires the Pledge of Allegiance to be recited in public schools at least weekly. Students who choose not to participate for a personal reason may decline, and others must respect that choice.

26. Annual Appendices

Appendix A — 2026–2027 Calendar

[INSERT BOARD-APPROVED CALENDAR]

Appendix B — Silver Creek 6–12 Bell Schedule

[INSERT FINAL BELL SCHEDULE]

Appendix C — Staff Directory

[INSERT CURRENT STAFF DIRECTORY]

Appendix D — Final Graduation Requirements

[INSERT BOARD-APPROVED 2026–2027 GRADUATION REQUIREMENTS AND CREDIT CONVERSION]

Appendix E — Grading and Academic Honors

[INSERT BOARD-APPROVED GRADING SCALE, GPA WEIGHTING, HONOR ROLL, CLASS RANK, VALEDICTORIAN/SALUTATORIAN, AND HONOR GRADUATE RULES]

Appendix F — Attendance Procedure

[INSERT FINAL ATTENDANCE THRESHOLDS, TARDY PROCEDURES, TRUANCY INTERVENTION, AND COUNTY REFERRAL PROCESS]

Appendix G — Activities and Athletics

[INSERT CURRENT ACTIVITY LIST AND ELIGIBILITY INFORMATION]

Appendix H — 2026–2027 Fee Schedule

[INSERT BOARD-APPROVED FEES, CAPS, WAIVERS, REDUCED FEES, REFUNDS, AND PAYMENT PROCEDURES]

Appendix I — Student Parking Form

Student Name: _____ Grade: _____
License Plate: _____ Vehicle: _____
Student Signature: _____ Parent/Guardian Signature: _____
Date: _____

Appendix J — Technology Agreement

[INSERT CURRENT DISTRICT TECHNOLOGY / DEVICE AGREEMENT]

Appendix K — Medication Authorization

[INSERT CURRENT NURSE-APPROVED MEDICATION FORMS]

Appendix L — Dance Guest Form

[INSERT CURRENT APPROVED GUEST FORM]

Appendix M — Emergency Contact Information

[INSERT CURRENT DISTRICT EMERGENCY CONTACT PROCEDURE]

Appendix N — Building Map

[INSERT SILVER CREEK SECONDARY BUILDING MAP]

Appendix O — Parent/Guardian Resources

Include district website, counseling contacts, community resources, attendance resources, crisis resources, and other annually updated information.

27. Student & Family Handbook Acknowledgment

We have received access to the 2026–2027 Silver Creek Secondary School Student & Family Handbook. We understand that the handbook summarizes school and district expectations and that students are expected to follow applicable School Board policies, school procedures, and laws.

We understand that the handbook may be revised when necessary to comply with law, Board policy, safety requirements, or operational needs. Updated procedures will be communicated to families when appropriate.

Student Name: _____

Grade: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

BOARD REVIEW DECISION LOG

The following items were identified from the source handbooks and consolidation review as requiring Board or administrative confirmation. This list is intended to make the review process efficient and transparent.

#	Decision	Action Needed
1	Graduation credits and credit conversion	Adopt one credit unit, total requirement, and transition/grandfathering rules.
2	Civic engagement	Retain, revise, or remove the 20-hour requirement.
3	Grading scale	Adopt percentage/letter scale and GPA points.
4	Advanced-course weighting	Define honors, CIS, PSEO, and other weighting.
5	Honor roll	Adopt one standard for grades 6–12 or separate standards.
6	Class rank / academic honors	Define rank, valedictorian, salutatorian, honor graduate, transfer and homeschool rules.
7	Attendance	Adopt one absence, tardy, and truancy threshold structure.
8	Cell phones	Approve Away for the Day storage, lunch/passing-time use, exceptions, and consequences.
9	Dress code	Approve final neutral dress and appearance language.
10	Discipline	Approve tiered/restorative framework and connection to ISD 2918 policy.
11	Activity eligibility	Approve academic, attendance, conduct, and MSHSL-related eligibility.
12	Fees	Approve annual fee schedule, caps, waivers, and refunds.
13	Medication	Approve nurse-reviewed medication/self-carry procedure.
14	Closed campus	Approve grades 6–12 closed/open campus rules.
15	Parking	Approve permits, locations, passenger rules, searches, towing, and loss of privileges.
16	AI	Approve districtwide student AI expectations.
17	Technology	Approve current acceptable-use and device procedures.
18	Visitors	Approve public entrance and visitor-management procedure.
19	Emergency drills	Confirm current drill schedule and procedures.
20	Title IX / nondiscrimination contacts	Insert current designated coordinators.
21	Annual appendices	Approve process for updating calendar, bell schedule, staff directory, fees, forms, and map.

Source and Drafting Note

This draft was developed from the 2025–2026 Wrenshall High School Student and Family Handbook, the 2025–2026 Carlton Middle/High School Student Handbook, and the Carlton–Wrenshall ISD 2918 Student Handbook Comparison and Consolidation Review. The consolidation review recommended a new unified handbook rather than simply renaming either legacy handbook, combining Wrenshall's operational depth and restorative discipline with Carlton's concise academic tables, locker/search language, and AI provisions.

Because the two legacy handbooks contain conflicting rules, this Board draft intentionally identifies unresolved decisions rather than presenting a former-district rule as though it were already an ISD 2918 decision.

Prepared for: Carlton Wrenshall School District ISD 2918
School: Silver Creek Secondary School
School Year: 2026–2027
Grade Configuration: 6–12
Status: BOARD REVIEW DRAFT

DEPARTMENT OF EDUCATION

Achievement and Integration Revenue
FY 2026 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2026 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Carlton-Wrenshall
District ISD Number: 2918
Superintendent: Frank Schill
Partnering Districts: Cloquet, Esko, Proctor

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Frank Schill
Phone: 218-384-4225
E-mail: fschill@isd2918.org

Fiscal Staff: **Beth Peterson**
Phone: **218-384-4274**
Email: bpeterson@isd2918.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2025 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY25 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	$24,448.68
Total Incentive Revenue (FIN 318)	$3,282.00
TOTAL A&I REVENUE	$27,730.68

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2025 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.

B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.

B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money; work location; work

telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

D. "Educational data" means data maintained by the school district which relates to a student.

E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);

2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);

3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);

2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. Agenda Items

1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.

3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.

4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be

potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.

6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.

7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.

2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.

4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. ~~Open Forum~~ Listening Sessions

~~The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.~~

~~The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.~~
The school board will host listening sessions for community patrons throughout the calendar year.

D. ~~No Board Action at Same Meeting~~

~~Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.~~

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)

B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)

C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing Procedures
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References:
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA School Law Bulletin "C" (Minnesota's Open Meeting Law)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Reviewed:

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.

B. The school board has determined that certain permanent standing committees, as described in this policy, do facilitate the operation of the school board and the school district.

C. A school board committee or subcommittee will be formed by school board resolution which shall outline the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.

E. The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.

F. The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.

G. The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.

H. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.

III. APPOINTMENT OF COMMITTEES

A. The school board hereby appoints the following standing committees:

1. AIPAC
2. Budget/Operating Capital
3. Buildings & Grounds
4. Community Education Advisory
5. CO-OP
6. Curriculum
7. Grant Writing

8. Meet & Confer
9. MSHSL
10. Negotiations Team 1
11. Negotiations Team 2
12. NLSEC Board
13. Northern Lights/Special Education
14. Policies
15. Safety
16. Staff Development/Comprehensive Achievement & Civic Readiness
17. Technology
18. Wellness

B. The school board will establish, by resolution, for each standing or ad hoc committee the number of members, the term and the charge or mission of each such committee.

C. The school board chair shall appoint the members of each standing or ad hoc committee and designate the chair thereof.

IV. PROCEDURES FOR SCHOOL BOARD COMMITTEES

A. All meetings of committees or subcommittees shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

B. A committee or subcommittee shall act only within the guidelines and mission established for that committee or subcommittee by the school board.

C. Actions of a committee or subcommittee shall be by majority vote and be consistent with the governing rules of the school board.

D. The committee or subcommittee shall designate a secretary who will record the minutes of actions of the school board committee.

E. The power of a committee or subcommittee of the school board is advisory only and is limited to making recommendations to the school board.

F. A committee or subcommittee of the school board shall, when appropriate, clarify in any dealings with the public that its powers are only advisory to the school board.

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

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

406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

III. DEFINITIONS

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

C. "Confidential" means the data are not public and are not accessible to the subject.

D. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

E. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.

G. "Protected health information" means individually identifiable health information as defined in 45 Code of Federal Regulations, section 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164. "Protected health

information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.

H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:

1. name;

2. employee identification number, which may not be the employee's Social Security number;

3. actual gross salary;

4. salary range;

5. terms and conditions of employment relationship;

6. contract fees;

7. actual gross pension;

8. the value and nature of employer-paid fringe benefits;

9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;

11. bargaining unit;

12. job description;

13. education and training background;

14. previous work experience;

15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

17. the final disposition of any disciplinary action, as defined in Minnesota Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;

18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;

20. work telephone number;

21. badge number;

22. work-related continuing education;

23. honors and awards received; and

24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;

2. relevant test scores;

3. rank on eligible list;

4. job history;

5. education and training; and

6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:

a. name;

b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;

c. education and training;

d. employment history;

e. volunteer work;

f. awards and honors;

g. prior government service;

h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and

i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

a. ~~residential address;~~

b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;

c. first and last dates of service on the public body;

d. the existence and status of any complaints or charges against an appointee; and

e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in Section IV are private data will not be otherwise released unless authorized by law.

B. Data pertaining to an employee's dependents are private data on individuals.

C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.

D. Parking space leasing data with regard to data on individuals are private.

E. An individual's checking account number is private when submitted to a government entity.

F. Personnel data must be disseminated to labor organizations to the extent necessary to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes, section 253B.07, subdivision 1; or

3. a court, law enforcement agency, or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required by Minnesota Statutes, section 122A.20, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over the license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes, chapter 268.

N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes, chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or

2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes, chapter 13.

Data that are released under this paragraph must not include data on the student.

P. Data submitted by an employee to the school district as part of an organized selfevaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

Q. Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.

R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner of the MDE makes a final determination of child maltreatment involving a teacher under Minnesota Statutes, section 260E.21, subdivision 4, or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated *[name and title, telephone]* as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation)
Minn. Stat. § 13.41 (Licensing Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Elected and Appointed Officials)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160, 162, and 164 (HIPAA Regulations)

Cross References:
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

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

Wrenshall School believes in developing the full potential of all learners in an engaging environment where lifelong learning is valued, educational excellence is expected, and improvement is continuous.

II. GENERAL STATEMENT OF POLICY

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

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

C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing follows the ***current student handbook guidelines*** *for appropriate clothing as well as:*

1. does not injure people or damage property;

2. does not materially and substantially disrupt or interfere with the educational process or classwork;

3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;

4. does not involve substantial disorder or invasion of the rights of others.

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

1. Clothing for the weather.

2. Clothing that does not create a health or safety hazard.

3. Clothing for the activity (i.e., physical education or the classroom).

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4. *Footwear that does not present a safety hazard.*

5. *Please **refer to the current student handbook** for inclusive guidelines for Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.*

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

C. *Student clothing may not include the following – see **current student handbook**:*

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

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

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

3. *Apparel promoting products or activities that are illegal for use by minors.*

4. *Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.*

D. *The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.*

III. PROCEDURES

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

B. *When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute*

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to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).

C. *The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.*

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

Legal References: *U. S. Const., amend. I*
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

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

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506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidencebased positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services,

academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's TobaccoFree Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of the school district's Bullying Prohibition Policy;

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTH ER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

R. Saturday school;

S. Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

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

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

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

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

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

1. *Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;*

2. *Specify required approvals necessary;*

3. *Specify paperwork and reporting procedures.*

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

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

E. ***Responsibility for and Custody of a Student Removed from Class.***

1. *Designation of where student is to go when removed;*

2. *Designation of how student is to get to designated destination;*

3. *Whether student must be accompanied;*

4. *Statement of what student is to do when and while removed;*

5. *Designation of who has control over and responsibility for student after removal from class.*

F. ***Procedures for Return of a Student to a Specific Class from Which the Student was Removed.***

1. *Specification of procedures;*

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

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

1. *Specification of Procedures;*

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

H. ***Students with a Disability; Special Provisions.***

1. *Procedures for consideration of whether there is a need for further assessment;*

2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a student with a disability who is removed from class or disciplined; and*

3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

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

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*

2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

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

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

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

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

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

O. Unscheduled Student Removal From Class

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding the child abuse prevention in a school setting.

XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

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

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except

where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

    a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

    b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

    c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40121A.56, shall be personally served upon the student at or before the

time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within fortyeight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board

may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement

of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the

implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain

Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices;
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code, section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules, parts 1205.01001205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student

is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. **Under federal law**, "directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

   a. a student's social security number;

   b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

   c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

   d. personally identifiable data which references religion, race, color, social position, or nationality; or

   e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information." See Minnesota Statutes, section 480.40 for reference to the name of the child and the name of the school that such child attends being combined and not to be publicly posted in any way.

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means Michelle Blanchard, Principal.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

a. a specification of the records to be disclosed;

b. the purpose or purposes of the disclosure;

c. the party or class of parties to whom the disclosure may be made;

d. the consequences of giving informed consent; and

e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

   d. specific as to the nature of the information the subject is authorizing to be disclosed;

   e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

   f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

   g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services

provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the

study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may

disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair

Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability.

Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.

3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

3. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to selfidentify as a military-connected youth. For purposes of this section, a "militaryconnected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E , written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject

individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

    a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

    b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

~~XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS~~

~~A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.~~

~~B. Data released to military recruiting officers under this provision:~~

~~1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;~~

~~2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and~~

~~3. copying fees shall not be imposed.~~

~~C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home~~

~~telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, Michelle Blanchard, Principal, in writing by September 5 of each year. The written request must include the following information:~~

1. ~~Name of student and parent, as appropriate;~~

2. ~~Home address;~~

3. ~~Student's grade level;~~

4. ~~School presently attended by student;~~

5. ~~Parent's legal relationship to student, if applicable;~~

6. ~~Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and~~

7. ~~Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.~~

D. ~~Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.~~

E. ~~A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.~~

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving

personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

a. The disclosures meet the requirements of Section VI. of this policy; and

b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:
   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

    a. the cost of materials, including paper, used to provide the copies;

    b. the cost of the labor required to prepare the copies;

    c. any schedule of standard copying charges established by the school district in its normal course of operations;

    d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

    e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent

or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision

B. of this section shall:

a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Jeff Pesta, Superintendent.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;

c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. information or materials that could cause damage or danger of disruption to the educational process;

e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.

4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

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

   a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

   b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However,

employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

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

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.

7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when

off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

VI. FILTER

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

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

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

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

D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.

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

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

IX. INTERNET USE AGREEMENT

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

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

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school

office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

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

B. This notification shall include the following:

1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:

   a. Information stored on school district diskettes, hard drives, or servers.

   b. Information retrieved through school district computers, networks, or online resources.

   c. Personal property used to access school district computers, networks, or online resources.

   d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.

4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is

governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

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

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

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.

5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

A. "Technology provider" means a person who:

1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.

B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a schoolissued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

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

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

1. Cell phones and all mobile devices shall be **TURNED OFF** before the first bell rings and kept off and stored in lockers, backpacks, or cell phone lockers in the principal's office until the end of the day.
2. Smart watches can be worn but only used to check the time. Smart watches are **not** allowed to record at any point during the school day.
3. Earbuds cannot not be worn during ~~a teacher's lesson~~ during the school day.
4. Cell phones and all mobile devices shall be kept in a student's backpack or locker - not in clothing pockets.
5. Cell phones and all mobile devices are not allowed to be used in a classroom, the library, the common areas, the outdoors, in a classroom, or in the restrooms.
6. Cell phones and all mobile devices can be turned back on at the end of the school day.
7. Cell phones and all mobile devices are not allowed to be used during transition times or between classes.
8. Picture phones are prohibited in locker rooms in compliance with MSHSL rules.
9. Students bringing communication devices to school should recognize the risk of theft. The school is not responsible for stolen property.
10. If a student needs to make an emergency call during the school day, they are to go to the main office.

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

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

XVII. IMPLEMENTATION; POLICY REVIEW

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

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

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

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

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 1942003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015) *R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

606.5 LIBRARY MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF PURPOSE

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

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

III. DEFINITIONS

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

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

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

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

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

C. The procedures for selection and reconsideration set forth in this policy will be administered by:

1. a licensed library media specialist under Minnesota Rules, part 8710.4550;

2. an individual with a master's degree in library science or library and information science; or

3. a professional librarian or a person trained in library collection management.

D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:

1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;

2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

3. compliance with state or federal law. (Minnesota Statutes, section 134.51)

V. SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

    a. Artistic quality and/or literary style;

    b. Authenticity;

    c. Critical thinking;

    d. Educational significance;

    e. Factual content;

    f. High interest for intended audience; and

    g. Readability.

6. The selection of library materials shall conform to the constraints of the school district budget.

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

C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.

D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library

materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

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

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.

B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.

2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

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

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

2. Upon receipt of completed *Formal Request for Reconsideration of Specific Library Collection Material* form, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

   a. One member of the school district administration

   b. One principal

   c. Two teachers

   d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)

   e. Two members of the school district community with no direct connection with the request for reconsideration

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

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.

4. The Review Committee

   a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;

   b. shall examine the specific library material as a whole;

   c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and

   d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

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

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

A. the title, author, and other relevant identifying information about the material being challenged;

B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. PROHIBITION ON RETALIATION

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

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

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

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *(discuss with Principal)* credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

   a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

   b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *(discuss with Principal)* credits from the school district.

   c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

   d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

   a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

   b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

A. The school district does not offer weighted grades.

B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
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 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

714 FUND BALANCES

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 6% ~~positive~~ unassigned general fund balance.

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.

VII. COMMITTING FUND BALANCE

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

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Business Manager. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

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

IX. STABILIZATION ARRANGEMENTS

X. REVIEW

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

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: None

721 PROCUREMENT POLICY

[NOTE: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations, part 200, to have the policies that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs ($250,000) and micro-purchases ($10,000). In addition, school districts must comply with Minnesota laws on procurement.]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. "Contract" means a legal instrument by which the school district purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations, Part 200, does not include a legal instrument, even if the school district considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district for financial statement purposes, or $10,000.

F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below:

1.

a. The federal financial assistance that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101; or

b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations, section 200.101.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2) of the

definition of *Federal financial assistance* in 2 Code of Federal Regulations 200.1, or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[NOTE: All requirements outlined in this policy apply to both direct grants and state-administered grants.]

H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

J. "Severance pay" is a payment in addition to regular salaries and wages by the school district to workers whose employment is being terminated.

K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. PROCUREMENT METHOD OPTIONS

A. Procurement by micro-purchase

The acquisition of supplies or services when the aggregate dollar amount of the procurement transaction does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations, subpart 2.1 or as periodically adjusted for inflation).

[NOTE: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations, section 200.520 for the most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

B. Procurement by small purchase procedures

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. If a small purchase procedure is used, price or rate quotations must be obtained from an adequate number of qualified sources. Unless specified by the Federal agency, the school district may exercise judgment in determining what number is adequate.

[NOTE: Despite the federal government's increase in the dollar cap for small purchases to $250,000, Minnesota Statutes, section 471.345 limits the cap for small purchase procedures to $175,000.]

C. Procurement by sealed bids (formal advertising)

This procurement method involves a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

D. Procurement by competitive proposals

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

E. Procurement by noncompetitive proposals

This procurement method involves solicitation of a proposal from only one source.

[NOTE: Article IV. on Conflict of Interest has been moved to Article XI. to create a seamless set of Articles regarding procurement.]

IV. GENERAL PROCUREMENT STANDARDS

A. The school district must use its own documented procurement procedures that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach. Breaking up a procurement into smaller components to avoid the thresholds established in this policy is prohibited.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

1. The superintendent and/or **[insert title(s) as appropriate]**, in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy. Nothing in this paragraph shall be construed to waive or supersede statutory requirements relating to public contracts, competitive bidding thresholds, or school board oversight, except as expressly permitted by law.

2. Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

   a. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

   b. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

      (1). Superintendent: Up to **[insert dollar amount]**

      (2). **[insert title]**: Up to **[insert dollar amount]**

   [NOTE: The school board has the authority to determine whether to adopt Subparagraph H.2. In addition, the board may determine the employees to be included and the expenditure amounts to be authorized.]

3. Emergency expenditures and procurement authorization

Notwithstanding other provisions of this policy, including the threshold authorization above, the superintendent is authorized to approve emergency expenditures when the superintendent determines that a public exigency or emergency exists that threatens the health, safety, or welfare of students, staff, or school district property and that the expenditure cannot be delayed until the next regular or special meeting of the school board without material harm to the school district.

In an emergency, the Superintendent may authorize an expenditure in excess of the Superintendent's delegated purchasing authority, subject to the following conditions:

1. The procurement shall comply with applicable state and federal law, including the use of noncompetitive procurement when permitted by law;

2. The superintendent shall document the nature of the emergency, the basis for determining that immediate action was required, and the reason competitive procurement procedures were not used;

3. The expenditure shall be reported to the school board for ratification at the next regular or specially called school board meeting; and

4. Emergency authority under this paragraph is limited to the specific emergency circumstances and does not constitute a permanent increase in the superintendent's purchasing authority.

[**NOTE**: **Optional Dollar Limitation: Emergency expenditures authorized by the superintendent under this paragraph shall not exceed $_5,000_ per occurrence, unless prior school board approval is obtained or such approval is impracticable due to the timing and nature of the emergency, in which case Board ratification shall be sought as soon as practicable.]**

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts

will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound documented reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract. If this method is used, the following requirements apply:

1. Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

2. Proposals must be solicited from an adequate number of qualified sources;

3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor

can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

B. Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals may be used only when one (1) or more of the following circumstances apply:

1. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;

2. The item is available only from a single source;

3. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5. After solicitation of a number of sources, competition is determined inadequate.

C. Competition

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

   a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

   b. incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

   c. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

D. The school district must ensure that all prequalified lists of persons, firms, or products used in procurement transactions are current and include enough qualified sources to ensure maximum open competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. The school must not preclude potential bidders from qualifying during the solicitation period.

E. The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

[NOTE: Thresholds are now set in Article IV.H above.]

G. Managing Property and Equipment and Safeguarding Assets

1. Property Standards

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations, sections 200.311, 200.314, and 200.315.

2. Managing Equipment

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d. Adequate maintenance procedures must be developed to keep property in good condition.

e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. other information that the school district considers sensitive and is consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 Code of Federal Regulations, section 200.303, which establishes internal controls that the school district must implement.]

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statues, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and tracking expenditures to establish that funds have been used in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the school district must be limited to the minimum amounts needed and be timed with actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds

The school district administration and school board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal agency or pass-through entity makes by any appropriate payment mechanism and payment method before the school district disburses the funds for program purposes.

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements).

4. "Omni Circular"(also known as 2 Code of Federal Regulations, part 200, the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, or the Uniform Grant Guidance means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs

The following items are costs that may be allowable under the 2 Code of Federal Regulations, part 200, subpart E under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. Advertising and public relations;

2. Advisory councils;

3. Audit costs and related services;

4. Bonding costs;

5. Compensation - personal services;

6. Compensation – fringe benefits;

7. Conferences;

8. Contingency provisions;

9. Depreciation;

10. Employee health and welfare costs;

11. Equipment and other capital expenditures;

12. Gains and losses on disposition of depreciable assets;

13. Insurance and indemnification;

14. Intellectual property;

15. Maintenance and repair costs;

16. Materials and supplies costs, including costs of computing devices;

17. Memberships, subscriptions, and professional activity costs;

18. Organization costs;

19. Participant costs;

20. Plant and security costs;

21. Pre-award costs;

22. Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs; and

36. Travel costs.

D. Costs Forbidden by Federal Law

2 Code of Federal Regulations, part 200 and EDGAR identify certain costs that may never be paid with federal funds. The list below provides examples of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, part 200, subpart E; thus, the following list is not exhaustive:

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Contributions and donations

5. Entertainment (with limited exception);

6. Fines, penalties, damages, and other settlements;

7. Fundraising and investment management costs (with limited exceptions);

8. General costs of government (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. Goods or services for personal use;

10. Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. Lobbying;

12. Losses on other Federal awards or contracts;

13. Selling and marketing;

14. Student activity costs;

15. Religious use;

16. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

   a. The school district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. The school district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. The school district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the DOE, MDE, and the MDE Office of Inspector General (if applicable). School districts are also required to report matters related to school district integrity and performance in accordance with Appendix XII of 2 Code of Federal Regulations, part 200. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with the school district’s written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Travel Costs

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in the school district's other activities and in accordance with the school district's established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of the school district's written policy.

In addition, when costs are charged directly to the federal award, documentation must justify that:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established written policy.

Temporary dependent care costs above and beyond regular dependent care are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's established written policy for all school district travel; and

3. Only temporary during the travel period.

[NOTE: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations, section 200.208 (Specific Conditions).

If the DOE or MDE determines that noncompliance cannot be remedied by imposing specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold payments until the school district takes corrective action;; (2) Disallow (that is, deny both use of funds and any applicable matching credit for) costs for all or part of the activity associated with the noncompliance; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations, part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]

X. SUBRECIPIENT MONITORING

[NOTE: MDE auditors have stated that subrecipient monitoring must be covered in policy.]

A. The school district will:

1. Verify that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in *SAM.gov* that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available

information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

i. Subrecipient's name (must match the name associated with its unique entity identifier);

ii. Subrecipient's unique entity identifier;

iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date;

v. Subaward Period of Performance Start and End Date;

vi. Subaward Budget Period Start and End Date;

vii. Amount of Federal Funds Obligated in the subaward;

viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

   a. The subrecipient's prior experience with the same or similar subawards;

   b. The results of previous audits. This includes considering whether or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

   c. Whether the subrecipient has new personnel or new or substantially changed systems; and

   d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

   a. Review financial and performance reports.

   b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

   c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by 2 Code of Federal Regulations, section 200.521.

   d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward

monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

   a. Providing subrecipients with training and technical assistance on program-related matters;

   b. Performing site visits to review the subrecipient's program operations; and

   c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

B. No employee, officer, agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

The school district's Conflict of Interest policies and procedures provide additional measures regarding conflicts of interest.

[NOTE: The Minnesota Department of Education confirmed that the "written standards of conduct" required under 2 Code of Federal Regulations, section 200.318(c)(1) may appear in this policy, another policy and/or in an employee handbook. School boards may decide whether to adopt this section or address written standards of conduct elsewhere.]

C. Organizational Conflicts of Interest

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company,

affiliate, or subsidiary organization, the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization.

D. Disclosing Conflicts of Interest

The school district will disclose in writing any potential conflict of interest to MDE in accordance with established federal agency policies.

Legal References: Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729–3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. 200 Subpart E (Cost Principles)
2 C.F.R. 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319 (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)

2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. Subpart 2.1 (Definitions)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest-School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:
Minnesota Department of Education (MDE): *Procurement Handbook* [January 8, 2025] (accessed 01/07/26)
MDE: *Competitive Proposal Method* [April 2020] (accessed 01/07/26)
Office of Management and Budget: *OMB Guidance for Federal Financial Assistance (Uniform Guidance)* (accessed 02/20/26)
U.S. DOE: *Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations* (accessed 01/09/26)
U.S. DOE: *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (accessed 01/09/26)

Carlton-Wrenshall Public Schools – ISD 2918

School Board Policy List

Policy 101 — Legal Status of the School District
Policy 102 — Equal Educational Opportunity
Policy 103 — Complaints – Students, Employees, Parents, Other Persons
Policy 104 — School District Mission Statement
Policy 201 — Legal Status of the School Board
Policy 202 — School Board Officers
Policy 203 — Operation of the School Board – Governing Rules
Policy 203.1 — School Board Procedures; Rules of Order
Policy 203.2 — Order of the Regular School Board Meeting
Policy 203.5 — School Board Meeting Agenda
Policy 203.6 — Consent Agendas
Policy 204 — School Board Meeting Minutes
Policy 205 — Open Meetings and Closed Meetings
Policy 206 — Public Participation in School Board Meetings/complaints About Persons at School Board Meetings and Data Privacy Considerations
Policy 207 — Public Hearings
Policy 208 — Development, Adoption, and Implementation of Policies
Policy 209 — Code of Ethics
Policy 210 — Conflict of Interest – School Board Members
Policy 211 — Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Policy 212 — School Board Member Development
Policy 213 — School Board Committees
Policy 214 — Out-of-state Travel by School Board Members
Policy 301 — School District Administration
Policy 302 — Superintendent
Policy 303 — Superintendent Selection
Policy 304 — Superintendent Contract, Duties, and Evaluation
Policy 305 — Policy Implementation
Policy 306 — Administrator Code of Ethics
Policy 401 — Equal Employment Opportunity
Policy 402 — Disability Nondiscrimination Policy
Policy 403 — Discipline, Suspension, and Dismissal of School District Employees
Policy 404 — Employment Background Checks
Policy 405 — Veteran's Preference
Policy 406 — Public and Private Personnel Data
Policy 407 — Employee Right to Know – Exposure to Hazardous Substances
Policy 408 — Subpoena of a School District Employee
Policy 409 — Employee Publications, Instructional Materials, Inventions, and Creations
Policy 410 — Family and Medical Leave Policy
Policy 411 — Standards of Ethical Conduct for Employees
Policy 412 — Expense Reimbursement
Policy 413 — Harassment and Violence
Policy 414 — Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Policy 415 — Mandated Reporting of Maltreatment of Vulnerable Adults
Policy 416 — Drug, Alcohol, and Cannabis Testing
Policy 417 — Chemical Use and Abuse
Policy 418 — Drug-free Workplace/drug-free School

Policy 419 — Tobacco-free Environment; Possession and Use of Tobacco, Tobaccorelated Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction
Policy 419.1 — Smudging
Policy 420 — Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
Policy 421 — Gifts to Employees and School Board Members
Policy 422 — Policies Incorporated by Reference
Policy 423 — Employee-Student Relationships
Policy 424 — License Status
Policy 425 — Staff Development and Mentoring
Policy 427 — Workload Limits for Certain Special Education Teachers
Policy 428 — Return to Work Statement – Workers' Compensation Program
Policy 501 — School Weapons Policy
Policy 502 — Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Policy 503 — Student Attendance
Policy 504 — Student Dress and Appearance
Policy 505 — Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees
Policy 506 — Student Discipline
Policy 507 — Corporal Punishment and Prone Restraint
Policy 507.5 — School Resource Officers
Policy 508 — Extended School Year for Certain Students with Individualized Education Programs
Policy 509 — Enrollment of Nonresident Students
Policy 510 — School Activities
Policy 511 — Student Fundraising
Policy 512 — School-Sponsored Student Publications and Activities
Policy 513 — Student Promotion, Retention, and Program Design
Policy 514 — Bullying Prohibition Policy
Policy 515 — Protection and Privacy of Pupil Records
Policy 516 — Student Medication and Telehealth
Policy 516.5 — Overdose Medication
Policy 517 — Student Recruiting
Policy 518 — DNR-DNI Orders
Policy 519 — Interviews of Students by Outside Agencies
Policy 520 — Student Surveys
Policy 521 — Student Disability Nondiscrimination
Policy 522 — TITLE IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Policy 524 — Internet, Technology, and Cell Phone Acceptable Use and Safety Policy
Policy 525 — Violence Prevention [applicable to Students and Staff]
Policy 526 — Hazing Prohibition
Policy 527 — Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
Policy 528 — Student Parental, Family, and Marital Status Nondiscrimination
Policy 529 — Staff Notification of Violent Behavior by Students
Policy 530 — Immunization Requirements
Policy 531 — The Pledge of Allegiance
Policy 532 — USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS
Policy 533 — Wellness
Policy 534 — School Meals Policy
Policy 535 — Service Animals in Schools
Policy 550 — Indian Policies and Procedures Policy
Policy 601 — School District Curriculum and Instruction Goals
Policy 602 — Organization of School Calendar and School Day

Policy 603 — Curriculum Development
Policy 604 — Instructional Curriculum
Policy 605 — Alternative Educational Services
Policy 606 — Textbooks and Instructional Materials
Policy 606.2 — Ws Independent School District Library Media Materials Selection Policy
Policy 606.5 — Library Materials
Policy 607 — Organization of Grade Levels
Policy 608 — Instructional Services – Special Education
Policy 609 — Religion and Religious and Cultural Observances
Policy 610 — Field Trips
Policy 611 — Home Schooling
Policy 612.1 — Development of Parent and Family Engagement Policies for TITLE I Programs
Policy 613 — Graduation Requirements
Policy 614 — School District Testing Plan and Procedure
Policy 615 — Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans, and LEP Students
Policy 616 — School District System Accountability
Policy 617 — School District Ensurance of Preparatory and High School Standards
Policy 618 — Assessment of Student Achievement
Policy 619 — Staff Development for Standards
Policy 620 — Credit for Learning
Policy 621 — Literacy and the READ Act
Policy 623 — Mandatory Summer School Instruction
Policy 624 — Online Instruction
Policy 701 — Establishment and Adoption of School District Budget
Policy 701.1 — Modification of School District Budget
Policy 702 — Accounting
Policy 703 — Annual Audit
Policy 704 — Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System
Policy 705 — Investments
Policy 706 — Acceptance of Gifts
Policy 707 — Transportation of Public School Students
Policy 708 — Transportation of Nonpublic School Students
Policy 709 — Student Transportation Safety Policy
Policy 710 — Extracurricular Transportation
Policy 711 — Video Recording on School Buses
Policy 712 — Video Surveillance Other Than on Buses
Policy 713 — Student Activity Accounting
Policy 714 — Fund Balances
Policy 720 — Vending Machines
Policy 721 — Procurement Policy
Policy 722 — Public Data and Data Subject Requests
Policy 750 — Post-issuance Debt Compliance
Policy 801 — Equal Access to School Facilities
Policy 802 — Disposition of Obsolete Equipment and Material
Policy 805 — Waste Reduction and Recycling
Policy 806 — Crisis Management Policy
Policy 807 — Health and Safety Policy
Policy 808-COVID-19 — COVID-19 Face Covering Policy
Policy 901 — Community Education
Policy 902 — Use of School District Facilities and Equipment

Policy 902.1 — Community Use of School Facilities
Policy 903 — Visitors to School District Buildings and Sites
Policy 904 — Distribution of Materials on School District Property by Nonschool Persons
Policy 905 — Advertising
Policy 906 — Community Notification of Predatory Offenders
Policy 907 — Rewards

MEMORANDUM OF UNDERSTANDING

Between

Wrenshall School Board

and

Education Minnesota Wrenshall ASP Group

This Memorandum of Understanding ("MOU") is entered into between the Wrenshall School Board ("District") and the Education Minnesota Wrenshall ASP Group ("Union").

Purpose

The purpose of this MOU is to establish an alternative compensation arrangement for the MARSS/SIS Coordinator position while maintaining the position within the Education Minnesota Wrenshall ASP bargaining unit.

The parties recognize that the MARSS/SIS Coordinator position carries significant responsibilities related to student information, MARSS reporting, state and federal reporting requirements, student data accuracy, data privacy, enrollment reporting, and other duties requiring specialized knowledge and a high level of confidentiality and accountability.

Position

The position covered by this MOU shall be the MARSS/SIS Coordinator.

The position shall remain a bargaining-unit position represented by the Education Minnesota Wrenshall ASP Group for the duration of this MOU.

Work Year

The MARSS/SIS Coordinator shall be a ten-month position.

The specific work calendar, workdays, and daily work schedule shall be established by the District consistent with the operational needs of the position.

Compensation

The current bargaining-unit wage for the position is $19.20 per hour.

Notwithstanding the existing wage schedule contained in the collective bargaining agreement, the employee appointed to the MARSS/SIS Coordinator position shall receive a wage of $29.29 per hour. The position shall be a 207-workday, ten-month contract.

The $29.29 hourly wage shall replace the hourly wage otherwise applicable to this position under the bargaining-unit wage schedule for the duration of this MOU.

Compensation shall be paid through the District's regular payroll system based on the employee's approved hours worked during the 207-workday contract.

Any future increases to the $29.29 hourly wage shall be subject to agreement between the District and the Union unless otherwise incorporated into a future collective bargaining agreement or compensation schedule.

Benefits

The employee shall remain eligible for benefits provided to similarly situated members of the Education Minnesota Wrenshall ASP bargaining unit, subject to the terms and eligibility requirements of the collective bargaining agreement and applicable benefit plans.

Bargaining Unit Status

Nothing in this MOU shall remove the MARSS/SIS Coordinator position from the Education Minnesota Wrenshall ASP bargaining unit.

Except for the compensation provisions specifically modified by this MOU, all applicable provisions of the collective bargaining agreement shall remain in effect.

No Precedent

This MOU is specific to the MARSS/SIS Coordinator position and the unique responsibilities, qualifications, recruitment challenges, and compensation considerations associated with the position.

This MOU shall not establish a precedent or past practice regarding the compensation, classification, bargaining-unit status, or wage placement of any other District employee or position.

Permanent Classification and Compensation

The District and Union agree that they may continue discussions regarding the establishment of a permanent classification and compensation structure for the MARSS/SIS Coordinator position.

This MOU may remain in effect until the parties mutually agree upon a permanent classification and compensation structure and incorporate that structure into the collective bargaining agreement or another mutually agreed-upon document.

Duration

This MOU shall become effective upon approval by the Wrenshall School Board and the Education Minnesota Wrenshall ASP Group and shall remain in effect until:

1. The parties mutually agree to replace or amend this MOU;

2. A permanent classification and compensation structure for the MARSS/SIS Coordinator position is incorporated into a collective bargaining agreement;

3. The position is discontinued; or

4. The parties mutually agree in writing to terminate the MOU.

The MOU shall not automatically expire solely because the parties have not yet reached agreement on a permanent classification or compensation schedule.

Entire Agreement

This MOU represents the complete agreement between the parties concerning the matters addressed herein. Any modification must be made in writing and approved by both parties.

AGREED TO:

For the Wrenshall School Board

_____
Board Chair
Date: _____

_____
Superintendent
Date: _____

For Education Minnesota Wrenshall ASP Group

_____
Union Representative
Date: _____

_____
Union Representative
Date: _____

Draft MOU - Subject to review and approval by the parties

MEMORANDUM OF UNDERSTANDING

Between
Education Minnesota Wrenshall, Education Minnesota Carlton,
and the Carlton-Wrenshall School District

This Memorandum of Understanding ("MOU") is entered into by and between Education Minnesota Wrenshall, Education Minnesota Carlton, and the Carlton-Wrenshall School District ("District"). The purpose of this MOU is to establish a mutual understanding regarding contract days, teacher workday hours, additional compensation, and flexible reporting times for licensed staff as part of the transition to the Carlton-Wrenshall School District.

1. Purpose

The parties recognize the importance of establishing consistent expectations for licensed staff across the Carlton-Wrenshall School District. This MOU is intended to align certain contract provisions related to contract days, workday hours, additional compensation, and flexible reporting times.

2. Contract Days

Effective with the 2026-2027 school year, licensed staff members previously covered under the Education Minnesota Carlton agreement shall have their annual contracted workdays reduced from 183 contract days to 179 contract days.

This reduction is intended to align the Carlton licensed staff contract calendar with the agreed-upon districtwide calendar structure for the Carlton-Wrenshall School District.

3. Additional Compensation for Carlton Licensed Staff

Licensed staff members previously covered under the Education Minnesota Carlton agreement shall receive one (1) additional day of compensation. The amount shall be calculated using each employee's current individual salary and applicable daily rate. The additional compensation will be dispersed by December 30, 2026.

This additional payment is separate from the employee's regular annual salary and is provided as part of the transition addressed by this MOU. Payment shall be made on a payroll date determined by the District.

4. Teacher Workday

Effective with the 2026-2027 school year, licensed staff members previously covered under the Education Minnesota Carlton agreement shall have their standard workday increased from 7.5 hours per day to 8 hours per day.

The parties agree that the 8-hour workday shall include professional responsibilities customarily expected of licensed staff, including but not limited to instructional preparation, student supervision, collaboration, communication with families, meetings, and other duties consistent with the collective bargaining agreement and assigned position.

5. Flexible Reporting Time

The parties agree that licensed staff shall have flexible reporting time between 7:30 a.m. and 8:00 a.m., with corresponding departure times between the end of student dismissal and 3:45 p.m.

The flexible reporting schedule shall operate as follows:

Reporting Time	Departure Time	Expectation
7:30 a.m.	After buses have departed	Staff may leave after assigned end-of-day responsibilities are completed and after the buses have departed.
8:00 a.m.	3:45 p.m.	Staff remain on duty until 3:45 p.m.
Between 7:30 and 8:00 a.m.	Adjusted accordingly	Staff shall complete an 8-hour workday, provided student supervision, assigned duties, meetings, and professional responsibilities are completed.

6. End-of-Day Responsibilities

Nothing in this MOU shall relieve licensed staff of required end-of-day responsibilities, including student supervision, assigned bus or dismissal duties, scheduled meetings, parent communication, emergency situations, or other professional obligations as assigned by administration.

Staff who choose an earlier reporting time may leave after buses have departed only if all assigned responsibilities have been completed and there are no previously scheduled meetings or required professional duties.

7. Meetings and Professional Duties

The parties understand that staff may be required to attend meetings, professional development, conferences, or other assigned duties that extend beyond an individual staff member's preferred flexible departure time.

When such meetings or duties are scheduled, staff are expected to attend and participate as directed. The flexible reporting structure shall not limit the District's ability to schedule meetings or assign professional responsibilities consistent with the collective bargaining agreement.

8. No Precedent Beyond This Agreement

This MOU is entered into for the specific purpose of addressing contract days, additional compensation, workday hours, and flexible reporting time during the transition to the Carlton-Wrenshall School District. Except as specifically stated herein, this MOU shall not modify, waive, or alter any other provision of the applicable collective bargaining agreements.

9. Duration

This MOU shall be effective beginning July 23, 2026, and shall remain in effect through June 30, 2027, unless modified or extended by written agreement of the parties.

10. Full Agreement

This MOU represents the full agreement of the parties regarding the matters addressed herein. Any modification to this MOU must be made in writing and signed by authorized representatives of all parties.

11. Signatures

By signing below, the parties acknowledge their agreement to the terms of this Memorandum of Understanding.

Education Minnesota Wrenshall
By: _____
Name: _____
Title: _____
Date: _____

Education Minnesota Carlton
By: Ryan Schmidt
Name: [signature]
Title: President
Date: 7/23/26
Carlton-Wrenshall School District

Carlton-Wrenshall School District
By: _____
Name: _____
Title: _____
Date: _____

Carlton-Wrenshall School District
By: _____
Name: _____
Title: _____
Date: _____

CARLTON-WRENSHALL
PUBLIC SCHOOL DISTRICT
SMALL-TOWN VALUES. UNLIMITED POTENTIAL.

(218) 384-4274
ISD #2918

NOTICE OF ASSIGNMENT
AT-WILL EMPLOYEE AGREEMENT
August 1, 2026 through June 30, 2027

To: Laura Nilsen

Assignment: MARSS Coordinator

Job Description: Addendum A to this agreement

Term: At-Will employment through June 30, 2027

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

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

Direct Supervisor: Superintendent

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

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

_____ _____

Employee Signature Date

CTE Construction Project Agreement

This CTE Construction Project Agreement("Agreement") is made between Chris Gustafson (the "Owner") and Independent School District No. 100, Wrenshall School District, 207 Pioneer Drive, Wrenshall, Minnesota 55797 (the "School District"), (collectively, the "Parties").

WHEREAS, the Owner owns real property at 413 Lily Lane, Wrenshall, MN 55797 (the "Premises");

WHEREAS, the Owner intends to construct a garage on the Premises (the "Project");

WHEREAS, the School District provides educational instruction regarding construction and industrial arts to high school students;

WHEREAS, the School District seeks to provide its high school students real-life experience in construction and industrial arts by assisting the Owner in the construction of the Project;

WHEREAS, the School District intends to provide instruction, supervision, and training to its high school students in the construction of residential homes on the Premises pursuant to the conditions set forth below in this Agreement;

WHEREAS, the Owner has agreed to allow the School District, and its students, to access and use the Property pursuant to the conditions set forth below in this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth below, the Parties agree as follows:

1. **Recitals**. The Recitals set forth herein above, are incorporated herein and made a material part hereof.

2. **License to Access and Use the Property**. The Owner grants and licenses to the School District access to and use of the Property for educational purposes only, which shall include the following: removal of contents and existing interior walls, and the construction of an SCBA Confidence Trailer. The School District agrees to notify the Owner immediately if the Property is in need of repair. Use of the Property by the School District is limited to school days and school hours.

3. **Term**. School District shall be entitled to access and use the Property during the following dates: From September 8th, 2026 until completion of the Project, or earlier if this Agreement terminated pursuant to the terms of this Agreement.

4. **Compensation**. The owner and the School District shall have no obligation to one another for any compensation for the performance of this Agreement. The Owner shall have no obligation to provide any compensation to the School District's students for any work performed on the Premises pursuant to this Agreement.

5. **Owner to Furnish Building Materials.** The Owner shall furnish all building materials

related to the Project.

6. **Owner to provide access to restrooms.** The Owner shall permit access to suitable restroom facilities on the Premises, or provide portable toilets for student use.

7. **Authority of Owner.** The Owner shall have the sole authority over the design and plans of the Project, but shall not have any authority to supervise or direct the School District, its employees, or its students in the performance of this Agreement.

8. **Authority of School District**. The School District shall have the sole authority to direct and supervise any work by School District employees or students occurring on the Premises or in any way related to the Project by the School District, its employees, or its students.

9 **Relationship of Parties**. Nothing in this Agreement is intended, or shall be construed, to create a partnership or joint venture among or between the parties hereto, and the rights and remedies of the parties hereto shall be strictly as set forth in this Agreement. No employment status or relationship is created by this Agreement between the Owner and the School District, and or between Owner and the School District's students.

10. **No Right of Ownership**. The School District agrees that this Agreement creates no legal right or claim of ownership in favor of the School District in the Property whatsoever. The Property shall be under the exclusive ownership and control of the Owner.

11. **Non-Exclusivity**. The School District's use of the Property under this Agreement is non-exclusive. The Owner and their authorized licensees and invitees may use the Property during the Term of this Agreement at any time. In the event a conflict arises in the use of the Premises between the Owner and the School District, the Owner shall be granted first priority over the School District.

12. **Prohibited Activities.** Notwithstanding any other term of this Agreement, the following activities are prohibited in or on the Premises while any student of the School District is present on the Premises: (1) possessing, serving, or consuming alcoholic beverages, (2) possessing, using, or consuming/smoking of any tobacco products, cannabis, or illegal substances, (3) the use of flammable, hazardous, or dangerous objects, chemicals, or substances, (4) the use or possession of any firearms, ammunition, or explosives, and (5) gambling

13. **Insurance.** The Owner, at its expense, shall procure and maintain in force for the duration of this Agreement the following minimum insurance coverages:

    a. General Liability. The Owner agrees to maintain general liability insurance in a minimum amount of $1,000,000 per occurrence; $2,000,000 annual aggregate. The policy shall cover liability arising from personal injury and contractually assumed liability. The School District shall be added to the policy as additional insured.

    b. The Owner shall, prior to commencement of any work under this Agreement, deliver to the School District a Certificate of Insurance as evidence that the above coverages are in full force and effect. The insurance requirements may be met through any combination of

primary and umbrella/excess insurance. Owner's policies shall be the primary insurance to any other valid and collectible insurance available to the School District with respect to any claim arising out of the School District's performance under thisAgreement.

14. **Application of School's Rules**. All statutes, rules and regulations that apply to School District and its students and employees shall apply to School District's access to and use of the Premises. Such rules are incorporated by reference to this Agreement. During the Term of this Agreement, the Owner shall cooperate with the School District and its personnel.

15. **Security**. The School District shall be responsible for the safety and wellbeing of its students and employees and shall implement a security plan for its use of the Property to ensure that its students and employees are safe and protected. The School District shall have an employee present at the Premises at all times when the Premises is being accessed or used for the permitted purposes of this Agreement. Students or other individuals affiliated with the School District shall not be permitted to access or use the Premises without a School District employee present. Notwithstanding any other provision of this Agreement, the Owner shall be responsible for locking and securing the Premises at the conclusion of each day.

16. **School District's Premises**. The School District shall be solely responsible for storing, maintaining, and securing any of the School District's property on the Premises. The Owner shall have no duty or responsibility for the safety, protection, or safeguarding of any School District property located on the Premises. The Owner shall not remove any of Owner's property located on the Premises without the prior written consent of the School District.

17. **Owner's Premises**. The Owner shall be solely responsible for storing, maintaining, and securing any of the Owner's property on the Premises. The School District shall have no duty or responsibility for the safety, protection, or safeguarding of any of the Owner's property on the Premises. The School District shall not remove any of the Owner's property located on the Premises without the prior written consent of the Owner.

18. **Compliance with Laws.** The Owner and the School District shall use the Premises in accordance with all applicable local, municipal, county, state and federal laws, regulations, rules and ordinances, now or hereafter in force.

19. **Termination**. Either Party may terminate this agreement without cause by providing thirty (30) days written notice of such intent to this effect to the other Party. The School District may, in its sole discretion, immediately terminate this agreement for cause by providing written notice to the Owner.

20. **Assignment Prohibited.** Neither Party may assign or transfer all or any part of their rights or obligations under this Agreement.

21. **Indemnification**.

a. To the fullest extent permitted by law, Owner agrees to release, defend, indemnify, and hold harmless the School District, its board, officers, students, employees, agents,

attorneys, and insurers from all liability, injuries, claims, damages (including claims of bodily injury, property damage, or negligence), or loss, including costs, expenses, and attorneys' fees, which arise in connection with the Project, in relation to the Project, or as a result of Owner's negligent acts or omissions or in connection with Owner's breach of warranties. The foregoing agreement to release, defend, indemnify and hold harmless shall not apply to the extent such liability, injuries, claims, damages, or loss was caused by the intentional, willful, or wanton acts of the School District.

b. The School District shall give the Owner reasonable notice of any such claim or action. In indemnifying or defending an Indemnitee, the Owner shall use legal counsel reasonably acceptable to the School District. The School District, at its option, shall have the right to select its own counsel or to approve joint counsel as appropriate (considering potential conflicts of interest) and any experts for the defense of claims. The Owner, at its expense, shall provide to the School District all information, records, statements, photographs, video, or other documents reasonably necessary to defend the Parties on any claims. The owner shall not settle or compromise any claim in which the School District has been named a party and for which the owner must indemnify the School District without a signed agreement approved by the School District.

c. The provisions of this section shall survive expiration or termination of this Agreement.

22. **Waiver and Assumption of Risk**.

a. The Owner hereby irrevocably waives any and all claims against the School District or any of its officials, employees, agents, or students for any bodily injury (including death or from any disease or virus), loss or property damage incurred by the Owner as a result of the School District or its students accessing and using
the Premises or working on the Project and hereby irrevocably releases and discharges the School District and any of its officials, employees, agents, or students from any and all claims of liability. Owner's waiver and release of liability and assumption of risk shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law.

b. The provisions of this section shall survive expiration or termination of this Agreement.

23. **Owner's Obligations and Responsibilities.** The Owner shall act as general contractor in connection with the Project. The Owner expressly Agrees that the Project will abide by all local building and zoning regulations, and Owner further agrees that she shall obtain all permits, approvals, and licenses necessary for the Project. The Owner further assumes full responsibility for the compliance of the design and plans of the project with any applicable laws and with sound building and engineering practices.

24. **Data Practices**. All of the data created, collected, received, stored, used, maintained, or disseminated by the Owner in performing her duties pursuant to this Agreement is subject to the requirements of Chapter 13 of the Minnesota Statutes and the Owner must comply with the requirements of Minnesota Statute as if she were a government entity.

25. **Background Check.** Owner must perform a criminal background study for each employee, contractor, or other individual who will have access to the Premises during the same time

as any student of the School District If any employee, contractor, or other individual does not pass the background study, the Owner shall not permit said employee, contractor, or other individual to be present on the premises during the same time as any students of the School District. Copies of background studies shall be provided to the School District upon request.

26. **Non-Discrimination**. During the performance of this contract, the Owner shall not unlawfully discriminate against any employee or applicant for employment because of race, color, creed, religion, gender, national origin, disability, age, marital status, sexual orientation, or public assistance status. The Owner will take affirmative action to ensure that applicants are employed and that employees are treated equally during employment, without unlawful discrimination because of their race, color creed, religion, gender, national origin, disability, age, marital status, sexual orientation, or public assistance status. The Owner shall also comply with any applicable federal or state laws regarding nondiscrimination.

27. **General Provisions**.

a. **Entire Agreement.** This Agreement supersedes any prior or contemporaneous representations or agreements, whether written or oral, between the Parties and contains the entire agreement.

b. **Amendments**. Any modification or amendment to this Agreement shall require a written agreement signed by both Parties.

c. **Authority.** Each person signing this Agreement on behalf of a Party represents and warrants that the execution and performance of this Agreement by such party has been duly authorized by all necessary laws, resolutions, and corporate action, and this Agreement constitutes the valid, binding, and enforceable obligations of such Party in accordance with its terms.

d. **Governing Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the State of Minnesota. Any action arising out of this Agreement shall be venued in District Court in Carlton County.

e. **Attorney's Fees** If either party employs an attorney to enforce its rights following a breach by the other party hereunder, the prevailing party shall be entitled to recover its reasonable attorneys' fees incurred thereby.

f. **Captions** Section headings contained in this Agreement are included for convenience only and form no part of the Agreement between the Parties.

g. **Waiver**. The waiver by either party of any breach or failure to comply with any provision of this Agreement by the other party shall not be construed as, or constitute a continuing waiver of such provision or a waiver of any other breach of or failure to comply with any other provision of this Agreement.

h. **Savings Clause**. If a court finds any portion of this Agreement to be contrary to law or invalid, the remainder of the Agreement will remain in full force and effect.

i. **Interpretation**. None of the Parties hereto shall be considered to be the drafter of this Agreement or any provision hereof for the purpose of any statute, case law, or rule of interpretation or construction that would or might cause any provision to be construed against the drafter hereof.

e. **Attorneys' Fees**. If either party employs an attorney to enforce its rights following a breach by the other party hereunder, the prevailing party shall be entitled to recover its reasonable attorneys' fees incurred thereby.

f. **Independent Counsel Review**. The Parties have been afforded the right to have an independent attorney review this Agreement before signing it. By executing this Agreement, each Party acknowledges and agrees that they have been given a reasonable opportunity to have an independent attorney review this document and has executed this document only after having done so, or, only after reviewing the Agreement carefully and then intentionally waiving its right to do so.

[SIGNATURE BLOCKS ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties caused this Agreement to be approved on the dates below.

Independent School District No. 100, Wrenshall Public Schools

By:_____ Date_____
Frank Schill

Owner

By: _____ Date_____
Chris Gustafson

2026-2027
CONTRACT FOR LICENSED SCHOOL PSYCHOLOGIST SERVICES

THIS INDEPENDENT CONTRACTOR AGREEMENT entered into this _____ day of August, 2026 by and between **Carlton-Wrenshall Public School District** (herein referred to as the District) and **Melanie A. Hummel, Independent Contractor** (herein referred to as the Contractor), with an office at 7862 West Irlo Bronson Highway, #200, Kissimmee, FL 34747, for the purpose of setting forth the exclusive terms and conditions by which **Carlton-Wrenshall Public School District** desires to acquire school psychologist services during the 2027 Fiscal Year defined as July 1, 2026 through June 30, 2027.

In consideration of the mutual obligations specified in this Agreement, the parties, intending to be legally bound hereby, agree to the following:

A. Services

The District retains and the Contractor agrees to perform for the District:

1. To obtain psychological and other evaluative information necessary for students to make progress on Individual Education Program (IEP) goals and/or access the general education curriculum.

   To complete all student evaluations in a timely manner (within timelines established by the State of Minnesota) unless both parties agree on extended timelines.

2. To participate in all Child Study Team meetings, evaluation results meetings, and IEP meetings and contribute information as needed for Medical Assistance billing when appropriate, unless excused by mutual agreement.

3. Maintain State of Minnesota Educator Licensure as a School Psychologist (Contractor's License #1001916, currently valid through June 30, 2028).

4. Maintain Professional Liability Insurance

5. Provide monthly itemized billing invoices to District at the end of each month.

Whereas, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by MN Professional Educator Licensing and Standards Board for the necessary service for which they provide. If neither issue a

license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the district prior to the initiation date of the contract and on an annual basis thereafter. NOW, THEREFORE, the parties agree as follows:

1. The Contractor shall provide a licensed school psychologist upon mutual agreement between parties, to meet the objectives stated above. Evaluations may be completed by a psychometrist directly supervised by a licensed school psychologist.

2. The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.

3. Services will be provided through a remote platform that is essentially equivalent to the regular education setting.

4. The District shall provide an employee to serve as a point of contact for scheduling student assessments and as an onsite support person during test administration. The District shall provide an atmosphere conducive to assessment or learning and shall meet the needs of the students' special physical, sensory and emotional needs.

5. The District shall pay a flat rate fee of $800 per student evaluation (to include completion of evaluation, development of evaluation plan PWN, all necessary assessments, record review, interpretation of results and report writing, and entry of results into SPED Forms).

   The District shall pay a rate of $80 per hour (billed in quarter hour increments) for Contractor's participation in meetings or any consultation/training requested by a District administrator or administrative designee.

   The District shall pay $300 per month during the school year (September through May) to Contractor for fixed expenses related to the District's access to testing platforms, testing protocols, response books, rating scales, and scoring platforms

6. The Contractor will submit billings on a monthly basis which will reflect service hours by date, initials of students served, the name of the licensed school psychologist providing the service, and the total number of service hours provided for the month.

7. The District shall make payments for services based upon receipt of invoice (within 30 days of submission).

8. The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy prior to providing services.

9. This agreement shall be in force from July 1, 2026 through June 30, 2027.

Either party shall provide a written notice regarding reduction/discontinuation of services or hours with a 30-day written notice.

B. Independent Contractor

The District and Contractor expressly agree and understand that the Contractor is an independent contractor and nothing in this Agreement shall be construed in any way or manner, to create between them a relationship of employer and employee, principal and agent, partners or any other relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the provisions of the Agreement. Accordingly, Contractor acknowledges that Contractor and Contractor's Employees are not eligible for any of the District's benefits, including, but not limited to, health insurance or retirement plans.

C. General

This Agreement does not create an obligation on the District to continue to retain Contractor beyond this Agreement's termination. This Agreement may not be changed unless mutually agreed upon in writing by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Independent Contractor Agreement.

District
Carlton-Wrenshall Public School District
207 Pioneer Drive
Wrenshall, MN 55797

By:_____

Title:_____

Date:_____

Contractor
Melanie A. Hummel
7862 West Irlo Bronson Highway, #200
Kissimmee, FL. 34747
Hummel814@aol.com
(304)280-6249

By:_____

Date: _____

Contract for American Indian Cultural Liaison
Carlton-Wrenshall School District ISD 2918

The School Board of Carlton-Wrenshall School District #2918, Wrenshall, Minnesota enters into this Agreement with Leticia Thornhill, who agrees to perform the duties of AMERICAN INDIAN CULTURAL LIAISON in the public schools of the District , commencing July 1, 2026 and ending June 30, 2027.

The Following provisions shall apply and are a part of this contract:

1. Basic Service:

Said American Indian Cultural Liaison shall faithfully perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in general job description, abide by the rules and regulations and policies as established by the State Board of Education, and any additions or amendments thereto, for the annual salary indicated below.

Il. Contract Year:

The contract year shall be as follows:
July l, 2026 through June 30, 2027. The position may be renewed by mutual agreement in subsequent years dependent upon the availability of state American Indian Education Aid.

111. Leaves and Holidays:

1. Leaves of Absence. The liaison position is intended to align with student events and contact days as identified on the 2026-2027 Wrenshall School Calendar. The 20 hour regular work week is flexible and missed days can be made up in increments not to exceed 40 hours per week. Time cards shall be submitted in alignment with District payroll procedures.

2. Earned Sick and Safe Leave (ESST). Effective immediately and each fiscal year thereafter, the liaison will accrue one hour of ESST for every thirty (30) hours worked, up to forty-eight (48) hours in the fiscal year. ESST shall accrue to a maximum of eighty (80) hours and a balance may be carried over into the next fiscal year. At no time shall the liaison's accrued ESST exceed eighty (80) hours. There is no payout for unused ESST. ESST shall be allowed whenever the liaison's absence is found to have been due to reasons set forth in Minnesota Statutes, section 181.9447. ESST may be used in increments no smaller than one half (1/2) hour. The liaison will not be eligible to use ESST until they have performed for at least eighty (80) hours and have accrued ESST as per school district payroll practices. Pay for

ESST shall be approved the direct supervisor only upon submission of the authorized pay request form.

IV. Insurance:

1. Hospital and Medical Insurance. The School District shall offer to pay up to $606.79/month for single coverage for FY2027.

2. Life Insurance: The Board of Education will pay the annual premium for $50,000 term life insurance under the existing group life insurance coverage.

3. Dental Insurance: The Board of Education shall offer to pay up to $36.00 per month toward single coverage dental insurance under the existing group dental insurance plan.

4. Long-term Disability Insurance: The Board of Education will pay the annual premium for the district's long-term disability policy.

V. Other Benefits

1. Expenses: Expenses shall be paid according to the district policy for the pre-approved attendance of meetings and professional development.

2. Automobile: The School District shall compensate the employee for preapproved necessary travel at the standard IRS rate for the use of the employee's personal vehicle. This allowance does not preclude the employee from using district-owned vehicles.

3. Tax Sheltered Annuities.
   The American Indian Cultural Liaison will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law.

   A. The District will provide a match to the employee contribution up to $900 during the term of this agreement.

   B. The plan is subject to the rules of deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 1 23B.02, Subd. 15 and District policy, and as otherwise provided by law.

VI. Salary

For the 2026–2027 school year, the employee shall be compensated at a rate of $20.59 per hour. The position is 0.50 FTE, with average work weeks of 20 hours while school is in session. The annual salary for the 2026–2027 school year shall be $14,824.80.

Salary and terms of compensation for subsequent school years shall be negotiated and mutually agreed upon by the parties.

VIl. Termination During the Term

This contract may be terminated only for cause.

Vlll. Contract

This contract replaces and supersedes any other contract in place between the two parties involved.

IN WITNESS THEREOF, 1 have subscribed my signature this____day of August 17, 2026.

Leticia Thornhill
American Indian Cultural Liaison

IN WITNESS THEREOF, we have subscribed our signatures this 17th day of August, 2026.

Chairperson of the School Board

Clerk of the School Board

Contract for American Indian Cultural Coordinator/Liaison
Carlton-Wrenshall School District ISD 2918

The School Board of Carlton-Wrenshall School District #2918, Wrenshall, Minnesota enters into this Agreement with Hope DeFoe, who agrees to perform the duties of AMERICAN INDIAN CULTURAL COORDINATOR/LIAISON in the public schools of the District commencing July 1, 2026 and ending June 30, 2027.

The Following provisions shall apply and are a part of this contract:

1. Basic Service:

Said American Indian Cultural Coordinator/Liaison shall faithfully perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in general job description, abide by the rules and regulations and policies as established by the State Board of Education, and any additions or amendments thereto, for the annual salary indicated below.

Il. Contract Year:

The contract year shall be as follows:
July l, 2026 through June 30, 2027. The position may be renewed by mutual agreement in subsequent years dependent upon the availability of state American Indian Education Aid.

111. Leaves and Holidays:

1. Leaves of Absence. The liaison position is intended to align with student events and contact days as identified on the 2026-2027 Wrenshall School Calendar. The 24 hour regular work week is flexible and missed days can be made up in increments not to exceed 40 hours per week. Time cards shall be submitted in alignment with District payroll procedures.

2. Earned Sick and Safe Leave (ESST). Effective immediately and each fiscal year thereafter, the liaison will accrue one hour of ESST for every thirty (30) hours worked, up to forty-eight (48) hours in the fiscal year. ESST shall accrue to a maximum of eighty (80) hours and a balance may be carried over into the next fiscal year. At no time shall the liaison's accrued ESST exceed eighty (80) hours. There is no payout for unused ESST. ESST shall be allowed whenever the liaison's absence is found to have been due to reasons set forth in Minnesota Statutes, section 181.9447. ESST may be used in increments no smaller than one half (1/2) hour. The liaison will not be eligible to use ESST until they have performed for at least eighty (80) hours

and have accrued ESST as per school district payroll practices. Pay for ESST shall be approved the direct supervisor only upon submission of the authorized pay request form.

IV. Insurance:

1. Hospital and Medical Insurance. The School District shall offer to pay up to $606.79/month for single coverage for FY2026.

2. Life Insurance: The Board of Education will pay the annual premium for $50,000 term life insurance under the existing group life insurance coverage.

3. Dental Insurance: The Board of Education shall offer to pay up to $36.00 per month toward single coverage dental insurance under the existing group dental insurance plan.

4. Long-term Disability Insurance: The Board of Education will pay the annual premium for the district's long-term disability policy.

V. Other Benefits

1. Expenses: Expenses shall be paid according to the district policy for the pre-approved attendance of meetings and professional development.

2. Automobile: The School District shall compensate the employee for preapproved necessary travel at the standard IRS rate for the use of the employee's personal vehicle. This allowance does not preclude the employee from using district-owned vehicles.

3. Tax Sheltered Annuities.

   The American Indian Cultural Liaison will be eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403 (b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law.

   A. The District will provide a match to the employee contribution up to $900 during the term of this agreement.

   B. The plan is subject to the rules of deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 1 23B.02, Subd. 15 and District policy, and as otherwise provided by law.

VI. Salary

For the 2026–2027 school year, the employee shall be compensated at a rate of $24.00 per hour. The position is 0.60 FTE, with average work weeks of 24 hours between mid August and mid June. The annual salary for the 2026–2027 school year shall be $23,961.60.

Salary and terms of compensation for subsequent school years shall be negotiated and mutually agreed upon by the parties.

VIl. Termination During the Term

This contract may be terminated only for cause.

Vlll. Contract

This contract replaces and supersedes any other contract in place between the two parties involved.

IN WITNESS THEREOF, 1 have subscribed my signature this____day of August 17, 2026.

Hope DeFoe
American Indian Cultural Coordinator/Liaison

IN WITNESS THEREOF, we have subscribed our signatures this 17th day of August, 2026.

Chairperson of the School Board

Clerk of the School Board

Docusign Envelope ID: 96488D3F-93C7-8D3F-80C0-AA3E2D333556

AGREEMENT FOR THE PROVISION of

FAMILY SCHOOL SUPPORT WORKER SERVICES

2026-2027 SCHOOL YEAR

Introduction

This agreement is between Carlton County Public Health and Human Services, Carlton-Wrenshall School District, and the Carlton County Children's Mental Health and Family Service Collaborative for the provision of 1.0 FTE Family School Support Worker Services for the period of 7/1/2026 – 6/30/2027.

The Carlton County Children and Family Servies Collaborative was developed to create a community environment and service delivery network that promotes family health, stability, and self-sufficiency through easily accessible, integrated human service delivery system. A Family School Support Worker position was one of the early endeavors in the development of programs and services that has substantially impacted service delivery, while focusing on early identification of potential problems and the movement toward providing less expensive preventative services.

Program Description

The Family School Support Worker Program is family focused, early intervention service offered in partnership by Carlton County Public Health and Human Services and the Public School Districts of Carlton County and supported by the Carlton County Children and Family Service Collaborative. This program provides support to families and children within their home, school, and community. The program is staffed by Social Workers hired by Carlton County Public Health & Human Services to serve as a liaison between resource agencies, schools, and surrounding communities. These positions provide a continuum of service from early intervention to intensive case management. A primary function of this position is to provide short-term, in-home assessment, intervention, and referral; improve communication between human services, school and resource agencies; and provide early identification of student/family issues requiring additional services. The positions will work in conjunction and not supplant the duties as performed by school personnel such as school social workers or counselors.

Program Site/Mailing Address

Otter Creek Elementary
530 Stine Ave
PO Box 620
Carlton, MN 55718-0620

Silver Creek Secondary School
207 Pioneer Drive
Wrenshall, MN 55797

Docusign Envelope ID: 96488D3F-93C7-8D3F-80C0-AA3E2D333556

Target Population

The primary focus of these positions is K-12 with participation in activities involving youth who are birth to five years old when possible.

Services Provided

- Help families find and access services related to improving their child's functioning within the school setting
- Act as a liaison in resolving difficulties and/or differences that may occur between the home and the school
- Participate in interdisciplinary teams to review intervention strategies for families in need. Interdisciplinary teams include school administration, school staff, child study teams, crisis reviews, etc.
- Provide home visiting support and services for families and children experiencing difficulties within the home that are not directly related to school performance or planning (i.e. basic needs, family dynamic issues, mental health issues, etc.)
- Coordinate referrals to services that may be beneficial to the youth and family. Ability to monitor and provide follow-up on these services.
- Build connections between parents, service providers, and the school, in order to comprehensively plan for a youth's needs and successes.
- Provide Children's Mental Health Case Management and Child Welfare Case Management Services to eligible children and families.

Services Not Provided

These positions will work in conjunction with and not supplant the duties of similar school staff positions, such as school social workers and counselors.

Employer

Carlton County Public Health & Human Services

Supervision

These positions are supervised by Carlton County Public Health & Human Services. Strong relationships are also formed with each respective school building principal to foster a dear and open communication process to meet with unique needs of individual school districts.

Docusign Envelope ID: 96488D3F-93C7-8D3F-80C0-AA3E2D333556

Funding

Schools will provide:

- Office Space
- Phone
- Cell phone expense
- Email access
- Special Education reimbursement funding
- Training opportunities (as requested by the schools) that positively affect the children in their respective districts
- Cost share funding (1.0 FTE = $14,752.26)

County will provide:

- Annual budgeting process to include salary, benefits, travel, computers, staff development and supplies
- Targeted Case Management Funding reimbursement (Child Welfare and Children's Mental Health)
- County funding
- Training opportunities within budget that meets staff development criteria

Collaborative will provide:

- Funding needed to meet expenses – as per the annual budget for the FSSW unit that is not met with other sources of funding such as Targeted Case Management, Special Education, etc. and as approved by the Collaborative Board.

Annie Napoli
_____

Director
Carlton County Public Health & Human Services

Frank Schill
_____

Superintendent
Carlton-Wrenshall Schools ISD #2918
Frank Schill

Donna Lekander
_____

Director
Carlton County Children & Family Service Collaborative

INDEPENDENT CONSULTING AGREEMENT

This Independent Consulting Agreement ("Agreement") is entered into by and between Tricia "Trish" Swanson, Independent Education Data Consultant specializing in MARSS, State and Federal Reporting, and the Infinite Campus Student Information System, Employer Identification Number (EIN): 424235059 ("Consultant"), and Carlton-Wrenshall Public School District No. 2918, located at 207 Pioneer Drive, Wrenshall, Minnesota 55797 ("District").

1. Effective Date

This Agreement shall become effective upon execution by both the Consultant and the District and upon any approvals required by District policy ("Effective Date").

The parties expressly represent, warrant, and acknowledge that no written, oral, implied, or other agreement for the services described herein existed prior to the Consultant's official retirement from public employment. The services provided under this Agreement are entered into only after the Consultant's retirement date and in accordance with the terms and conditions set forth herein.

The parties further acknowledge that this Agreement becomes effective only after the Consultant has completed the applicable separation period following retirement.

2. Engagement and Scope of Services

The District retains the Consultant as an independent contractor to provide specialized consulting services involving the Infinite Campus Student Information System, state and federal student data reporting compliance, technical transition management, institutional knowledge transfer, and specialized operational support.

The District acknowledges that the Consultant possesses specialized institutional knowledge and technical expertise that is not readily available within the District and is retaining the Consultant for those specialized consulting services.

The Consultant shall perform only the project-based services specifically identified in this Agreement and shall not perform general clerical, administrative, or routine operational duties customarily assigned to District employees.

The Consultant's responsibilities shall include the following deliverables:

A. Wrenshall Legacy Data Finalization and Closeout

Provide comprehensive review, auditing, validation, and finalization of historical student and staff data originating from former Wrenshall Public School District No. 100 to complete required state and federal reporting obligations associated with the consolidated district entity. Services include, but are not limited to:

- MARSS End-of-year (EOM) reporting;
- 2025-2026 Civil Rights Data Collection (CRDC);
- Historical data reconciliation, validation, correction, and required submission activities.

B. State and Federal Student Data Reporting Compliance and Management

Provide technical oversight and management of state and federal student data reporting processes for

Carlton-Wrenshall Public School District No. 2918, including configuration, validation, troubleshooting, quality assurance, and submission support for applicable reporting systems, including:

- Minnesota Automated Reporting Student System (MARSS)
- Ed-Fi
  - Minnesota Common Course Catalogue (MCCC)
  - Carl D. Perkins repotting
  - Early Education reporting
  - Student Support Data Collection- (SSDC)
- Related state and federal compliance reporting requirements

C. Technical Onboarding and Knowledge Transfer

Develop and provide technical guidance, operational documentation, workflow procedures, and individualized training necessary to support the successful transition of responsibilities to the District's newly appointed MARSS Coordinator and designated administrative personnel.

Services may include process documentation, hands-on instruction, troubleshooting assistance, and consultation regarding reporting procedures, compliance requirements, and the Infinite Campus Student Information System.

D. Infinite Campus Student Information System Optimization and Technical Support

Provide specialized consulting services related to the District's Infinite Campus Student Information System, including:

- System configuration
  - Database consolidation and integrity review
  - Security role and permission review
  - Functional system parameter configuration
- Data structure optimization
- Technical troubleshooting necessary to support efficient District operations

E. Master Schedule Engineering and Student Placement Consulting

Provide technical consulting services related to the design, implementation, auditing, and optimization of the District's Grade 6 through Grade 12 master academic schedule.

Services include identification and correction of scheduling logic conflicts, system configuration issues, student course placement support, and operational workflow improvements necessary to support successful implementation of the academic schedule and continuity of instructional operations at the beginning of the school year.

3. Independent Contractor Relationship

The parties acknowledge and agree that the Consultant is engaged solely as an independent contractor and not as an employee, agent, or representative of the District.
The Consultant shall determine the manner, methods, sequence, scheduling, and professional approach used to perform the consulting services, subject only to reasonable coordination with District personnel and mutually agreed-upon project deadlines.

The Consultant shall not be supervised as an employee and shall not be subject to District personnel policies except those relating to safety, security, confidentiality, and appropriate conduct while on District property.

The Consultant shall not be eligible for employee benefits of any kind, including but not limited to health insurance, paid leave, retirement benefits, unemployment insurance, or workers' compensation coverage - through the District.

The Consultant shall be solely responsible for all federal, state, and local taxes arising from compensation received under this Agreement. The District shall issue any required IRS information return in accordance with applicable law.

Nothing in this Agreement shall prohibit the Consultant from providing similar consulting services to other clients, provided such services do not materially interfere with obligations under this Agreement.

4. Equipment and Materials

Consultant shall generally provide the equipment, supplies, transportation, and other resources necessary to perform the consulting services.

When the services require access to District-owned software, secure networks, student information systems, confidential records, or other District technology, the District may provide appropriate equipment, workspace, and system access solely as necessary to complete the contracted services. Such access shall not be construed as creating an employer-employee relationship.

5. Term and Termination

This Agreement shall commence on the Effective Date and shall remain in effect until completion of the services described herein or until terminated by either party, whichever occurs first. In no event shall this Agreement extend beyond June45 2027, unless amended in writing and approved by both parties.

Either party may terminate this Agreement at any time by providing written notice to the other party.

Upon termination, the District shall remain responsible for payment of all approved consulting services performed by the Consultant through the effective date of termination, including any approved expenses or outstanding invoices incurred prior to termination.

Termination of this Agreement shall not affect any rights, obligations, or payments that accrued prior to the termination date.

6. Compensation and Billing

The District shall compensate the Consultant at the rate of Thirty Dollars ($30.00) per hour for consulting services performed under this Agreement.

The total consulting services provided under this Agreement shall not exceed Five Hundred (500) hours unless additional hours are approved in writing by both parties through an amendment to this Agreement.
Nothing in this Agreement guarantees any minimum number of consulting hours, assignments, or compensation. Services shall be requested by the District as needed and accepted by the Consultant on a project basis.

The Consultant shall submit detailed monthly invoices identifying the dates of service, hours worked, and description of consulting services performed. The District shall process payment in accordance with its standard accounts payable procedures.

7. General Provisions

This Agreement constitutes the entire agreement between the parties concerning the consulting services described herein.

Any modification to this Agreement must be made in writing and signed by both parties.

If any provision of this Agreement is determined to be unenforceable, the remaining provisions shall remain in full force and effect.

This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.

Preservation of Prior Buyout Agreement

Nothing in this Consulting Agreement shall be construed to modify, supersede, waive, diminish, or terminate any rights, obligations, compensation, benefits, or other terms established under the previously executed Buyout and Separation Agreement between the Consultant and the District. The parties acknowledge and agree that the Buyout and Separation Agreement shall remain in full force and effect according to its terms, and this Consulting Agreement is intended solely to govern the Consultant's services as an independent contractor. In the event of any conflict between this Consulting Agreement and the Buyout and Separation Agreement, the terms of the Buyout and Separation Agreement shall control with respect to the Consultant's rights and benefits under that agreement,

8. Approval and Signatures

By signing below, the parties acknowledge that they have reviewed, understand, and agree to the terms and conditions of this Independent Consulting Agreement.

The undersigned representatives certify that they have the authority to enter into this Agreement on behalf of the respective parties.

CONSULTANT

Tricia "Trish" Swanson
Independent Education Data Consultant specializing in MARSS} State and Federal Reporting, and the Infinite Campus Student Information System

Signature: _____ Date: _____

CARLTON-WRENSHALL PUBLIC SCHOOL DISTRICT NO. 2918

By: _____ Printed Name:

_____

Title: _____ Date:

_____

August 4, 2026

Dr. Frank Schill
Superintendent
Carlton-WrenshallPublic School District No. 2918

RE: Proposal for Transitional Data Compliance and Systems Consulting Services Dear

Dr. Schill:

After 38 wonderful years of serving our community's students, families, and staff, my commitment to the success of our schools remains as strong as ever. As Carlton-Wrenshall Public School District' No. 2918 begins this exciting new chapter, I would welcome the opportunity to support the District during this important transition through specialized consulting services focused on data compliance, student information systems, and operational continuity.

The beginning of a consolidated school year presents unique challenges, particularly as the District supports a newly combined student body, staff, and operational systems. I would be honored to provide my historical knowledge and technical expertise as a resource to assist District leadership and staff in navigating this transition successfully.

To provide this support in a structured and professional manner, I have prepared the enclosed Independent Consulting Agreement establishing a project-based consulting relationship. The agreement outlines specific services, deliverables, billing procedures, and a defined scope of work focused on transition support, reporting compliance, Infinite Campus Student Information System expertise, and knowledge transfer.

If the District determines these consulting services would be beneficial, I would be prepared to assist in the following areas:

Master Scheduling & Infinite Campus System Support

Provide technical review and consulting support for the Grade 6—12 master schedule within the Infinite Campus Student Information System, including identification of system logic issues, scheduling structure review, and technical assistance to support successful implementation.

State & Federal Data Reporting Support

Provide specialized technical assistance, training, and consultation related to required state and federal reporting processes, including MARSS, Ed-Fi, MCCC, Carl Perkins, Early Education reporting, SSDC, and other applicable compliance requirements to support accurate and timely submissions.

Wrenshall ISD NOD 100 Legacy Reporting Closeout

Assist with the completion, review, validation, and reconciliation of historical reporting responsibilities associated with the former Wrenshall Public School District No. 100, including MARSS End-of-year reporting and 2025—2026 Civil Rights Data Collection (CRDC) reporting.

Team Onboarding & Knowledge Transfer

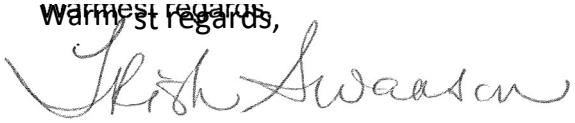
Provide individualized technical guidance, documentation, and knowledge transfer for the District's newly appointed MARSS Coordinator and designated staff. This support is intended to complement the regional training and technical assistance provided by the Arrowhead Regional Computing-Consortium (ARCC) by addressing the District's unique student information system configuration, historicai reporting practices, and operational workflows following consolidation. The goal is to- help the District's permanent team build confidence, strengthen institutional knowledge, and become- fully self-sufficient.

I have proposed a consulting rate of $30.00 per hour, with an initial maximum of 500 hours ($15,000.00). This structure-provides the District with a flexible and cost-conscious option while allowing services to be utilized as needed during this transition period.

Above all, I want this proposal to reflect my appreciation for the opportunities this District has given me throughout my career. If my experience and institutional knowledge can help make this important transition smoother for students, staff, families, and the community, I would be grateful for the opportunity to contribute.

Thank you for your leadership, your time, and your thoughtful consideration of this proposal. I sincerely wish Carlton-Wrenshall Public School District No. 2918 continued success and would be honored to support a successful beginning to this new chapter.

Warmest regards,



Tricia "Trish" Swanson

Independent Education Data Consultant specializing in MARSS, State and Federal Reporting, and the Infinite Campus Student Information System

218.260.7067

INDEPENDENT CONSULTING AGREEMENT

This Independent Transition and Office Administration Consulting Agreement ("Agreement") is entered into by and between **Jo "Josie" Hlava**, Independent Consultant specializing in school district transition, staff and family transition, student services, office procedures, and institutional knowledge transfer, **and **Carlton-Wrenshall Public School District No. 2918**, located at 207 Pioneer Drive, Wrenshall, Minnesota 55797 ("District").

1. Effective Date

This Agreement shall become effective upon execution by both the Consultant and the District and upon any approvals required by District policy ("Effective Date").

The parties expressly represent, warrant, and acknowledge that no written, oral, implied, or other agreement for the services described herein existed prior to the Consultant's official retirement from public employment. The services provided under this Agreement are entered into only after the Consultant's retirement date and are separate and distinct from the Consultant's former employment with the District or any predecessor district.

The parties further acknowledge that this Agreement becomes effective only after the Consultant has completed any applicable separation or waiting period following retirement and that the services provided under this Agreement are temporary, project-based transition services associated with the consolidation of school districts.

2. Engagement and Purpose of Services

The District retains the Consultant as an independent contractor to provide **transition office management and consulting services associated with the consolidation of school districts and the transition of staff, students, families, records, and administrative processes into Carlton-Wrenshall Public School District No. 2918**.

The primary purpose of this engagement is to provide temporary transition coordination and continuity during the consolidation process. The Consultant shall assist staff, students, and families in navigating changes resulting from the consolidation and shall help ensure that important information, records, procedures, and institutional knowledge are successfully transferred to the appropriate District personnel.

The District acknowledges that the Consultant possesses specialized institutional knowledge concerning District operations, students, families, staff, records, office procedures, and historical practices that may be particularly valuable during the consolidation and transition period.

The Consultant shall perform project-based transition services specifically identified in this Agreement and authorized by the District. The Consultant shall not assume the permanent duties of a District employee or become responsible for the District's ongoing routine office operations after the transition period.

3. Scope of Transition Consultant Services

The Consultant's primary responsibilities shall include the following:

A. Staff Transition Support

Provide transition coordination and support to staff affected by the consolidation.

Services may include:

- Assisting staff in understanding changes resulting from the consolidation;
- Helping staff understand changes to procedures, locations, schedules, records, and points of contact;
- Coordinating the transfer of institutional knowledge and historical information;
- Assisting staff with transition-related questions and directing questions to the appropriate District administrator when a decision or policy determination is required;
- Coordinating the collection and organization of materials, records, and information necessary for staff transition;
- Helping newly assigned District personnel understand processes and procedures;
- Identifying transition issues requiring administrative attention; and
- Supporting orderly transfer of responsibilities from predecessor district personnel and offices to the consolidated District.

The Consultant shall not make personnel decisions, determine employment status, establish compensation, interpret collective bargaining agreements, or otherwise exercise authority reserved to District administration.

B. Student Transition Support

Provide transition coordination and continuity support for students affected by the consolidation.

Services may include:

- Assisting with the transfer and organization of student records;
- Reviewing student information for transition-related completeness and accuracy;
- Helping identify students whose records or enrollment information require follow-up;
- Assisting with student enrollment and registration transition activities;
- Supporting the transfer of student information and records between predecessor schools and the consolidated District;
- Helping students and families understand administrative transition processes;

- Identifying student-related transition concerns for referral to appropriate District personnel; and
- Supporting continuity of student services during the consolidation period.

The Consultant shall not make decisions regarding student discipline, special education services, educational programming, grade placement, or other decisions reserved to District administrators or licensed personnel.

C. Family and Community Transition Support

Provide a consistent point of transition assistance for students and families navigating the consolidation.

Services may include:

- Responding to routine transition questions from students and families;
- Providing information concerning transition timelines, procedures, registration, records, schedules, and District contacts;
- Directing families to appropriate District personnel when questions require administrative, legal, instructional, or policy decisions;
- Assisting families with completion or submission of transition-related forms and documentation;
- Helping families understand changes in school locations, enrollment procedures, transportation contacts, schedules, and other transition-related information;
- Identifying recurring questions or concerns and communicating those trends to District administration;
- Supporting communication and continuity between predecessor district families and the newly consolidated District; and
- Providing a welcoming, organized, and supportive transition experience for students and families.

The Consultant shall provide information and assistance consistent with District-approved policies and communications and shall not independently establish District policy or make commitments on behalf of the District.

D. Records and Information Transition

Assist with the orderly transfer, organization, reconciliation, and preservation of records associated with the consolidation.

Services may include:

- Student record transition;
- Historical administrative record organization;
- Identification of missing or incomplete records;

- Organization of paper and electronic records;
- Assistance with records transfer procedures;
- Coordination of records requiring review by District personnel;
- Documentation of unresolved records issues; and
- Assistance with maintaining continuity of information during the consolidation.

E. Office and Workflow Transition

Assist the District in establishing organized transition workflows for staff, students, and families.

Services may include:

- Creation of workflow documentation;
- Development of contact and referral documentation;
- Organization of transition-related files and records;
- Development of frequently asked questions and reference materials;
- Identification of outstanding transition tasks;
- Coordination of information between District departments;
- Documentation of recurring office procedures;

F. Communication and Transition Coordination

Provide coordination assistance to help ensure that information related to the consolidation is communicated consistently and appropriately.

Services may include:

- Maintaining transition-related contact lists;
- Coordinating information provided to staff, students, and families;
- Assisting with transition notices and informational materials approved by District administration;
- Tracking questions and issues raised by staff and families;
- Identifying recurring concerns requiring administrative attention;
- Coordinating responses with appropriate District personnel;
- Assisting with meetings, orientations, informational sessions, and events; and
- Maintaining organized records of transition communications and outstanding issues.

The Consultant shall not issue official District statements, make policy announcements, or represent that she has authority to speak on behalf of the District unless specifically authorized by District administration.

G. Institutional Knowledge Transfer

Provide structured transfer of historical and institutional knowledge to District administrators and designated employees.

Services may include:

- Documentation of historical practices and procedures;
- Explanation of historical student, staff, and family processes;
- Identification of known recurring issues;
- Documentation of important deadlines and annual processes;
- Training of designated District personnel;
- Development of reference materials;
- Hands-on instruction regarding established office procedures;
- Consultation regarding historical records and practices; and

The objective of this work is to **transfer knowledge and responsibility to District personnel rather than create an ongoing dependency upon the Consultant**.

4. Independent Contractor Relationship

The parties acknowledge and agree that the Consultant is engaged solely as an **independent transition consultant and contractor**, and not as an employee, agent, or representative of the District.

The Consultant shall determine the manner, methods, sequence, and professional approach used to perform the transition services, subject to reasonable coordination with District administration and mutually agreed-upon project deadlines.

The Consultant shall not be supervised as an employee and shall not be subject to District personnel policies except those relating to safety, security, confidentiality, information security, appropriate conduct, and use of District property.

The Consultant shall not be eligible for employee benefits of any kind, including health insurance, paid leave, retirement benefits, unemployment insurance, or workers' compensation coverage through the District.

The Consultant shall be solely responsible for all federal, state, and local taxes arising from compensation received under this Agreement. The District shall issue any required IRS information return in accordance with applicable law.

Nothing in this Agreement shall prohibit the Consultant from providing consulting services to other clients, provided such services do not materially interfere with the Consultant's obligations under this Agreement.

5. Authority and Limitations

The Consultant shall provide coordination, information, transition assistance, and administrative support but shall not possess independent authority to make decisions reserved to the District.

The District retains exclusive authority and responsibility for:

- Personnel decisions;
- Employment decisions;
- Compensation and benefits;
- Student discipline;
- Special education decisions;
- Educational programming;
- Student placement decisions requiring administrative or licensed judgment;
- Transportation policy and decisions;
- District policy;
- Legal and regulatory determinations;
- Financial decisions;
- Official District communications requiring administrative authorization; and
- All other decisions reserved by law or District policy to District officials.

When a student, staff member, or family presents an issue requiring such a decision, the Consultant shall refer the matter to the appropriate District administrator or employee.

6. Equipment, Workspace, and Access

The Consultant shall generally provide the equipment, supplies, transportation, and other resources necessary to perform the consulting services.

Because the nature of the transition work may require direct interaction with District staff, students, families, records, and offices, the District may provide the Consultant with temporary access to appropriate District workspace, telephones, email, records, files, and other resources reasonably necessary to perform authorized transition services.

Such access shall be limited to the purposes of this Agreement and shall not be construed as creating an employer-employee relationship.

7. Confidentiality and Student Data Privacy

The Consultant acknowledges that the transition services may require access to confidential student, family, staff, and District information.

The Consultant shall maintain the confidentiality of such information and shall comply with applicable federal and Minnesota student privacy, records, and data security requirements.

The Consultant shall access confidential information only when reasonably necessary to perform authorized services and shall not disclose such information to unauthorized persons.

The Consultant shall use reasonable safeguards to protect confidential information and shall promptly notify the District of any known or suspected unauthorized access, disclosure, or loss of confidential District information.

Upon completion or termination of this Agreement, the Consultant shall return or appropriately dispose of District information and materials in accordance with District requirements and applicable law.

8. Term and Transition Completion

This Agreement shall commence on the Effective Date and shall remain in effect until completion of the transition services or until terminated by either party, whichever occurs first.

The parties recognize that this Agreement is intended to provide **temporary transition support during the consolidation of the District and the transfer of responsibilities to permanent District personnel**.

In no event shall this Agreement extend beyond **June 4, 2027**, unless amended in writing and approved by both parties.

Either party may terminate this Agreement at any time by providing written notice to the other party.

Upon termination, the District shall remain responsible for payment of all approved consulting services performed by the Consultant through the effective date of termination, including approved expenses or outstanding invoices incurred prior to termination.

Termination shall not affect any rights, obligations, or payments that accrued prior to the termination date.

9. Compensation and Billing

The District shall compensate the Consultant at the rate of **Twenty-five ($25.00) per hour** for authorized transition services performed under this Agreement.

Nothing in this Agreement guarantees a minimum number of hours, assignments, or compensation.

Services shall be requested by the District as transition needs arise and accepted by the Consultant on a project basis.

The Consultant shall submit detailed monthly invoices identifying:

- Dates of service;
- Hours worked;

- General description of services performed; and
- Any approved reimbursable expenses.

The District shall process payment in accordance with its standard accounts payable procedures.

10. Transition Deliverables

As appropriate to the transition projects assigned, the Consultant may provide the following services

1. Family communication and referral procedures;
2. Student and staff records transition;
3. Frequently asked questions and reference materials;
4. Training and knowledge-transfer materials;
5. Documentation of unresolved transition issues;
6. Office and workflow procedures;
7. Lists of outstanding transition tasks;
8. Transition communication materials approved by District administration; and
9. Other mutually agreed-upon transition deliverables.

Completion of a transition project shall not require the Consultant to remain responsible for the ongoing operation of the applicable office, process, or District function after responsibility has been transferred to District personnel.

11. General Provisions

This Agreement constitutes the entire agreement between the parties concerning the transition consulting services described herein.

Any modification to this Agreement must be made in writing and signed by both parties.

If any provision of this Agreement is determined to be unenforceable, the remaining provisions shall remain in full force and effect.

This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.

Preservation of Prior Buyout and Separation Agreement

Nothing in this Transition and Office Administration Consulting Agreement shall be construed to modify, supersede, waive, diminish, or terminate any rights, obligations, compensation, benefits, or other terms established under the previously executed Buyout and Separation Agreement between the Consultant and the District.

The parties acknowledge and agree that the Buyout and Separation Agreement shall remain in full force and effect according to its terms.

This Agreement is intended solely to govern the Consultant's temporary, project-based transition services following retirement and any applicable separation period.

The parties further acknowledge that the transition services contemplated by this Agreement are separate from and independent of the Consultant's former employment and are not intended to reinstate, continue, or extend the Consultant's prior employment relationship.

In the event of any conflict between this Agreement and the Buyout and Separation Agreement, the terms of the Buyout and Separation Agreement shall control with respect to the Consultant's rights and benefits under that agreement.

12. Approval and Signatures

By signing below, the parties acknowledge that they have reviewed, understand, and agree to the terms and conditions of this Independent Transition Office Manager and Consulting Agreement.

The undersigned representatives certify that they have the authority to enter into this Agreement on behalf of the respective parties.

CONSULTANT

Jo "Josie" Hlava
Independent Transition Consultant

Signature: _____

Date: _____

CARLTON-WRENSHALL PUBLIC SCHOOL DISTRICT NO. 2918

By: _____

Printed Name: _____

Title: _____

Date: _____

August 13, 2026

Dr. Frank Schill
Carlton Wrenshall Public School

Dear Dr. Schill,

I am writing to express my interest in serving as a Transitional Consultant for Carlton Wrenshall Public School as the district moves through the consolidation process. After 32 years of dedicated service to the Wrenshall School District, including my time as Office Manager, I believe my experience, knowledge, and strong connection to the school community would allow me to provide valuable support during this important transition.

Throughout my years with the district, I developed an in-depth understanding of the day-to-day operations of the school, office procedures, staff needs, student information, communication with families, and the many details involved in keeping a school running smoothly. Just as importantly, I built meaningful relationships with staff, students, families, and members of the community. I believe that familiarity and trust could be especially valuable as the two districts come together.

In a Transitional Consultant role, I could assist with combining office procedures and systems, organizing and transferring important information, answering questions, and helping train new employees as they become familiar with their roles and responsibilities. I could also provide historical knowledge of Wrenshall's practices and procedures while helping support the development of effective processes for the new district.

I understand that a consolidation is about much more than combining offices, procedures, and systems. It is about people. Change can bring uncertainty for employees, families, and especially students. I would like to help make this transition as smooth and positive as possible by providing continuity, clear communication, and a familiar resource for those who may have questions or concerns. Helping families and students feel welcomed, comfortable, and confident during this change would be especially important to me.

Although I have retired from my position, I would be honored to continue contributing to the school community in a different capacity. My years of experience have given me a unique understanding of the people, processes, and traditions that make a school community work. I believe I can use that knowledge to help Carlton Wrenshall Public School begin this new chapter in a thoughtful, organized, and positive way.

I am offering my services as a Transitional Consultant at a rate of **$25.00 per hour**. I am flexible and would be happy to work with the district to determine the hours and responsibilities that would be most beneficial during the transition.

Thank you for considering my offer to serve as a Transitional Consultant. I would welcome the opportunity to discuss how my experience could support staff, students, and families and contribute to a successful transition to Carlton Wrenshall Public School.

Sincerely,

Josie Hlava

AGREEMENT TO GRANT AN EXTENDED LEAVE OF ABSENCE

WHEREAS, Chloe Swanson ("Employee") is a teacher who holds a continuing contract pursuant to Minnesota Statutes Section 122A.40 with Independent School District No. 2918 - Carlton-Wrenshall ("School District"); and

WHEREAS, Education Minnesota-Wrenshall ("Association") is the exclusive representative of the teachers employed by the School District; and

WHEREAS, the terms of the Employee's employment with the School District are governed by the Master Agreement between the Association and the District; and

WHEREAS, the Employee wishes to take an extended leave of absence pursuant to Minnesota Statutes Section 122A.46; and

WHEREAS, the Employee has had an opportunity to consult with legal counsel and the Association and is fully advised of her rights under the Master Agreement and Minnesota Statutes Sections 122A.40, 122A.46, and 354.094, as amended; and

WHEREAS, the parties wish to facilitate the Employee's request for an extended leave of absence pursuant to Minnesota Statutes Section 122A.46;

NOW, THEREFORE, IT IS HEREBY AGREED by the School District, the Association, and the Employee as follows:

1. **Extended Leave of Absence**. The Employee hereby requests, and the School District hereby grants her, an extended leave of absence pursuant to Minnesota Statutes Section 122A.46 for a duration of one year, with the extended leave beginning on June 30, 2026 and ending on July 1, 2027.

2. **Pension Contributions**. Pursuant to and in accordance with Minnesota Statutes Section 354.094, as amended, the Employee, to the extent she wishes to purchase service credit, will contribute the full cost of both the School District and Employee contributions toward TRA as long as the Employee remains on extended leave. The parties acknowledge that TRA will make the final determination as to the Employee's eligibility to purchase service credit for the time she is on extended leave. The Employee agrees to complete whatever forms are necessary to enable her to apply to purchase pension service credit from TRA for the year she would be on an extended leave of absence, pursuant to Minnesota Statutes Sections 122A.46 and 354.094, as amended. The parties further acknowledge that the School District's only obligations under this Extended Leave Agreement is to timely complete necessary TRA paperwork.

3. **Insurance**. The Employee may elect to remain in all School District insurance programs for which the Employee presently is participating during the extended leave, provided the Employee contributes the full cost of any such insurance programs on a monthly basis as required by the School District.

4. **Leave and Salary**. The Employee shall not accrue paid leave during the term of her extended leave. The year spent on an extended leave of absence shall not be included in the determination of salary upon Employee's return to teaching in the District. Employee will retain seniority and continuing contract rights as though Employee had been teaching in the District.

5. **Reinstatement Rights During and at the End of the Extended Leave**. The School District acknowledges that the Employee has the right under Minnesota Statutes Section 122A.46, subdivision 3, as amended, to be reinstated to a position for which she is licensed with the School District at the beginning of the school year which immediately follows the year of the extended leave of absence, unless she fails to give timely notice of intention to return by February 1, 2027 in accordance with Minnesota Statutes Section 122A.46, subdivision 3, or has taken a full-time or part-time position as a teacher in another Minnesota school district while on extended leave, in accordance with Minnesota Statutes Section 122A.46, subd.7.

6. **Not Precedent Setting**. The parties agree that this Extended Leave Agreement is applicable only to this particular request for an extended leave of absence based upon the special circumstances of the Employee, shall not be considered to be precedent setting, constitute a past practice, or be used as evidence in any arbitration involving the School District and the Association.

7. **Applicable Law**. This Extended Leave Agreement is subject to the provisions of Minnesota Statutes Section 122A.40, Minnesota Statutes Section 122A.46, Minnesota Statutes Section 354.094 and other relevant provisions of Minnesota law.

I have read the foregoing Extended Leave Agreement and acknowledge that it is the complete Agreement and by signing below agree to be bound by its terms and conditions.

Dated:_____, 2026

_____
Chloe Swanson

EDUCATION MINNESOTA - WRENSHALL

Dated:_____, 2026

By:_____

Its:_____

INDEPENDENT SCHOOL DISTRICT NO. 2918, CARLTON-WRENSHALL PUBLIC SCHOOLS

Dated:_____, 2026

By:_____
Chair

Dated:_____, 2026

By:_____
Clerk

\

cswanson@isd100.org

1524 E 7th Street
Duluth, MN 55812

218-428-6564

TO: ISD 2918 ADMINISTRATION
207 PIONEER DRIVE,
WRENSHALL, MN 55797

FROM: CHLOE SWANSON
RE: REQUEST FOR LEAVE OF ABSENCE

July 10, 2026

DEAR MEMBERS OF THE SCHOOL BOARD:

I am writing to respectfully request a leave of absence from my position as Library Media Specialist for a period of three to five years (as deemed appropriate by administration), beginning with the upcoming school year, to pursue an extraordinary opportunity as Director of Education and Youth Programming with the Duluth Playhouse.

This request has come after a great deal of reflection and is one of the most difficult professional decisions I have ever made. It is difficult because of how deeply I love this district, its mission, and the people who make it such a remarkable place to learn and work.

Over the past six years, it has been my privilege to grow alongside our students, collaborate with exceptional colleagues, and build a library media program that has become one of the greatest joys of my career. I will always be grateful to the Board, district leadership, my coworkers, our students, and our families for the trust, encouragement, and kindness they have shown me throughout that journey.

Like many educators, I have also felt the growing weight of the challenges facing public education. While this work continues to be deeply meaningful to me, I have reached a point where I recognize the need to step back, renew my energy, and grow in a different way if I hope to continue serving young people for many years to come.

The opportunity to lead education and youth programming at the Duluth Playhouse allows me to do just that. It is not a departure from education, but an opportunity to continue it through a different lens—one centered on creativity, community, and the transformative power of the arts. I believe this experience will deepen my skills as an educator, leader, and advocate for young people.

For that reason, I respectfully ask the Board to consider granting a leave of absence rather than accepting my resignation outright. I do not see this decision as the end of my story with this district, but as the close of one meaningful chapter and the beginning of another. My hope is that this next chapter will allow me to return to public education with renewed energy, broader experience, and an even greater capacity to serve this community.

If my request is approved, I am committed to making this transition as smooth as possible by supporting district leadership, organizing materials, documenting programs, and doing everything I reasonably can to ensure continuity for students and staff.

Thank you for the privilege of serving this remarkable community. The relationships I have built here have shaped me not only as an educator, but as a person, and I will carry them with me wherever this next chapter leads. Regardless of the Board's decision, I remain profoundly grateful for the opportunity to have been part of this district and its mission.

In community & with sincerity,

Chloe Swanson

Chloe Swanson
Library Media Specialist

Carlton-Wrenshall Public School
2026-2027 School Year Calendar

Celebrating and Investing in EACH STUDENT
to Lay the Foundation for LIMITLESS OPPORTUNITIES.

COLOR INFORMATION KEY
No School/Prof Dev/Teacher Work Day
No School for Students/Paras/Teachers
Conferences
First Day / Kindergarten Round-Up
All Staff
Early Release
Snow Makeup Days: June 10-11, 2027

Quarter 1: 9/8 - 11/6	42 days	Student Days	170 days
Quarter 2: 11/9 - 1/22	43 days	Teaching Staff Days	179 days
Semester 1: 9/8 - 1/22	85 days		
Quarter 3: 1/25 - 4/2	42 days		
Quarter 4: 4/5 - 6/4	43 days		
Semester 2: 1/25 -6/4	85 days	Joint Board Approved 3-19-2026	

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

August 2026

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September 2026

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October 2026

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November 2026

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December 2026

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January 2027

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February 2027

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March 2027

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April 2027

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May 2027

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June 2027

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8/31 - All Staff - InService
9/1 - Professional Development
9/2 - Professional Development / **OPEN HOUSE**
9/3 - Teacher Workday Flex Day (see 6/9/2027)
9/8 - First Day of School
9/23 - **Early Release** - PLC
9/30 - **Early Release** - PLC
10/15 - No school - Students/Para's/Teachers (MEA)
10/16 - No school - Students/Para's/Teachers (MEA)
11/6 **Early Release** - End of 1st Qtr Teacher Work Day
11/11 - Veterans Day Program
11/23 - Conferences (3:30 - 7:30 p.m.)
11/24 - Conferences (3:30 - 7:30 p.m.)
11/25 - 11/27 --- Thanksgiving Break
12/18 - Holiday Program
12/23 thru 1/1 - Holiday Break for Students
HAPPY NEW YEAR!!
1/4 - Students Return From Holiday Break
1/18 - No School Students - **Teacher/Para Staff Dev**
1/22 **Early Release** -End of 2nd Qtr Teacher Work Day
1/25 -No School Student/Para/**Teacher Staff Dev**
2/12 - **Early Release** -- Homecoming
2/15 - Presidents Day -- No Students/Para's/Teachers
2/24 -NO SCHOOL STUDENT/Conferences (10:00-6:00 pm)
3/12 - Kindergarten RoundUp
3/11 - **PreSchool Open House (5:30 - 7:30 p.m.)**
3/22 - 3/26 -- Spring Break (No School K-12)
4/2 **Early Release -** End of 3rd Qtr Teacher Work Day
4/30 - No school - Students / Para's / Teachers
5/20 - Spring Concert
5/31 -- Memorial Day - NO SCHOOL Students/Staff
6/4 -Early Release-Last Day of School-Graduation
6/7 & 8 - Teacher Workdays
6/9 - Teacher Workday Flex Day (see 9/3/2026)
6/10 - Snow Day if needed
6/11 - Snow Day if needed
6/14 - Snow Day if needed
Have a great summer!!

Northern Lights Special Education Cooperative

16 E Hwy 61, PO Box 40, Esko, MN 55733
(218)655-5018 ~ (218)451-4511 FAX
www.nlsec.org
Billie Jo Steen - Executive Director

Membership Enrollment Renewal
Purchase of Service Agreement
2026-2027

WHEREAS, Independent School District No._____ has been a member of the Northern Lights Special Education Cooperative and desires to continue to share special education services as a member of the Cooperative.

WHEREAS, the districts of the Northern Lights Special Education Cooperative have determined that it is in their mutual best interests to set forth the terms of membership in the Special Education Cooperative in the form of a written agreement and approved by the School Boards of all members and executed by their chairman.

BE IT RESOLVED, that Independent School District No. _____ hereby agrees to purchase services from member school districts of the Northern Lights Special Education Cooperative according to the terms and conditions of the Northern Lights Special Education Cooperative Agreement (a copy of which is on file in the school district office) and

BE IT FURTHER RESOLVED, that _____
School Representative(s)
are hereby authorized to execute said Agreement on behalf of Independent School District No. _____.

Dated: _____ _____
Chairperson

The undersigned as Clerk of the School Board for Independent School District No. _____ hereby certifies that the above Resolutions are true and correct copies of the Resolutions are adopted by the School Board of Independent School District No. _____on _____, 2026.

_____
Clerk

Cardiac Emergency Response Plan

Carlton-Wrenshall School District ISD #2918

Date adopted by School Board:

Date of Last Revision:

Cardiac Emergency Response Plan

Purpose and Integration

The CERP provides a comprehensive strategy for responding to sudden cardiac arrest (SCA) on school grounds. The plan should become an addendum to the **Crisis Management Policy** and be included in a building-level crisis management plan under crisis-specific procedures for cardiac emergencies.

List of Abbreviations

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

Definition of Sudden Cardiac Arrest

Sudden cardiac arrest (SCA), as defined by the American Heart Association, as a sudden and unexpected loss of heart function caused by an irregular heart rhythm and can occur with or without a known heart condition. This disruption prevents effective blood circulation, and without immediate intervention, can cause loss of consciousness, collapse, and death within minutes.

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

- Unresponsiveness
- Abnormal or absent breathing
- seizure-like movements
- In some cases, SCA may occur immediately after a sudden, forceful direct hit to the chest

Cardiac Emergency Response Team (CERT)

The school administrator in each building designates available and willing school staff including school nurses, physical education teachers, activities directors, coaches, office and maintenance staff, staff overseeing recess, and any other staff who are present before, during, or after the school day. Best practice suggests including at least five people or 10% of overall staff (AHA, 2025). Minnesota Statutes 2025, section 121A.241, subdivision 2(1).

The school administrator has selected the following staff members to lead emergency medical responses.

Staff Name	**Role**	**CPR/AED Certification Date**
Stacie Godbout	**CERP Coordinator**	10/30/25
Dalyce Gustafson - ST	CERT Member	
April Grover - ST	CERT Member	
Carrie Rice - ST	CERT Member	
Prestyn Bernier - ST	CERT Member	
Ina Crandall - ST	CERT Member	
Kari Solarz - ST	CERT Member	
Laura Lembke - HS	CERT Member	
Tatum Swanson - HS	CERT Member	
Amy Fitzsimmons - HS	CERT Member	
Warren Peterson - HS	CERT Member	

Kyleah Schmidt - HS	CERT Member	

Automated External Defibrillator (AED) Locations

AEDs must be placed in high-traffic, accessible locations (e.g., cafeterias, gymnasiums) to ensure **retrieval and delivery ideally within 3 minutes** of notification of the emergency.

AED Site Map

This plan references site maps with indoor and outdoor locations for all buildings on campus.

AED Location	Nearest High-Traffic Area	Co-located Items
Otter Creek Elementary - Front entrance lobby - south wall	Cafeteria/Gymnasium	naloxone
Silver Creek Secondary - Wall outside District Office	HS Office, Commons,	naloxone
Athletic Field ?	[e.g., Library]	[e.g., naloxone, stock epi, stop the bleed kit]

Maintenance

Schools are required to provide routine maintenance of AEDs and should consult with their district or charter school's health and safety or facilities team to determine best practices for proper installation and maintenance of AEDs, including a process for regular safety checks. Minnesota Statutes 2025, section 121A.241, subdivision 2(3).

This plan designates the following school staff or department to maintain AED registry and maintenance of equipment including regular safety checks to verify expiration dates for device pads and batteries and to ensure equipment is functioning properly:

Staff/Department Name	Role	Responsibility
Stacie Godbout		AED registry, verify pad/battery expirations
Scott Bodin - Custodial Staff - HS		Regular safety checks
Brady Evans - Custodial Staff - Elem		Regular safety checks

AED Registry

Minnesota Statutes 2024, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. Register public access devices with the **National Emergency AED Registry (NEAR)** via PulsePoint AED.

Communication Plan

How to Activate the CERT and Local Emergency Medical Services (EMS)

Discuss Roles and Responsibilities

Identify and discuss specific tasks within the emergency response team. CERT members should be prepared to assist in multiple roles if necessary to account for when staff are absent or not available at the time of the emergency response.

1. Staff member to call 911
2. Staff member to retrieve the AED
3. Staff member to meet EMS at the quickest entry point to access the scene
4. Staff member to clear the area and manage possible crowds
5. Staff members to assist with compressions and AED use
6. Staff member to document the event timeline and transition report to EMS

Communication

Communication is a critical component in the team's efficient emergency response. CERTs should determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside of the facility.

The following plan outlines how staff members activate local EMS and the CERT in a consistent manner using overhead page, two-way radio, phone, or other communication device with consideration for confidentiality.

- **Initial Alert:** Any staff member witnessing a collapse should immediately call 911 and instruct someone to call the main office
- **Internal Notification:** Activate the CERT via our phone" ALL CALL" system and Two-Way Radios
- **Standard Script:** "There is a cardiac emergency in [s*pecific location*] and 911 has been called"
- **Building Status:** School will be placed in a **"Stay Put"** for medical emergency to clear hallways

Integration of Local EMS with School CERP

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

The school administrator has designated [*insert CERT member name*] as the person responsible for updating and distributing the CERP annually.

Training and Practice Drills

Staff Training

Training is the educational process of learning how to recognize sudden cardiac arrest, call 911, perform quality chest compressions, and use an AED. School staff and coaches are encouraged to annually review the school's CERP and learn Hands-Only CPR and AED use to strengthen the school-wide readiness and timely response for cardiac emergencies.

CERT Certification

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

Emergency Response Team members are encouraged to maintain CPR/AED certification, renewed at least every two years through a nationally recognized organization like American Heart Association or American Red Cross.

Student Instruction and Practice

Minnesota law requires grade 7-12 students receive one-time CPR and AED use instruction with hands-on practice as part of the curriculum. Minnesota Statutes 2025, section 120B.236. Schools should consider instructing students on the building's AED locations and how to initiate the emergency response team.

Annual Drills:

Research shows that having a written and practiced CERP with regular practice drills can increase the chance of survival to 70% compared to less than 10% without such practice (Evans, 2024). Minnesota Statutes 2025, section 121A.241, subdivision 2(5) requires schools to conduct **annual drills** involving staff and students. A successful drill is defined by the American Heart Association as full completion of the protocol in **5 minutes or less**.

The school's plan for practice drills is as follows:

Practice Drill	**Students/Staff Involved:**	**Location:**	**Drill Format and Time to Complete:**

[Date]	[e.g., CERT, additional staff or student names]	[e.g., gymnasium]	[Format e.g., tabletop exercise, hands-on simulation] [Time to complete]
[Date]	[e.g., CERT, additional staff or student names]	[e.g., gymnasium]	[Format e.g., tabletop exercise, hands-on simulation] [Time to complete]
[Date]	[e.g., CERT, additional staff or student names]	[e.g., gymnasium]	[Format e.g., tabletop exercise, hands-on simulation] [Time to complete]

Cardiac Emergency Response Protocol

Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in the event of a cardiac emergency.

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

1. **Recognize signs of SCA** (may include one or more of the following).
   - Not moving, unresponsive, or unconscious
   - Not breathing normally (e.g., irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
   - Seizure or convulsion-like movements
2. **Call 911:** Direct a specific person to call and stay on the line and answer dispatcher questions
   - Provide building address: Otter Creek Elementary - 530 Stine Drive, Carlton; Silver Creek Secondary - 207 Pioneer Drive, Wrenshall - and include closest entry point, if possible, (e.g., "Door A")
   - Explain the person's condition and symptoms
   - Listen carefully to the dispatcher for additional guidance
3. **Activate CERT:** Use the internal communication plan to alert the team. "*There is a cardiac emergency in [**specific location**] and 911 has been called."*
   - Schools follow communication procedures within the crisis management plan for placing the school or area of the school in a **"Stay Put"** for medical emergency.
4. **Retrieve AED:** Designate a person to retrieve the nearest AED.
5. **Start CPR:** Place the unresponsive person on their back, on a firm, flat surface and begin chest compressions (100-120 per minute).
   - Use 2-hands placing heel of one hand in the center of the chest, on the lower half of the breastbone, and the other hand directly on top, interlock fingers (use one hand for smaller adults and children).
   - If you are able and willing to provide rescue breaths, use a barrier mask and provide 2 breaths after 30 compressions.
   - Continue compressions until EMS arrives.
6. **Turn on the AED**: Apply the pads and follow all audio/visual prompts.
7. **Transfer Care:** Report the time found and CPR start time to EMS.

8. **Document:** A designated CERT member must record all event timings and conditions.

Post-Event Procedures

- **Notification:** Notify emergency contacts following the crisis management plan.
- **AED Data:** Provide AED data to medical providers if requested.
- **After-Action Review:** CERT members should debrief to identify successes and improvements to the plan.
- **Mental Health Support:** Implement a plan for supporting staff and student mental health needs following their participation in or observation of the event. The plan may include support through the Employee Assistance Program or Regional Crisis Response Team (Minnesota Statewide Crisis Management Team).

Annual Review

The School Board and CERP Coordinator will review this plan annually to ensure it reflects current evidence-based best practices. Minnesota Statutes 2025, section 121A.241, subdivision 2 (6).

Planning and evaluation tools are provided in the MDE Model CERP for Schools, Appendix B.

Legal References

- Minnesota Statutes 2025, section 121A.241 Cardiac Emergency Response Plan
- Minnesota Statutes 2025, section 121A.035 Crisis Management Policy
- Minnesota Statutes 2025, section 120B.236 CPR and AED Instruction
- Minnesota Statutes 2025, section 403.51 Automatic External Defibrillation; Registration
- Minnesota Statutes 2025, section 604A.01 Good Samaritan Law

References

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

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

PURCHASE AGREEMENT

This Agreement is entered into by and between **Independent School District No. 93,** a Minnesota public corporation ("Seller"), and **Carlton County**, a Minnesota political subdivision ("Buyer").

In consideration of the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Seller and Buyer agree as follows:

1. **EFFECTIVE DATE.** The effective date of this Agreement is July 1, 2026 (the "Effective Date").

2. **SALE OF PROPERTY.** Seller agrees to sell to Buyer, and Buyer agrees to buy from Seller, the Property with a street address of 405 School Avenue, Carlton, MN 55718-0310 and as legally described and depicted in Exhibit A.

3. **PURCHASE PRICE.** The purchase price for the Property is $1.00 (the "Purchase Price").

4. **EARNEST MONEY.** No earnest money is required.

5. **SURVEY.** Buyer may, at Buyer's expense, obtain a survey.

6. **TITLE COMMITMENT.**

   a. Seller makes no representations or warranties with respect to the status of title to the Property. Seller shall, within 14 days after the Effective Date, at Seller's expense, obtain a title commitment to issue an owner's policy of title insurance insuring Buyer's title to the Property (the "Title Commitment"). Seller shall provide a copy of the Title Commitment and copies of, or internet access to, all recorded documents referenced in the Title Commitment to Buyer.

   b. Buyer shall have until the date ten business days after the receipt of the Title Commitment and the Survey (collectively, "**Title/Survey**") (if obtained) to review Title/Survey and to give Seller written notice of (i) any defects in the marketability of Seller title to the Property or any encumbrances on Seller's title to the Property that are objectionable to Buyer, and (ii) the specific actions Buyer requests that Seller take with respect to each such defect or encumbrance (a "**Title Objection Notice**"). Any defects in or encumbrances on Seller's title that Buyer does not identify in a timely Title Objection Notice are each a "**Permitted Exception.**" Within three (3) business days after Seller's receipt of a Title Objection Notice from Buyer, Seller will notify Buyer, in writing, of the actions, if any, that Seller is willing to take with respect to each of the matters identified in the Title Objection Notice and the time frame in which Seller will take those actions ("**Seller's Title Notice**"). If Seller's Title Notice indicates that Seller unconditionally agrees to make Seller's title to the Property marketable on or before the closing date established pursuant to Section 15, the parties shall proceed to closing

pursuant to the terms of this Agreement. If Seller's Title Notice indicates that Seller does not unconditionally agree to make Seller's Title to the Property marketable on or before the closing date established in Section 11, Buyer may, at any time with three (3) business days after Buyer's receipt of Seller's Title Notice, terminate this Agreement by written notice to Buyer in which case this Agreement is terminated and Escrow Agent must disburse any Earnest Money (other than Earnest Money that Escrow Agent has disbursed to Seller pursuant to Sections 4(b) and (c)) ("**Buyer's Title Termination Notice**"). If Buyer does not deliver a Buyer's Title Termination Notice to Seller within the three (3) business days after Buyer's receipt of Seller's Title Notice, than Seller must perform in accordance with Seller's Title Notice, Buyer shall be deemed to have waived Buyer's objections to the extent Seller has not agreed to address them in Seller's Title Notice, the matters to which Buyer objected and Seller did not agree to resolve are deemed Permitted Exceptions, and the parties shall proceed to Closing in accordance with the terms of this Agreement and the terms of Seller's Title Notice.

7. **RIGHT OF ENTRY.** At all times before the expiration of the Inspection Period (as defined in Section 9), Buyer (and its employees, agents, and contractors) may enter the Property for the purpose of conducting soil tests, environmental tests and survey work, subject to the following conditions:

   a. Upon the earlier of the date one week after Buyer's completion of its activities on the Property or the date one week after the termination of this Agreement, if either Seller or Buyer terminate this Agreement in accordance with the provisions hereof prior to Closing, Buyer must repair and or restore any damage Buyer or its employees, agents or contractors cause to the Property and remove any personal property, refuse or debris Buyer or its employees, agents or contractors brought onto or authorized third parties to bring onto the Property.

   b. Buyer must comply with and shall cause its employees, agents, and contractors to comply with all applicable laws, while on the Property.

   c. Buyer may not commence any environmental testing on the Property until Buyer submits a work plan for such testing to Seller and Seller approves the work plan, in writing. Seller may not unreasonably withhold, condition or delay Seller's approval of a work plan.

   d. Buyer must, promptly and without demand from Seller, provide Seller with true and complete copies of all draft and final reports relating to Buyer's geotechnical and environmental investigations and testing of the Property including, without limitation, any reports relating to any Phase I Environmental Site Assessment of the Property.

   e. The cost of any test or additional survey work will be borne solely by Buyer.

8. **PROPERTY SOLD AS IS.** Subject to Buyer's right to terminate this Agreement pursuant to Section 9, Buyer agrees to accept the Property in its current condition, including, without limitation, its current environmental and geological condition, and in an "AS-IS" and with

"ALL FAULTS" condition. Buyer's payment of the Purchase Price at Closing constitutes Buyer's acknowledgment and agreement that:

a. Seller has not made any written or oral representations or warranties of any kind with respect to the Property (including without limitation express or implied warranties of title, merchantability, or fitness for a particular purpose);

b. Buyer has not relied on any written or oral representation or warranty made by Seller, its agents or employees, with respect to the condition or value of the Property;

c. Buyer has had an adequate opportunity to inspect the condition of the Property, including without limitation any environmental testing, and to inspect documents applicable thereto, and Buyer is relying solely on such inspection and testing; and

d. The condition of the Property is fit for Buyer's intended use.

9. INSPECTION PERIOD.

a. Except as otherwise provided in Section 6, Buyer shall have 30 days from the Effective Date (the "**Inspection Period**") to investigate the Property and determine, in Buyer's sole judgment, whether (i) the condition of the Property is suitable to Buyer's intended use; and (ii) Buyer will be able to obtain all governmental approvals and utilities necessary for Buyer's intended use of the Property. Buyer acknowledges and agrees that Seller has not made any covenants, representations or warranties regarding Buyer's ability to obtain governmental approvals from the City or County of Carlton or any other governmental entity.

b. Buyer may, at any time on or before 5:00 p.m. on the last day of the Inspection Period, terminate the Agreement by written notice to Seller based on Buyer's determination, in Buyer's sole and absolute discretion, that the condition of the Property is not suitable for Buyer's intended use or that Buyer may not be able to obtain all governmental approvals and utilities necessary for Buyer's intended use of the Property. In addition, this Agreement automatically terminates at 5:00 p.m. on the last day of the Inspection Period unless, prior to that time Buyer delivers a written notice of Buyer's intention to proceed (a "**Notice to Proceed**") to Seller.

10. DEFINITIONS. As used in this Agreement:

"**Claim**" or "**Claims**" means any and all liabilities, suits, claims, counterclaims, causes of action, demands, penalties, debts, obligations, promises, acts, fines, judgments, damages, consequential damages, losses, costs, and expenses of every kind (including without limitation any attorney's fees, consultant's fees, costs, remedial action costs, cleanup costs and expenses which may be related to any claims).

"**Environmental Law**" means the Comprehensive Environmental Response, Compensation and Liability Act ("CERCLA"), 42 U.S.C. § 9601 et seq., the Resource Conservation and

Recovery Act, 42 U.S.C. § 6901 et seq., the Federal Water Pollution Control Act (the Clean Water Act), 33 U.S.C. § 1251 et seq. the Clean Air Act, 42 U.S.C. § 7401 et seq., and the Toxic Substances Control Act, 15 U.S.C. § 2601 et seq., all as amended from time to time, and any other federal, state, local or other governmental statute, regulation, rule, law or ordinance dealing with the protection of human health, safety, natural resources or the environment now existing or hereafter enacted.

"**Hazardous Substance**" or "**Hazardous Substances**" means any pollutant, contaminant, hazardous substance or waste, solid waste, petroleum product, distillate, or fraction, radioactive material, chemical known to cause cancer or reproductive toxicity, polychlorinated biphenyl or any other chemical, substance or material listed or identified in or regulated by any Environmental Law.

11. **NOTICES.** Notices permitted or required by this Agreement must be in writing and shall be deemed given when delivered in legible form to the party to whom addressed. Notices may be sent by certified mail, fax or e-mail. Notices are effective two business days after they are mailed via certified mail, return receipt requested or, if delivered in any other manner, when the party to whom the notice is directed actually receives the notice. If delivered at the Closing, a notice shall be deemed given when hand-delivered to the party's representative at the Closing. The business addresses of the parties are as follows:

Seller: Independent School District No. 93
405 School Avenue, P.O. Box 310
Carlton, MN 55718-0310

Buyer: Carlton County
1307 Cloquet Avenue
Cloquet, MN 55720

Notices not given in the manner or within the time limits set forth in this Agreement are of no effect and may be disregarded by the party to whom they are directed.

12. **CLOSING.** This transaction shall close within 14 days after Buyer delivers a Notice to Proceed to Seller or on such earlier date as Seller and Buyer may establish by mutual, written agreement. The Closing shall take place at a mutually agreeable location. At the option of either Party, the executed closing documents, Purchase Price and closing costs may be deposited with an escrow agent to avoid the necessity for a Closing at which the Parties are present.

a. **Seller's Obligations at Closing.** At Closing, Seller must deliver to Buyer:

   i. A warranty deed, duly executed, conveying title to the Property, subject to (A) the lien of real estate taxes, if any, not yet due and payable and any installments of special assessments certified for payment therewith; (B) Building, Subdivision and Zoning Ordinances; (C) matters that would be disclosed by an accurate survey of the Property; and (D) matters that constitute Permitted Exceptions pursuant to Section 6;

ii. Documentation from Seller sufficient to demonstrate Seller's decision to sell the Property and to authorize execution of the deed and all closing documents; and

iii. Seller's affidavits, well disclosure certificate (if required), settlement statement approved by Seller and Buyer, and any other documents required by an escrow agent.

b. **Buyer's Obligations at Closing.** At Closing, Buyer must:

i. Pay the Purchase Price and any amounts Buyer must pay, less amounts received pursuant to Section 12(c) and the rest of this Agreement and the Settlement Statement;

ii. Documentation sufficient to demonstrate authority to purchase the Property.

iii. File or cause to file an Electronic Certificate of Real Estate Value.

c. **Closing Costs.**

i. At Closing, the following Seller closing costs and expenses must be paid from the Purchaser Price or, if the Purchase Price is not sufficient, paid by Seller:

1. Seller's portion of the prorated property taxes.
2. Cost of obtaining a Title Commitment.

ii. At Closing Buyer must pay the Purchase Price to Seller and the following costs and expenses:

1. Buyer's portion of prorated property taxes.
2. State Deed Tax.
3. All closing fees.
4. Documentary and recording fees for the deed(s).
5. The cost of the owner's title insurance policy if Buyer elects to purchase an Owner's title insurance policy.

d. **Possession.** Seller must deliver possession of the Property to Buyer at Closing.

13. REAL ESTATE BROKERS. Seller and Buyer represent and warrant to each other that they have dealt with no brokers, real estate agents, finders or the like in connection with this transaction. Seller and Buyer agree to indemnify each other and to hold each other harmless against all claims, damages, costs or expenses of or for any broker's fees or commissions resulting for their actions or agreements regarding the execution or performance of this Agreement and will pay all costs of defending any action or lawsuit brought to recover any such fees or commissions incurred by the other party, including reasonable attorney's fees.

14. ASSIGNMENT. This Agreement may not be assigned without the written consent of the non-assigning Party.

15. **THIRD PARTY BENEFICIARY.** There are no third-party beneficiaries of this Agreement, intended or otherwise.

16. **JOINT VENTURE.** Seller and Buyer, by entering into this Agreement and completing the transactions described herein, shall not be considered joint venturers or partners.

17. **CAPTIONS.** The paragraph headings or captions appearing in this Agreement are for convenience only, are not a part of this Agreement, and are not to be considered in interpreting this Agreement.

18. **ENTIRE AGREEMENT / MODIFICATION.** This written Agreement constitutes the complete agreement between the parties and supersedes any prior oral or written agreements between the parties regarding the Property. There are no verbal agreements that change this Agreement and no waiver or modification of any of its terms will be effective unless in writing executed by the parties.

19. **BINDING EFFECT.** This Agreement binds and benefits the Parties and their successors and assigns.

20. **CONTROLLING LAW.** This Agreement is made under the laws of the State of Minnesota and such laws will control its interpretation.

21. **REMEDIES.**

a. If Buyer fails to perform any of the terms or conditions of this Agreement within the specified time limits, Seller may declare this Agreement terminated pursuant to Minnesota Statutes section 559.21. Seller's sole remedy in the event of Buyer's default is retention of the Earnest Money, unless Buyer defaults under Section 7 or 13 of this Agreement, in which case Seller may suspend the performance of its obligations under this Agreement and commence an action in Carlton County District Court to recover its actual damages arising from the default.

b. If Seller fails to perform any of the terms or conditions of this Agreement within the specified time limits, Buyer may, as its sole remedy, declare this Agreement terminated or, in the alternative, Buyer may have this Agreement specifically enforced. Buyer waives all claims for consequential damages against Seller based on Seller's breach or alleged default hereunder.

22. **WAIVER.** Failure of Seller or Buyer to insist upon the performance of any of the covenants, agreements and/or conditions of this Agreement or to exercise any right or privilege herein shall not be deemed a waiver of any such covenant, condition or right.

23. **SURVIVAL OF TERMS AND CONDITIONS.** The terms and conditions of this Agreement shall survive and be in full force and effect after the delivery of the deed and shall not be deemed to have merged therein.

24. **SEVERABILITY.** Each provision of this Agreement shall apply to the extent permitted by applicable law and is intended to be severable. If any provision is illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the legality or validity of the remainder of the Agreement.

25. **CONSTRUCTION.** The Parties acknowledge that this Agreement was initially prepared by Seller solely as a convenience and that all Parties and their counsel hereto have read and full negotiated all the language used in this Agreement. The Parties acknowledge that because all Parties and their counsel participated in negotiating and drafting this Agreement, no rule of construction shall apply to this Agreement to construe ambiguous or unclear language in favor of or against any Party.

26. **COUNTERPARTS; DIGITAL COPIES.** This Agreement may be executed in any number of counterparts and the signature pages of the separate counterparts combined into a single copy of this Agreement which will then constitute a fully executed version of this Agreement. A facsimile, .pdf file or digital copy of a signed counterpart or of an assemblage of counterparts of this Agreement shall be deemed to be an original thereof.

[Signatures on the following page.]

SELLER: Independent School District No. 93

By: _____ Dated: 6-15, 2026
Laura Nilsen, Board Chair

By: _____
Sue Karp, Board Clerk

STATE OF MINNESOTA)
) ss.
COUNTY OF CARLTON)

This instrument was acknowledged before me on _____ day of _____, 2026 by Laura Nilsen and Sue Karp, Board Chair and Board Clerk, respectively, of Independent School District No. 93.

_____
Notary Public

BUYER: Carlton County

By: _____ Dated: _____, 2026
Thomas R. Proulx, Chair

By: _____
Dennis Genereau, County Administrator

STATE OF MINNESOTA)
) ss.
COUNTY OF CARLTON)

This instrument was acknowledged before me on _____ day of _____, 2026 by Thomas R. Proulx and Dennis Genereau, Board Chair and County Administrator, respectively, of Carlton County.

_____
Notary Public

EXHIBIT A
TO PURCHASE AGREEMENT

Legal Description

[All legal descriptions to be verified.]

PID 15-050-0020

Lots 1 through 5, Bradleys Addition, Carlton County, Minnesota.

PID 15-180-0120

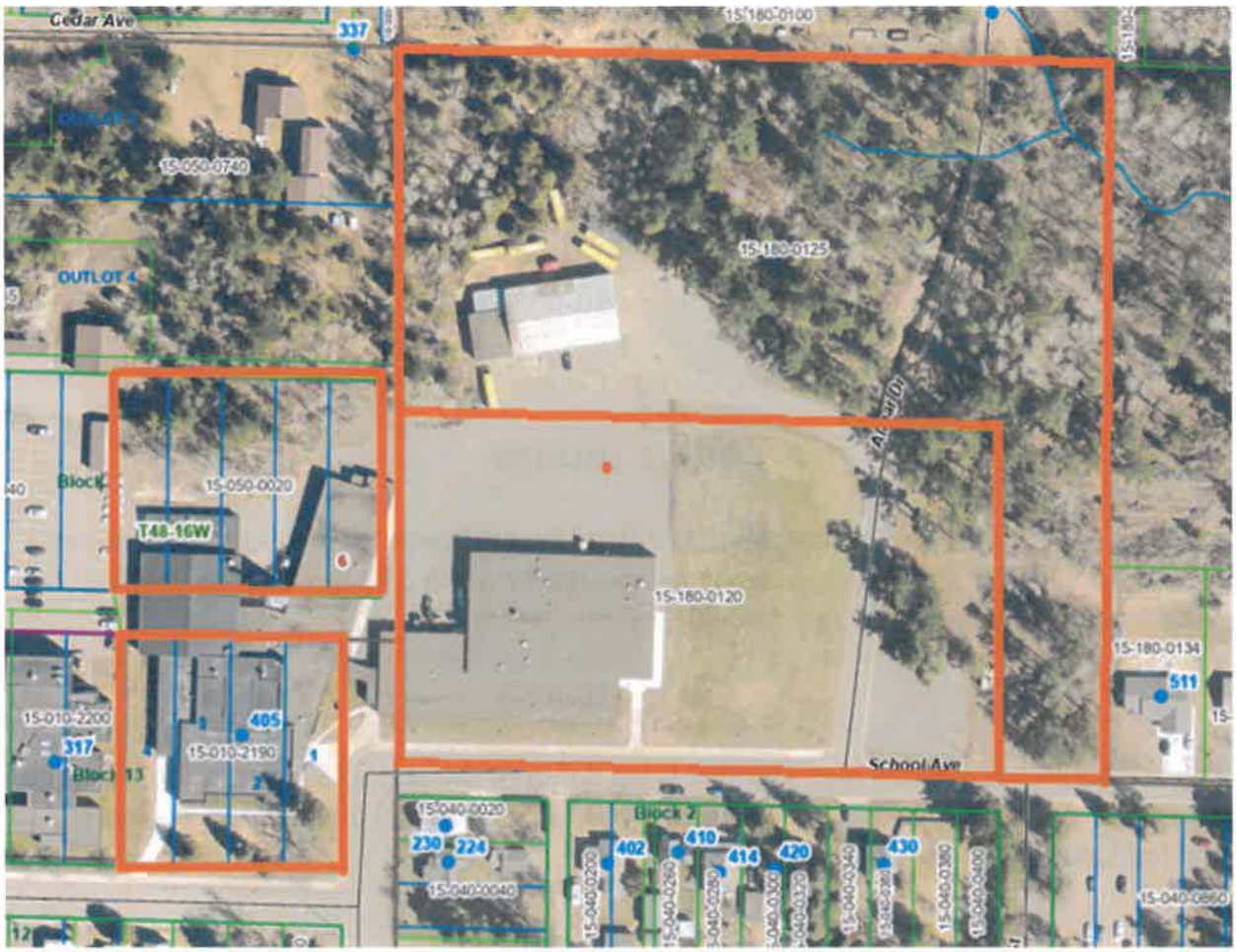
The west ½ of the north ½ of the southeast ¼ of the southwest ¼, Section 6, Township 48, Range 16, Carlton County, Minnesota, except the north 330 feet and the east 100 feet lying south of the north 330 feet thereof.

PID 15-180-0125

The north 330 feet and the east 100 feet lying south of the north 330 feet of the west ½ of the north ½ of the southeast ¼ of the southwest ¼, Section 6, Township 48, Range 16, Carlton County, Minnesota.

PID 15-010-2190

Lots 1 through 4, City of Carlton Original Plat, Carlton County, Minnesota.


Cedar Ave
337
15-050-0740
OUTLOT 4
15-180-0100
15-180-0125
15-050-0020
T48-16W
15-180-0120
15-180-0134
511
15-010-2200
317
405
15-010-2190
School Ave
15-040-0020
230
224
Block 2
402
410
414
420
430
15-040-0040
15-040-0660

Member L. Nilsen introduced the following Resolution and moved its adoption:

RESOLUTION AUTHORIZING SALE OF SCHOOL PROPERTY TO CARLTON COUNTY

WHEREAS, due to the pending consolidation of this District with Independent School District No. 100, Wrenshall, the school campus in Carlton consisting of the Middle School, High School and bus barn (the Property) will no longer be utilized, and therefore is no longer needed for educational purposes; and

WHEREAS, the Middle School / High School buildings are formally closing due to the consolidation; and

WHEREAS, the District, City of Carlton and Carlton County discussed future uses for the Property and determined that redevelopment of the Property is the best use of the site; and

WHEREAS, the County and City will pursue said redevelopment if the District transfers the Property to the County; and

WHEREAS, it is in the District's best interest to transfer the Property to the County; and

WHEREAS, a nominal sale price is appropriate given the age of the buildings, the known existence of asbestos that must be abated, and the high cost of demolition.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 93, Carlton, as follows:

1. District administration is authorized to enter into a purchase agreement with Carlton County for sale of the Property on the following terms:
    a. Sale price of $1.00.
    b. Property is sold "as is" without warranty.
    c. County is responsible for all asbestos abatement as well as demolition costs.
    d. District to provide a title commitment but no survey.
2. District administration is authorized to close on the sale transaction and undertake all necessary actions to transfer title.

The motion for the adoption of the foregoing resolution was duly seconded by Member R. Uonzal and upon vote being taken thereon, the following voted in favor thereof: D. Solarz, B. Nilsen, L. Nilsen & R. Uonzal

and the following voted against: Ø

whereupon said resolution was declared duly passed and adopted.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into this 23rd day of June, 2025 by and between Independent School District No. 93 Carlton ("District"), a Minnesota public school corporation, and the City of Carlton ("City"), a Minnesota municipal corporation.

WHEREAS, the District is the owner of real property, parcel 15-180-0120 upon which is located an 8,000 (approx.) square foot bus garage, legally described as follows: **W1/2 of N1/2 of SE1/4 of SW1/4, Section 6, Township 48, Range 16, Carlton County, Minnesota**, referred to herein as "the Property;" and

WHEREAS, the City wishes to have the right to purchase a split portion of the Property and the bus garage located thereon, shown on "Exhibit A" if the District vacates the Property for any reason, and the right of first refusal to purchase if the District lists the Property for sale; and

WHEREAS, the District desires to grant the City the right to purchase said split portion of the Property with bus garage if the District vacates the Property for any reason and the right of first refusal to purchase if the District lists the Property for sale.

NOW THEREFORE, in consideration for the right to purchase said split portion of the Property with bus garage and for the right of first refusal to purchase, the parties agree as follows:

1. TERMS.
   a. City will pay all surveying expenses to split parcel 15-180-0120.
   b. The split portion of the Property including the bus garage would be purchased "as-is".
   c. If the City wishes to exercise its right to offer to purchase a portion of the Property after the District vacates the Property, the City must submit a written offer to purchase a portion of the Property. The District will then respond by either accepting or rejecting the offer within sixty (60) days.
   d. Prior to executing any document for the transfer of any interest in the Property to a third party, whether by dedication, gift, mortgage or sale, the District must provide the City with written notice of the intended transfer. The City will have thirty (30) days from the date of receiving said notice to provide the District with written notice that it will purchase the split portion of the Property including the bus garage, on the same terms as the intended transfer. If the District and the City do not close on the transfer of said split portion of the Property within sixty (60) days of the date the District receives the City's written notice, the District may proceed with the intended transfer of the Property to said third party.
   e. This MOU will terminate on June 30, 2028.

2. MISCELLANEOUS.
   a. Successors. This MOU shall be binding upon and inure to the benefit of the parties and their respective legal representatives, successors, and assigns.
   b. Governing Law. This MOU shall be construed in accordance with and governed by the laws of the State of Minnesota, if applicable.
   c. Headings. The descriptive headings in this MOU are for convenience of reference only and shall not define or limit any of the terms or provisions hereof.
   d. Authority. Each party represents that all necessary actions have been taken to authorize the execution of this MOU which has been duly approved by each party's governing body and that the terms of this MOU shall be binding upon the parties in all respects.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be duly executed and effective as the day and year first written above.

INDEPENDENT SCHOOL DISTRICT 93

By: _____
School Board Chair
405 School Avenue
PO Box 310
Carlton, MN 55718

By: _____
School Board Clerk
405 School Ave
PO Box 310
Carlton, MN 55718

THE CITY OF CARLTON, MN

By: _____
Mike Soderstrom, Mayor
310 Chestnut Avenue
PO Box 336
Carlton, MN 55718

By: _____
Carol Conway, Clerk/Treasurer
310 Chestnut Avenue
PO Box 336
Carlton, MN 55718

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into this 9th day of July, 2025 by and between Independent School District No. 93 Carlton ("District"), a Minnesota public school corporation, and the City of Carlton ("City"), a Minnesota municipal corporation.

WHEREAS, the District is the owner of real property, parcel 15-180-0120 upon which is located an 8,000 (approx.) square foot bus garage, legally described as follows: **W1/2 of N1/2 of SE1/4 of SW1/4, Section 6, Township 48, Range 16, Carlton County, Minnesota**, referred to herein as "the Property;" and

WHEREAS, the City wishes to have the right to purchase a split portion of the Property and the bus garage located thereon, shown on "Exhibit A" if the District vacates the Property for any reason, and the right of first refusal to purchase if the District lists the Property for sale; and

WHEREAS, the District desires to grant the City the right to purchase said split portion of the Property with bus garage if the District vacates the Property for any reason and the right of first refusal to purchase if the District lists the Property for sale.

NOW THEREFORE, in consideration for the right to purchase said split portion of the Property with bus garage and for the right of first refusal to purchase, the parties agree as follows:

1. TERMS.
   a. City will pay all surveying expenses to split parcel 15-180-0120.
   b. The split portion of the Property including the bus garage would be purchased "as-is".
   c. If the City wishes to exercise its right to offer to purchase a portion of the Property after the District vacates the Property, the City must submit a written offer to purchase a portion of the Property. The District will then respond by either accepting or rejecting the offer within sixty (60) days.
   d. Prior to executing any document for the transfer of any interest in the Property to a third party, whether by dedication, gift, mortgage or sale, the District must provide the City with written notice of the intended transfer. The City will have thirty (30) days from the date of receiving said notice to provide the District with written notice that it will purchase the split portion of the Property including the bus garage, on the same terms as the intended transfer. If the District and the City do not close on the transfer of said split portion of the Property within sixty (60) days of the date the District receives the City's written notice, the District may proceed with the intended transfer of the Property to said third party.
   e. This MOU will terminate on June 30, 2028.

2. MISCELLANEOUS.

a. Successors. This MOU shall be binding upon and inure to the benefit of the parties and their respective legal representatives, successors, and assigns.
b. Governing Law. This MOU shall be construed in accordance with and governed by the laws of the State of Minnesota, if applicable.
c. Headings. The descriptive headings in this MOU are for convenience of reference only and shall not define or limit any of the terms or provisions hereof.
d. Authority. Each party represents that all necessary actions have been taken to authorize the execution of this MOU which has been duly approved by each party's governing body and that the terms of this MOU shall be binding upon the parties in all respects.

IN WITNESS WHEREOF, the Parties hereto have caused this MOU to be duly executed and effective as the day and year first written above.

INDEPENDENT SCHOOL DISTRICT 93

By: _____
School Board Chair
405 School Avenue
PO Box 310
Carlton, MN 55718

By: _____
School Board Clerk

THE CITY OF CARLTON, MN

By: _____
Mike Soderstrom, Mayor
310 Chestnut Avenue
PO Box 336
Carlton, MN 55718

By: Carol Conway
Carol Conway, Clerk/Treasurer
310 Chestnut Avenue
PO Box 336
Carlton, MN 55718

RESOLUTION NO. _____
AUTHORIZING SALE OF SCHOOL PROPERTY
TO CITY OF CARLTON

WHEREAS, due to the consolidation of Independent School District No. 93, Carlton, with Independent School District No. 100, Wrenshall, consolidated as Independent School District No. 2918, Carlton-Wrenshall, the school campus in Carlton, consisting of the Middle School, High School and bus garage (the Property), will no longer be utilized, and therefore is no longer needed for educational purposes; and

WHEREAS, the Middle School and High School buildings are formally closed due to the consolidation; and

WHEREAS, the District, City of Carlton and Carlton County discussed future uses for the Property and determined that redevelopment of the Property is the best use of the site; and

WHEREAS, District No. 93 approved transfer of the Property to the County on June 15, 2026, and did execute a purchase agreement for that transfer, with an effective date of July 1, 2026, to expire on July 31, 2026, if not accepted by the County by the expiration date; and

WHEREAS, District No. 93, in the previous year, approved transfer of the Bus Garage portion of the Property to the City of Carlton by an option to purchase dated June 23, 2025, on the same terms as any transfer agreement for the Property executed by said District; and

WHEREAS, the City notified the District of its intent to exercise its option to purchase the Bus Garage parcel by letter dated July 29, 2026, on the same terms as the transfer to the County, and

WHEREAS, the County did not provide the District with notice of intent to proceed with transfer of the Property by the expiration date of the purchase agreement executed by District No. 93, and the County's right to transfer of any portion of the Property has now expired; and

WHEREAS, the City has approved pursuing said redevelopment of the entire school Property, if the District will transfer the Property to the City (in addition to the Bus Garage parcel upon which the City has exercised its option) on the same terms as were approved for transfer to the County; and

WHEREAS, it is in the District's best interest to transfer the Property to the City for a nominal sale price, which is appropriate given the age of the buildings, the known existence of asbestos that must be abated, and the high cost of any demolition, if required for redevelopment.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 2918, as follows:

1. District administration is authorized to enter into a purchase agreement with the City of Carlton for sale of the Property on the following terms:
   a. Sale price of $1.00.
   b. Property is sold “as is” without warranty.
   c. City is responsible for all asbestos abatement as well as demolition costs (if required).
   d. The City may obtain a title commitment and survey at its own cost.

2. District administration is authorized to close on the sale transaction and undertake all necessary actions to transfer title.

APPROVED this _____day of August, 2026.

Independent School District No. 2918

_____
By: Eric Ankrum, Board Chair

_____
By: Ryan Leonzal, Board Clerk

CARLTON-WRENSHALL
PUBLIC SCHOOL DISTRICT
SMALL-TOWN VALUES. UNLIMITED POTENTIAL.

(218) 384-4274
ISD #2918

August 17, 2026

Meal Prices for 2026-2027 School Year

Student First Breakfast with Milk Free
Student First Lunch with Milk Free
Ala Carte Milk $ .55
Students are welcome to bring their own breakfast or lunch to eat during meal times.

Adult Breakfast $ 2.55
Adult Lunch $ 5.30

- Second meals for students are charged the adult price.
- Students must enter or scan their Personal Identification Number (PIN) to generate the reimbursement payment for district food service.
- Families are encouraged to complete the federal education benefits
- application each year. Eligible students generate significant compensatory aid for the school district and may determine eligibility for grants, scholarships, internet assistance and more.
- The national school lunch program reimburses district food service for eligible students.
- For the third consecutive year, the state universal lunch program reimburses the district for any student not covered by the federal lunch program. The state only pays the difference for the actual meals served.

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The stepby-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response

team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

i. In the event of a **Tornado Warning,** where a tornado is occurring or is expected to occur soon, Wrenshall School will serve as a Community Tornado Shelter.

ii. In the event of a **Tornado Warning during staffed times-** announcements will be made for students to take shelter. The following doors will be unlocked: the

main parking lot doors off Pioneer Drive, and the old Pool lot doors on the East end of the school. Coaches will be responsible for carrying a device to notify them of approaching severe weather. They will be responsible for getting student athletes into the shelter. Community members will follow labeled routes to the cafeteria to take shelter.

a. Once an "all-clear" has been issued, students will be allowed to return to class. After the hallways have emptied, community members will be allowed to leave. All attempts possible will be made to keep community members separate from students.

iii. In the event of a **Tornado Warning outside of staffed hours,** designated community members will have access to a lock box mounted to the exterior of the building at the front entry. The lock box will contain an "M" key, a "GMA" key, and a laminated copy of the school security code with instructions on how to disarm the alarm system. The main parking lot doors off Pioneer Drive, fire doors to cafeteria, multi-purpose gym fire doors, and old pool parking lot doors on the East end of the school can then be unlocked. The old pool parking lot door on the East end of the building will serve as an entry point for handicapped accessibility. Community members will be instructed to take cover in the cafeteria. If power to the building is lost, the media center hallway and multipurpose gym hallway may be used in lieu of the cafeteria. The Facilities Manager will work with the Mayor of Wrenshall to determine who will be allowed access to this lock box.

a. After an "all-clear" has been given, community members will be instructed that they may leave the school. Whoever opened the school as a shelter will contact the Facilities Manager. The Facilities Manager, or his/her appointee will respond to the school, and check over the building to assess for damage and do a security sweep. When it is determined that there are no hazards or security risks, the building will be locked, and the alarm system armed. Keys and alarm code will be returned to the lock box.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance,

hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be

accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

A. Fire

B. Hazardous Materials

C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

D. Medical Emergency

E. Fight/Disturbance

F. Assault

G. Intruder

H. Weapons

I. Shooting

J. Hostage

K. Bomb Threat

L. Chemical or Biological Threat

M. Checklist for Telephone Threats

N. Demonstration

O. Suicide

P. Lock-down Procedures

Q. Shelter-In-Place Procedures

R. Evacuation/Relocation

S. Media Procedures

T. Post-Crisis Procedures

U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

SSP Tentative Agreement

August 6th 2026 (drafted July 28th, 2026)

_____1) Match ASP Summary of changes document (attached for reference)

_____2) Align Salary schedule for Class 5 employees for 25/26 school year with 25/26 Para wages in agreement between Carlton ISD 93 and Teamsters II.

- Hire rate of Wrenshall contract shall align with step 1 of Carlton contract. After aligning hire rate through year 4, year 5 of schedule increases to $21.83
- No increase for 26/27 school year

_____3)Employees with 5 or more years will have the option for the district to buy back up to 2 personal days annually thereafter.

_____4)Add the following language to Article VI Section 10

Subd. 3. Extra duties- Elementary: when supervising students for the below activities, employees shall earn a stipend of $10 per hour

- **Playground(recess) Supervision**
- **Lunchroom Supervision**
- **Bus/ Van Supervision**

Employees shall be responsible for tracking these hours, and must submit to the business office for payment.-this sentence pending direction from the business office.

ASP Contract Changes Summary

There were no changes made to rates of pay. 2 additional holidays were added to match the teachers contract. Insurance was adjusted to match the AFSCME contract. Dates were changed to reflect the coverage of the new contract. The biggest changes were made to the sick-leave buyback and severance pay. These were also aligned to the teachers contract.

Here is a more detailed summary of the changes, as well as where it is located in the contract.

Addition of two additional holidays to match the teachers contract-

Added Good Friday and Presidents Day – Page 16

Family Health Insurance coverage increased from $930 to match AFSCME at $1050

Single Health Coverage increased from $550 to match AFSCME at $625

Dental Coverage increased from $75 to match AFSCME at Full Single Coverage

Insurance Changes are detailed on p 8 &9 of contract

Sick Leave Buyback was added to match the teachers contract

P 12 of Contract- Sick Leave Buyback Language is as follows:

> **Subd. 10.** Employees that are at least 55 years in age, hired before July 1, 2017, who voluntarily terminate their employment and have at least fifteen (15) years of experience with the School District shall have the opportunity to have the district buy back unused, accumulated sick leave days at a rate of five (5) days for each year of service with the School District, not to exceed seventy five (75) days. The days will be paid out at a rate of two-thirds (⅔) the daily teacher substitute rate.

Severence Pay

Severence Pay was added to match the teachers contract while retaining the $5,000 lump sum for severance. Language is on P 24 and is as follows: **Section 1.** An employee who works 1,000 hours or more per year upon retirement shall receive

3 days of pay for each year of service. Payout will be based upon an eight (8)hour day paid at the employees rate of pay at retirement. In addition, they will receive a lump sum payment of $5,000. An employee who works less than 1,000 hours per year upon retirement shall receive $40.00 per day of accrued unused sick leave to a maximum of sixty (60) days. In addition, they will receive a lump sum payment of $1,500.

Subd 1. This severance money will be paid by the school district to the retiring employee's 403B plan in three (3) equal payments: One in the month following the date the employee severs employment, a second payment six (6) months following the first payment, and a third payment 12 months following the second payment.

Section 2. In order to be eligible for the severance pay in Arcticle XVI, an employee must be at least 55 years of age and have been hired by the district before July 1st, 2017.
Section 3. A payment of the amount calculated in Section 1 above, shall be made to the retired Member's account in the Post Retirement Health Care Savings Plan (PRHCSP) managed by the Minnesota State Retirement System. This payment shall be made in one lump sum the month following the effective date of the Member's retirement. If an individual meets the criteria of exemption from the PRHCSP according to MSRS, the lump sum shall be placed into a 403(b) of the individual's choice.
Section 4. In the event of an employee's death, (after resignation but prior to the district submitting payment to the Minnesota State Retirement System) said benefit shall be paid to the employee's beneficiary. If no beneficiary has been named, payment shall be made to the employee's estate.