Regular Board Meeting
Monday, June 30, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Emily Perlbachs and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. Superintendent Evaluation Process
  D.2. 2024-25 Parent Survey Results
E. OPERATIONAL ITEMS
  E.1. Consideration of Handbook Changes
    Approved. This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
    Approve. This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.

Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.2. Consideration of the Student Data Specialist Contract
Approved. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve. This motion, made by Josh Kroells and seconded by Sara Eischens, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.3. Consideration of the FY26 Budget
Approved. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.4. Consideration of Fees, Wages, Rates and Organizational Items for 2025-26
Approved. This motion, made by Emily Perlbachs and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve with discussed changes. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.5. Consideration of Census for FY26
Approved. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.6. Resolution to Consider SW Metro LTFM and Safe Schools Levy
Approved. This motion, made by Emily Perlbachs and seconded by Spencer Kelly, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0
Approve. This motion, made by Emily Perlbachs and seconded by Spencer Kelly, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly:

Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

E.7. Consideration of the Technology Director's Contract

Approved. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.8. Consideration of FY27 (Pay FY26) LTFM Plan

Approved. This motion, made by Josh Kroells and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

Approve. This motion, made by Anthony Bentz and seconded by Sara Eischens, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

F. NEXT BOARD MEETING is August 11, 2025.

G. Closed Board Session for Negotiations Strategy

H. ADJOURNMENT

Approve. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
Anthony Bentz: Yea, Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 7, Nay: 0

Regular Board Meeting
Monday, May 19, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Shelby Erickson and seconded by Sara Eischens, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. FY26 Preliminary Budget
    The Finance Coordinator will provide an overview of the FY26 preliminary budget. This budget is not complete because the MN Legislator has not passed a budget at the time of the board meeting.
  D.2. School, Program, and Curriculum Year-End Updates
  D.3. Board Committee Changes
E. OPERATIONAL ITEMS
  E.1. Consideration of the 2025-26 IOwA Resolution
    approved. This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells:

Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

E.2. 2025-26 MSHSL Membership Resolution
approved. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

F. NEXT BOARD MEETING June 23, 2025 at 6pm at the high school.

G. ADJOURNMENT
adjourned. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 6, Nay: 0

Regular Board Meeting
Monday, April 28, 2025 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:
  A.1. Call to order
  A.2. Roll Call
  A.3. Pledge of Allegiance
  A.4. Approval of Agenda
    Move to approve the agenda as presented/amended:. This motion, made by Josh Kroells and seconded by Shelby Erickson, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.5. Consent Agenda
    Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Josh Kroells, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
  A.6. Acceptance of Gifts
    Move to approve gifts. This motion, made by Josh Kroells and seconded by Spencer Kelly, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
B. PUBLIC FORUM
C. INFORMATIONAL ITEMS: MONTHLY REPORTS
  C.1. Student Council
  C.2. Student Representative
  C.3. Superintendent
  C.4. Board
D. DISCUSSION ITEMS
  D.1. Raider Baseball Association
  D.2. 2024-25 End-of-Year Parent Survey
  D.3. 2025 Legislative Updates
E. OPERATIONAL ITEMS
  E.1. Elementary Ball Field Upgrades and MOU
    Approve MOU with changes discussed in debate (signage and concessions). This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.
    Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
    Yea: 6, Nay: 0
F. NEXT BOARD MEETING is May 19, 2025 (3rd Monday because of Memorial Day)

G. ADJOURNMENT

Adjourn the meeting. This motion, made by Spencer Kelly and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Spencer Kelly: Yea, Josh Kroells: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea

Yea: 6, Nay: 0

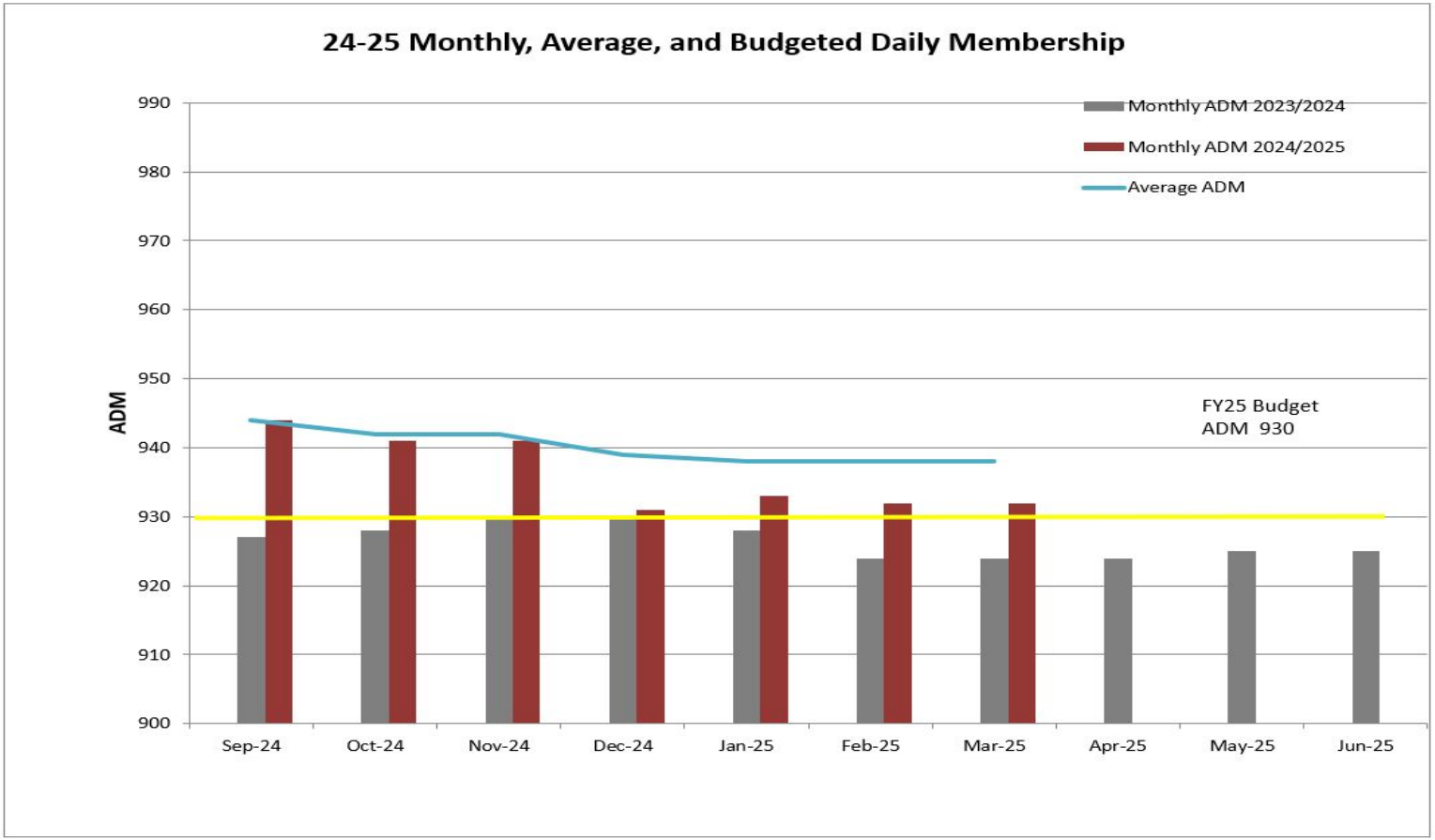
Finance Committee Report

April 28, 2025

Purpose

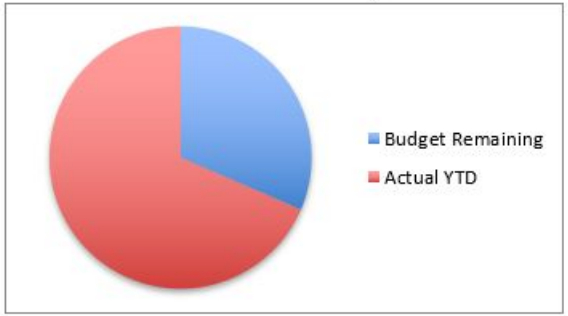
- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month

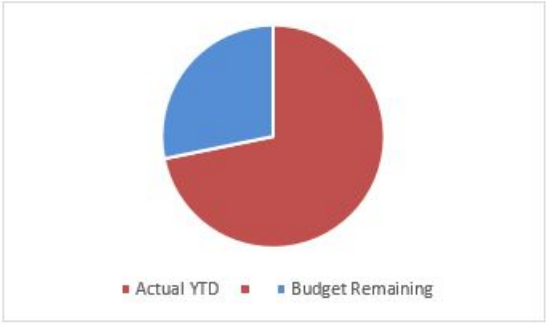


ISD 108 Promise to Voters

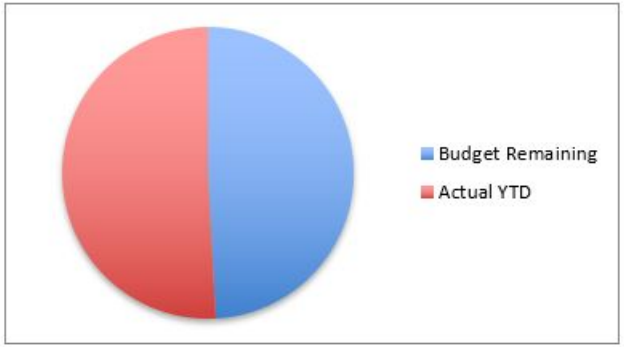
Q1 Curriculum	Budget Remaining	Actual YTD
	63,000	137,000



Q1 Staff Development	Actual YTD	Budget Remaining
	84000	33,000



Q2 Tech Levy	Budget Remaining	Actual YTD
	312,000	323,000



Raider Baseball Association: Building a Legacy of Community Baseball

Established in 2023, the Raiders Baseball Association transitioned from Community Education to parent-led leadership. We serve young athletes throughout our school district.

by Krystal Kube and Matt Yaeck





Our Current Status

Growing Organization

We field 7 teams from A to AA level competition.

League Participation

We compete in the Crow River Athletic League based in Hutchinson.

Record Participation

2025 saw our highest-ever evaluation and sign-up numbers.

District Connection

All participating children attend schools within this district.

Made with Gamma

Financial Structure

Current Funding

Player fees form our primary revenue. These fees don't cover all expenses.

We rely on community sponsorships to maintain affordability.

Community Support

The American Legion, VFW, and local businesses provide crucial donations.

These contributions help us keep baseball accessible to all families.

Made with Gamma

Proposed Partnership

Long-Term Relationship

Five-year Memorandum of Understanding with the school district.



Field Access

Usage of elementary fields and equipment for practices and games.

Parent Involvement

Leveraging parent talents for capital improvements and maintenance.

Fee Structure

Waiver of field fees to maintain affordable participation costs.

Made with Gamma



Planned Capital Enhancements

Foul Poles

Installation of regulation foul poles on elementary fields.

Fence Guards

Safety enhancements to protect players during gameplay.

Dugout Construction

New or improved dugouts, pending cost analysis.

Concession Upgrades

Window replacements and concrete improvements.

Made with Gamma



Additional Facility Enhancements

Storage Solutions

Installation of shelving units in existing storage facilities. This will improve organization and equipment longevity.

Field Signage

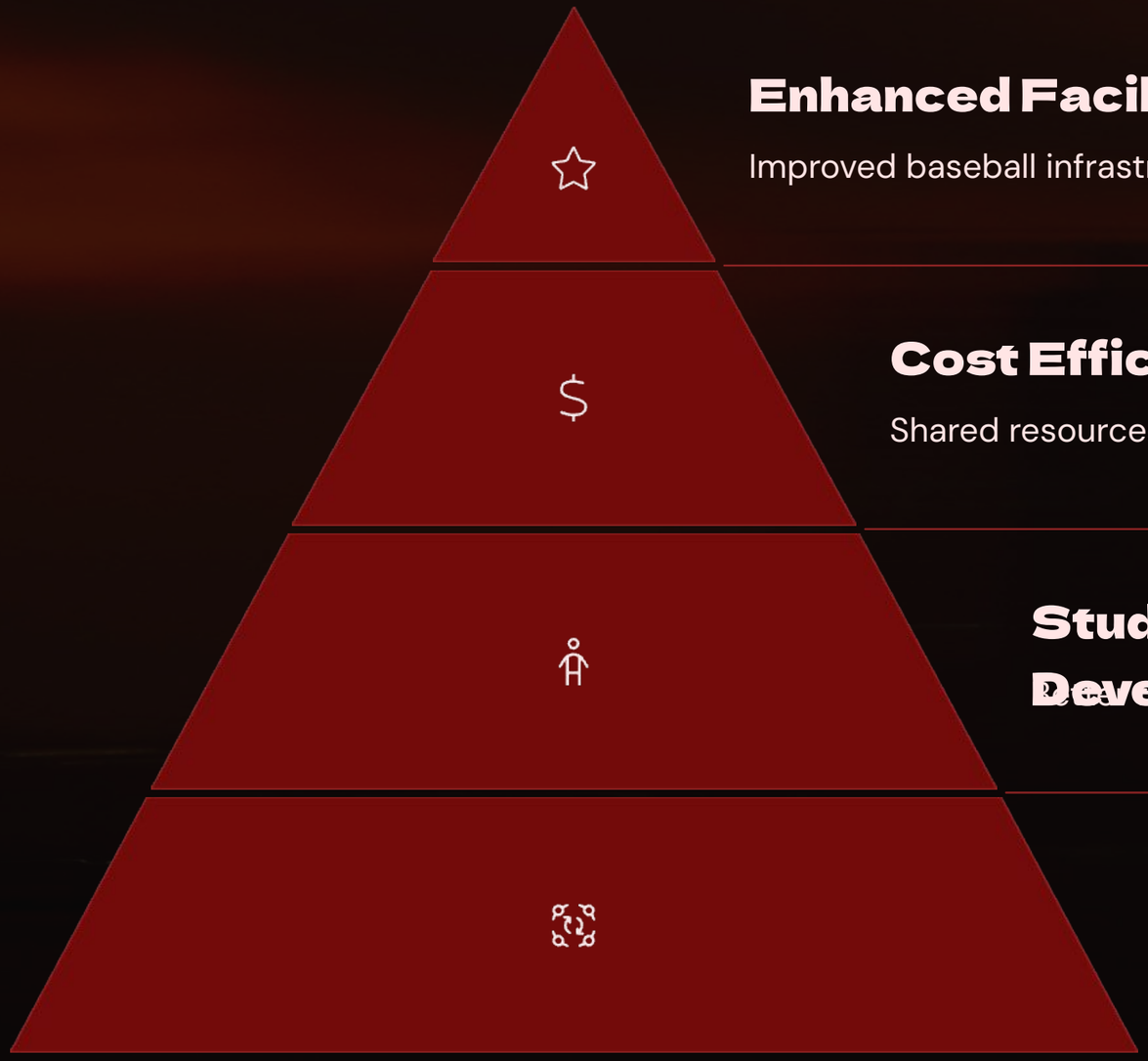
Professional signage for fields identifying them as home of Raiders Baseball. Includes sponsor recognition opportunities.

Field Preparation

Collaborative maintenance procedures between school staff and association volunteers. Ensures fields remain in excellent condition.

Made with Gamma

Mutual Benefits



Enhanced Facilities

Improved baseball infrastructure benefits school teams too.

Cost Efficiency

Shared resources reduce expenses for both organizations.

Student Development

Better facilities and affordable access increase participation.

Community Pride

Quality baseball program enhances school and community reputation.

Made with Gamma



Next Steps

Finalize Agreement

Complete MOU with Krystal, Matt, and Tim.

Establish Timeline

Create schedule for capital improvements.

Form Committees

Organize parent volunteers for specific projects.

Launch Partnership

Begin collaborative field management and improvements.

Made with Gamma

2023-24: End-of-Year Parent Survey

This is the annual satisfaction survey from School Board of Central Public Schools. Please take a few minutes to fill out these 5 questions. ***If you have students in multiple buildings, please fill out a survey for each student.***

* Indicates required question

1. I am filling this form out for my child in *

Mark only one oval.

- ◯ Elementary School or Pre-K *Skip to question 2*
- ◯ Middle School *Skip to question 7*
- ◯ High School *Skip to question 12*

Central Elementary

Fill out these questions if you have children at the **elementary school or Cologne Pre-K**

2. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

3. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

4. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

5. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

6. This area is for comments any parents may have.

_____

Central Middle School

Fill out these questions if you have children at the **middle school**

7. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

8. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

9. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

10. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

11. This area is for comments any parents may have.

_____

Central High School

Fill out these questions if you have children at the **high school**

12. I regularly receive feedback from school staff on how well my child is learning?

Mark only one oval.

	1	2	3	4	5	
Littl	◯	◯	◯	◯	◯	Feedback is timely and useful

13. The quality of instruction meets my expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

14. The technology my child uses for school meets my family's expectations?

Mark only one oval.

	1	2	3	4	5	
Doe	◯	◯	◯	◯	◯	Exceeds expectations

15. I would recommend Central Public Schools to other families?

Mark only one oval.

	1	2	3	4	5	
Wou	◯	◯	◯	◯	◯	Highly reccommend

16. This area is for comments any parents may have.

This content is neither created nor endorsed by Google.

Google Forms

SAFF
SCHOOLS ADVOCATING FOR FAIR FUNDING

Legislative Update

Tim Schochenmaier
Central Public Schools
Superintendent



BUDGET TARGET COMPARISONS

	Walz	Senate DFL	Joint House DFL/GOP
FY 26-27	($240)	$0	$40
FY 28-29	($445M)	($687M)	$0
High Level Details		*Repeal Formula Inflator!*	

WALZ E-12 BUDGET PLAN

NET $240M IN PROPOSED E-12 CUTS FOR FY 26-27 INCLUDE:

- ELIMINATE NON-PUBLIC STUDENT AID ($52M)
- ELIMINATE NON-PUBLIC TRANSPORTATION AID (58M)
- ELIMINATE CHARTER SCHOOL LTFM FUNDS ($19M)
- ELIMINATE CHARTER SCHOOL SPECIAL EDUCATION ADJUSTMENT ($20M)
- ELIMINATE TEACHER PAY & PROFESSIONAL DEVELOPMENT BY REPEALING QCOMP ($79M)
- REDUCE SCHOOL DISTRICT SPECIAL EDUCATION TRANSPORTATION REIMBURSEMENTS ($53M)
- REDUCE SCHOOL LIBRARY AID ($7.5M)
- REDUCE TELECOM EQUITY AID ($750K)
- ELIMINATE SCHOOL DISTRICT COMPENSATORY PILOT FUNDS ($6.5M)

SENATE DFL E-12 BUDGET PLAN

REPEALS THE FORMULA INFLATOR, PERMANENTLY, IN THE TAILS

REPEALS NONPUBLIC SCHOOL AIDS
INCREASES THE EL CROSS SUBSIDY AID FROM 25-33%
INCREASES THE SPECIAL EDUCATION CROSS SUBSIDY AID FROM 50-53%

MODIFIES THE LITERACY INCENTIVE AID
ONE-TIME COMPENSATORY AID HOLD HARMLESS (LESS THAN THE GOVERNOR)

LTFM ROOF “ABOVE THE LINE” LEVY EXPANSION
$80K MINIMUM ON STUDENT SUPPORT PERSONNEL AID FOR ALL DISTRICTS

SCHOOL BOARD AUTHORITY TO RENEW A CAPITAL LEVY
CONSOLIDATION TRANSITION AID INCREASE



HIGHLIGHT ISSUES

Shore up forecasted revenue increases:

- Basic Allowance up 2.74% = $200/pupil increase to $7,481 FY 27
  - projected at 3.23% = 3% statutory ceiling governs Basic
  - Allowance projected $7,281 in FY25 growing to $8,095 by FY29
- Special Education Cross Subsidy increases
- Compensatory district level hold harmless:
  - One-time ($39-55M) & paper form ($250M) “fixes” TRA
- Improvements
  - HF 1582 (Wolgamott) SF2000 (Gustafson): 60/30 plan ($285M)
  - HF 2329 (Nadeau) SF2992 (Pratt): 62/30 plan ($75M)

MAJOR FEDERAL FUNDING STREAMS FOR EDUCATION

SPECIAL EDUCATION – $230 MILLION ESTIMATED FOR FY 2025

Primarily for reimbursing local education agencies for providing special education services and early intervention services for students with disabilities.

NUTRITION - $430 MILLION ESTIMATED FOR FY 2025

- School lunch and breakfast make up majority of nutrition funds ($323 million).
  Other nutrition programs provide funding for food services in additional settings and for times outside of the typical school calendar.

TITLE 1 - $188 MILLION ESTIMATED FOR FY 2025

Primarily provides funding for low-income schools to assist education students at-risk of not

- meeting academic standards ($185 million)
  Other Title 1 funds are used for assisting educating children of migratory agricultural workers and for neglected and delinquent students.

Memorandum of Understanding (MOU)

Between Central Public Schools and Raider Baseball Association

---

To: Timothy Schochenmaier, Superintendent, Central Public Schools
From: Raider Baseball Association
Date: April 28, 2025
Subject: Field Responsibilities and Rental Agreement Overview

---

Purpose
This Memorandum of Understanding (MOU) is established to outline the responsibilities and mutual agreements between **Central Public Schools** and the **Raider Baseball Association** regarding the management, operation, and financial arrangements for the baseball fields for the upcoming season.

Field Responsibilities

- **Mowing Grass:**
    - *Responsibility:* Central Public Schools will handle all grass mowing on the fields and fertilizer.
- **Chalking Lines:**
    - *Responsibility:* The Raider Baseball Association will be responsible for chalking lines before games they host. (Generally this will begin at the end of May)
    - *Note:* Central Public Schools will provide the necessary chalk supplies and quick dry for necessary maintenance.
- **Chalking Machine:**
    - *Responsibility:* Central Public Schools will provide and maintain the chalking machine and have it properly maintained.
- **Maintaining Fences, Dugouts, and Batting Cages:**
    - *Responsibility:* Central Public Schools will be responsible for the maintenance of all fences, dugouts, and batting cages. If there are any accidents or damage done to fencing during use, The Raider Baseball Association will notify Community Education.
- **Concession Stand Operation:**
    - *Responsibility:* The Raider Baseball Association will manage and operate the concession stand during games and events and will maintain the proper licensing to do so.
- **Garbage Collection:**

    - *Responsibility:* Central Public Schools will provide garbage collection services for the field and surrounding areas.
- **Portable Toilets (Biffs):**
    - *Responsibility:* Central Public Schools will provide and maintain portable toilets for field use.
- **Seating Arrangements:**
    - *Responsibility:* Central Public Schools will maintain seating areas for spectators.
- **Utility Vehicle (Side by Side):**
    - *Responsibility:* Central Public Schools will provide and maintain the utility vehicle for use in field preparation and maintenance. The Raider Baseball Association can use the UTV to maintain the grounds and only licensed drivers will be allowed to operate the equipment. At no time can the UTV leave school grounds.
- **Storage and Concession Stand Access:**
    - *Responsibility:* The Raider Baseball Association will have full access to storage areas and may use the concession stand as needed for events via a lockbox provided by Central Public Schools.

Financial and Long-Term Agreement Points

- **Field Rental Costs:**
    - There will be no rental fees for the duration of the MOU. The MOU will last from 2025-26 school year to 2029-30 school year (5 years). Terms and conditions will be revisited in year three so both parties can make any necessary changes or to extend the agreement.
- **Umpires:**
    - The Raider Baseball Association will secure and pay all umpires for their season and communicate to them they are contracted through the Association.

Communication and Review

Both parties agree to maintain clear and open communication to ensure that responsibilities are met and any issues are addressed promptly. Should any changes or concerns arise regarding this MOU, the agreement will be revisited and revised as necessary.

Signatures

Timothy Schochenmaier
Superintendent, Central Public Schools

[Name of Representative]
Raider Baseball Association

Kevan Pugh- Association President

This MOU is entered into on the date specified above and is subject to review and renewal on an annual basis. Both parties agree to the terms as stated herein.

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51026	59688		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	04/28/2025	7,435.61
GEN1	P51026	59689		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	04/28/2025	12,114.85
GEN1	P51026	59690		Direct Pymt	1	1982		MN CLAY USA		Yes	No	No	04/30/2025	532.96
GEN1	P51026	59691		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	No	No	04/30/2025	426.00
GEN1	P51026	59692		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	04/30/2025	123,268.89
GEN1	P51026	59693		Direct Pymt	1	3774	R1	NCS PEARSON		Yes	No	No	04/30/2025	539.70
GEN1	P51026	59694		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	No	No	04/30/2025	450.75
GEN1	P51026	59695		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	04/30/2025	3,005.11
GEN1	P51026	59696		Direct Pymt	1	6768		NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	04/30/2025	1,250.00
GEN1	P51026	59697		Direct Pymt	1	6933		MAKERBOT INDUSTRIES LLC		Yes	No	No	04/30/2025	433.12
GEN1	P51026	59698		Direct Pymt	1	6973		BIFFS, INC.		Yes	No	No	04/30/2025	1,006.40
GEN1	P51026	59699		Direct Pymt	1	7300		APPLIANCE REPAIR CENTER INC.		Yes	No	No	04/30/2025	1,811.80
GEN1	P51026	59700		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	04/30/2025	2,002.57
GEN1	P51026	59701		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	04/30/2025	3,661.30
GEN1	P51026	59702		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	04/30/2025	7,248.06
GEN1	P51026	59703		Wire	1	09609		XCEL ENERGY		No	No	No	04/30/2025	16,317.45
GEN1	P51026	59704		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	04/30/2025	166.60
GEN1	P51026	59705		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	Yes	No	04/30/2025	3,623.32
GEN1	P51026	59706		Wire	1	7133		METRONET		No	No	No	04/30/2025	69.95
GEN1	p51031	59763		Wire	1	04034		PERA		No	No	No	05/05/2025	7,780.57
GEN1	p51031	59764		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	05/05/2025	41,005.88
GEN1	p51031	59765		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	05/05/2025	67,564.58
GEN1	p51031	59766		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	05/05/2025	10,881.87
GEN1	p51031	59767		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	05/05/2025	10,329.02
GEN1	p51031	59768		Wire	1	4070		MINNESOTA REVENUE		No	No	No	05/05/2025	239.27
GEN1	p51031	59769		Wire	1	6821		WEX Health Inc.		No	No	No	05/05/2025	1,529.70
GEN1	P51126	59779		Direct Pymt	1	00283		GOPHER SPORT		Yes	No	No	05/14/2025	274.90
GEN1	P51126	59780		Direct Pymt	1	00572		MENARDS INC		Yes	No	No	05/14/2025	356.29
GEN1	P51126	59781		Direct Pymt	1	01530		MUSIC MART		Yes	No	No	05/14/2025	132.24
GEN1	P51126	59782		Direct Pymt	1	1652		PIONEER ATHLETICS		Yes	No	No	05/14/2025	1,183.26
GEN1	P51126	59783		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	No	No	05/14/2025	64,380.66
GEN1	P51126	59784		Direct Pymt	1	2867		ACT, INC.		Yes	No	No	05/14/2025	4,896.00
GEN1	P51126	59785		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	05/14/2025	112.03
GEN1	P51126	59786		Direct Pymt	1	3774	R1	NCS PEARSON		Yes	No	No	05/14/2025	115.90
GEN1	P51126	59787		Direct Pymt	1	6412		AVIBEN		Yes	No	No	05/14/2025	141.72
GEN1	P51126	59788		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	No	No	05/14/2025	2,025.23
GEN1	P51126	59789		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/14/2025	4,555.70
GEN1	P51126	59790		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	05/14/2025	3,515.55
GEN1	P51126	59791		Wire	1	6821		WEX Health Inc.		No	No	No	05/14/2025	245.25
GEN1	P50826	59381	44553	Check	1	6930		REGION 2A		Yes	No	Yes	05/02/2025	(225.00)
GEN1	P51026	59687	44768	Check	1	6062		BEST WESTERN PLUS COMO PARK		Yes	Yes	Yes	04/23/2025	240.00
GEN1	P51026	59687	44768	Check	1	6062		BEST WESTERN PLUS COMO PARK		Yes	Yes	Yes	04/30/2025	(240.00)
GEN1	P51026	59729	44769	Check	1	3406		ANDERSON, BRIAN		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59718	44770	Check	1	05160		AWARD EMBLEM		Yes	No	No	04/30/2025	63.41
GEN1	P51026	59743	44771	Check	1	6461		BEHRENS, CHUCK		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59747	44772	Check	1	6852		BERGANKDV		Yes	No	No	04/30/2025	6,140.00
GEN1	P51026	59735	44773	Check	1	4946		BSN SPORTS LLC		Yes	No	No	04/30/2025	2,466.39
GEN1	P51026	59744	44774	Check	1	6548		CAMBRIDGE-ISANTI HIGH SCHOOL SPEE		Yes	No	No	04/30/2025	98.00
GEN1	P51026	59707	44775	Check	1	00048		CARQUEST AUTO PARTS		Yes	No	No	04/30/2025	67.93
GEN1	P51026	59728	44776	Check	1	3213		CENTURYLINK		Yes	No	No	04/30/2025	139.05
GEN1	P51026	59755	44777	Check	1	7206		CHEF CRAIG'S CATERING		Yes	No	No	04/30/2025	4,315.19
GEN1	P51026	59726	44778	Check	1	2382		CITY OF COLOGNE		Yes	No	No	04/30/2025	3.11
GEN1	P51026	59752	44779	Check	1	7122		CURFMAN TRUCKING & REPAIR, INC.		Yes	No	No	04/30/2025	756.25
GEN1	P51026	59713	44780	Check	1	00666		ECOLAB PEST ELIMINATION DIVISION		Yes	No	No	04/30/2025	435.78
GEN1	P51026	59709	44781	Check	1	00112		ERPENBACH, RON		Yes	No	No	04/30/2025	144.00
GEN1	P51026	59757	44782	Check	1	7361		FOUNDATION OUTDOOR GROUP, INC.		Yes	No	No	04/30/2025	1,185.62
GEN1	P51026	59730	44783	Check	1	3639		FOX, DARRIN		Yes	No	No	04/30/2025	22.40
GEN1	P51026	59759	44784	Check	1	7389		FRANCK, ANTHONY		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59727	44785	Check	1	2947		FRANCK, NIKOLAS		Yes	No	No	04/30/2025	185.00
GEN1	P51026	59734	44786	Check	1	4604		FRITZ, BRIAN		Yes	No	No	04/30/2025	185.00
GEN1	P51026	59736	44787	Check	1	5278	1099A	GERBER, JOSHUA		Yes	No	No	04/30/2025	1,200.00
GEN1	P51026	59748	44788	Check	1	6960		GIBBS FARM		Yes	No	No	04/30/2025	536.00
GEN1	P51026	59741	44789	Check	1	5876		HALLER, PETE		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59758	44790	Check	1	7388		HENTGES, HENRY		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59739	44791	Check	1	5342		HERD, KEITH		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59731	44792	Check	1	3965		HINGST, LEE		Yes	No	No	04/30/2025	110.00
GEN1	P51026	59722	44793	Check	1	1442		IMPERIAL DADE		Yes	No	No	04/30/2025	1,499.98
GEN1	P51026	59715	44794	Check	1	01076		ISD #2687- HOWARD LAKE/WAVERLY		Yes	No	No	04/30/2025	84.00
GEN1	P51026	59716	44795	Check	1	01095		ISD #282 - ST. ANTHONY-NEW BRIGHTON		Yes	No	No	04/30/2025	191.00
GEN1	P51026	59711	44796	Check	1	00483		ISD #466-DASSEL-COKATO SCHOOLS		Yes	No	No	04/30/2025	84.00
GEN1	P51026	59714	44797	Check	1	00838		JOSTENS INC		Yes	No	No	04/30/2025	325.65

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51026	59733	44798	Check	1	4559		LAGERGREN, CHRIS		Yes	No	No	04/30/2025	200.00
GEN1	P51026	59712	44799	Check	1	00505		LANO EQUIPMENT		Yes	No	No	04/30/2025	15,999.00
GEN1	P51026	59708	44800	Check	1	00067		LUDFORD, CHRISTINE		Yes	No	No	04/30/2025	280.00
GEN1	P51026	59761	44801	Check	1	7391		MAHRER, JORDAN		Yes	No	No	04/30/2025	20.00
GEN1	P51026	59723	44802	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	04/30/2025	501.40
GEN1	P51026	59762	44803	Check	1	7392		MYSTIQUE SOUND SOLUTIONS, INC.		Yes	No	No	04/30/2025	2,650.00
GEN1	P51026	59756	44804	Check	1	7327		NORTHBOUND M.C.		Yes	No	No	04/30/2025	400.00
GEN1	P51026	59742	44805	Check	1	6408		PAPER 101		Yes	No	No	04/30/2025	12,682.19
GEN1	P51026	59724	44806	Check	1	1719		PHONAK INC		Yes	No	No	04/30/2025	337.99
GEN1	P51026	59721	44807	Check	1	1313		POHLMEIER, RICH		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59745	44808	Check	1	6633		POPP, RANDY		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59740	44809	Check	1	5872		RACH, PATRICK		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59732	44810	Check	1	4556		RETTMANN, PAUL		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59725	44811	Check	1	1880		ROISUM, DENNIS		Yes	No	No	04/30/2025	230.00
GEN1	P51026	59751	44812	Check	1	7094		ROTO-ROOTER SERVICES COMPANY		Yes	No	No	04/30/2025	536.00
GEN1	P51026	59760	44813	Check	1	7390		SANDBULTE, WAYNE		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59746	44814	Check	1	6748		SCHRADER, JEFF		Yes	No	No	04/30/2025	280.00
GEN1	P51026	59717	44815	Check	1	01816		SECTION 4A		Yes	No	No	04/30/2025	140.00
GEN1	P51026	59753	44816	Check	1	7199		SITEONE LANDSCAPE SUPPLY, LCC		Yes	No	No	04/30/2025	1,030.63
GEN1	P51026	59710	44817	Check	1	00374		SMITH OIL CO.		Yes	No	No	04/30/2025	35.20
GEN1	P51026	59737	44818	Check	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	04/30/2025	9,628.11
GEN1	P51026	59754	44819	Check	1	7205		TSCHIMPERLE, SCOTT		Yes	No	No	04/30/2025	330.00
GEN1	P51026	59750	44820	Check	1	7008		TWENTY4SEVEN FIRE & SECURITY COR		Yes	No	No	04/30/2025	844.50
GEN1	P51026	59720	44821	Check	1	1157		UHL COMPANY		Yes	No	No	04/30/2025	870.00
GEN1	P51026	59738	44822	Check	1	5332		WLASIUK, TIMOTHY		Yes	No	No	04/30/2025	220.00
GEN1	P51026	59749	44823	Check	1	6962		ZELLMANN, TERRY		Yes	No	No	04/30/2025	130.00
GEN1	P51026	59719	44824	Check	1	05220		ZION LUTHERAN SCHOOL		Yes	No	No	04/30/2025	4,128.46
GEN1	p51031	59771	44825	Check	1	07999		C.E.A.		Yes	No	No	05/05/2025	4,118.89
GEN1	p51031	59770	44826	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	05/05/2025	361.13
GEN1	P51126	59776	44827	Check	1	6987		CHAPPELL CENTRAL		Yes	No	No	05/14/2025	66,107.80
GEN1	P51126	59778	44828	Check	1	7101		FLOW DYNAMIC BALANCING, LLC		Yes	No	No	05/14/2025	6,237.75
GEN1	P51126	59774	44829	Check	1	6809		LAKETOWN ELECTRIC CORPORATION		Yes	No	No	05/14/2025	601.74
GEN1	P51126	59777	44830	Check	1	7001		MIDWEST MECHANICAL SOLUTIONS		Yes	No	No	05/14/2025	1,040.00
GEN1	P51126	59773	44831	Check	1	6704		NEXUS SOLUTIONS LLC		Yes	No	No	05/14/2025	140,000.11
GEN1	P51126	59775	44832	Check	1	6941		TWIN CITY ACOUSTICS		Yes	No	No	05/14/2025	37,861.73
GEN1	P51126	59772	44833	Check	1	1157		UHL COMPANY		Yes	No	No	05/14/2025	12,768.80
GEN1	P51126	59816	44834	Check	1	6020		ADVANCED ELECTRICAL SERVICES, INC.		Yes	No	No	05/14/2025	450.00
GEN1	P51126	59840	44835	Check	1	7397		AFFINITECH, INC.		Yes	No	No	05/14/2025	7,612.04
GEN1	P51126	59843	44836	Check	1	7400		ALL SEASONS GARMENT		Yes	No	No	05/14/2025	458.82
GEN1	P51126	59822	44837	Check	1	6461		BEHRENS, CHUCK		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59810	44838	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/14/2025	1,103.34
GEN1	P51126	59814	44839	Check	1	5943		CAROLINA BIOLOGICAL		Yes	No	No	05/14/2025	108.98
GEN1	P51126	59831	44840	Check	1	7150		CESO COMMUNICATIONS, LLC		Yes	No	No	05/14/2025	1,950.00
GEN1	P51126	59833	44841	Check	1	7381		CRAWFORD DOOR SALES OF THE TWIN		Yes	No	No	05/14/2025	430.00
GEN1	P51126	59799	44842	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	05/14/2025	24,617.34
GEN1	P51126	59826	44843	Check	1	6791		DIVERSIFIED PLUMBING & HEATING		Yes	No	No	05/14/2025	155.00
GEN1	P51126	59838	44844	Check	1	7395		EMMERICH, LUKE		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59815	44845	Check	1	5964		ENVIRONMENTAL TESTING & INSPECTIO		Yes	No	No	05/14/2025	969.00
GEN1	P51126	59827	44846	Check	1	6910		FASCHING, JANE		Yes	No	No	05/14/2025	1,560.00
GEN1	P51126	59801	44847	Check	1	3621	1099A	FLATNESS, KEITH		Yes	No	No	05/14/2025	688.89
GEN1	P51126	59806	44848	Check	1	4432		FORST, LAURA		Yes	No	No	05/14/2025	480.00
GEN1	P51126	59809	44849	Check	1	4604		FRITZ, BRIAN		Yes	No	No	05/14/2025	360.00
GEN1	P51126	59823	44850	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	05/14/2025	400.00
GEN1	P51126	59820	44851	Check	1	6257		GESINGER, JULIE		Yes	No	No	05/14/2025	150.80
GEN1	P51126	59796	44852	Check	1	1263		GLENCOE COUNTRY CLUB INC		Yes	No	No	05/14/2025	1,500.00
GEN1	P51126	59825	44853	Check	1	6734		GRUNDHOFER, MARK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59802	44854	Check	1	3750		HENDEL, ANN		Yes	No	No	05/14/2025	20.61
GEN1	P51126	59797	44855	Check	1	1442		IMPERIAL DADE		Yes	No	No	05/14/2025	2,107.54
GEN1	P51126	59793	44856	Check	1	00816		ISD #2397 - LESUEUR-HENDERSON		Yes	No	No	05/14/2025	150.00
GEN1	P51126	59807	44857	Check	1	4471		ISD #2905 TRI-CITY UNITED PUBLIC SCH		Yes	No	No	05/14/2025	200.00
GEN1	P51126	59794	44858	Check	1	00838		JOSTENS INC		Yes	No	No	05/14/2025	1,025.77
GEN1	P51126	59828	44859	Check	1	6927		KLEY, JOE		Yes	No	No	05/14/2025	116.20
GEN1	P51126	59817	44860	Check	1	6081		LAZY LOON BOWLING & EVENT CENTEF		Yes	No	No	05/14/2025	7,740.00
GEN1	P51126	59839	44861	Check	1	7396		LIPKE, GRACE		Yes	No	No	05/14/2025	120.00
GEN1	P51126	59835	44862	Check	1	7391		MAHRER, JORDAN		Yes	No	No	05/14/2025	46.84
GEN1	P51126	59824	44863	Check	1	6545		MARCO TECHNOLOGIES LLC		Yes	No	No	05/14/2025	3,523.18
GEN1	P51126	59803	44864	Check	1	4089		MASBERG, JOHN		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59841	44865	Check	1	7398		MATHEWS, GRIFFEN		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59798	44866	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	05/14/2025	1,577.19
GEN1	P51126	59805	44867	Check	1	4316		MCDOWELL AGENCY, INC.		Yes	No	No	05/14/2025	504.00
GEN1	P51126	59812	44868	Check	1	5423		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	05/14/2025	456.00

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51126	59821	44869	Check	1	6388		MN DEPT OF HEALTH		Yes	No	No	05/14/2025	180.00
GEN1	P51126	59837	44870	Check	1	7394		O'NEILL, SEAN		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59813	44871	Check	1	5872		RACH, PATRICK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59795	44872	Check	1	05604		RIDGEVIEW MEDICAL CENTER		Yes	No	No	05/14/2025	5,774.66
GEN1	P51126	59800	44873	Check	1	3304		RUBERG, DEVON		Yes	No	No	05/14/2025	47.94
GEN1	P51126	59834	44874	Check	1	7390		SANDBULTE, WAYNE		Yes	No	No	05/14/2025	110.00
GEN1	P51126	59832	44875	Check	1	7213		SATT		Yes	No	No	05/14/2025	170.00
GEN1	P51126	59792	44876	Check	1	00374		SMITH OIL CO.		Yes	No	No	05/14/2025	173.34
GEN1	P51126	59842	44877	Check	1	7399		SYKES, JANET		Yes	No	No	05/14/2025	113.86
GEN1	P51126	59819	44878	Check	1	6254		THOMASON, SARAH		Yes	No	No	05/14/2025	95.20
GEN1	P51126	59836	44879	Check	1	7393		THRASHER, NIKKI		Yes	No	No	05/14/2025	29.10
GEN1	P51126	59818	44880	Check	1	6252		T-MOBILE		Yes	No	No	05/14/2025	100.00
GEN1	P51126	59804	44881	Check	1	4266		TRAEN, TODD		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59830	44882	Check	1	7009		WACTOWN PROPERTIES		Yes	No	No	05/14/2025	1,989.39
GEN1	P51126	59811	44883	Check	1	5351		WORM, MARK		Yes	No	No	05/14/2025	230.00
GEN1	P51126	59808	44884	Check	1	4583		WROGE, DAVID		Yes	No	No	05/14/2025	115.00
GEN1	P51126	59829	44885	Check	1	6962		ZELLMANN, TERRY		Yes	No	No	05/14/2025	220.00

Bank Total: $821,214.28

Report Total: $821,214.28

Finance Committee Report

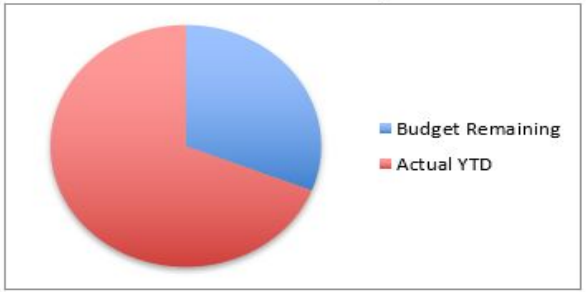
July 22, 2024

Purpose

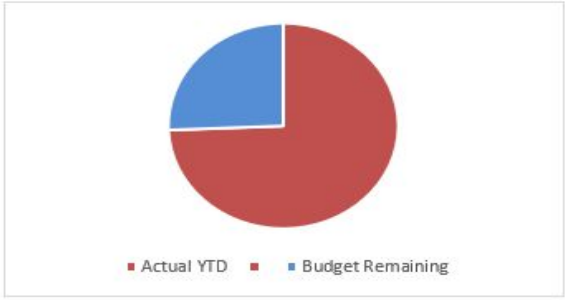
- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month

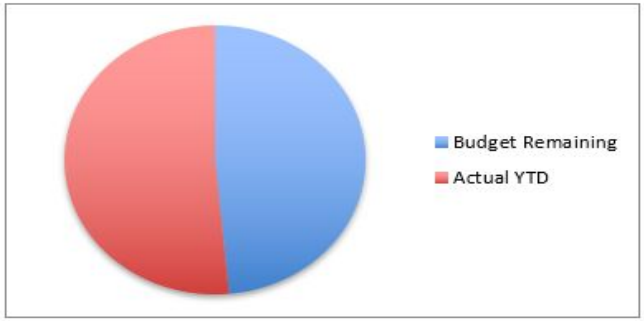
Q1 Curriculum	Budget Remaining	Actual YTD
	62,000	138,000



Q1 Staff Development	Actual YTD	Budget Remaining
	87000	30,000

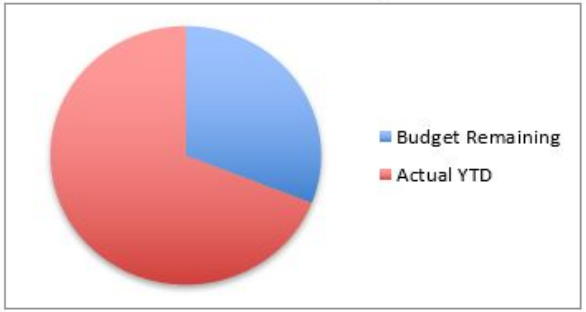


Q2 Tech Levy	Budget Remaining	Actual YTD
	308,000	327,000

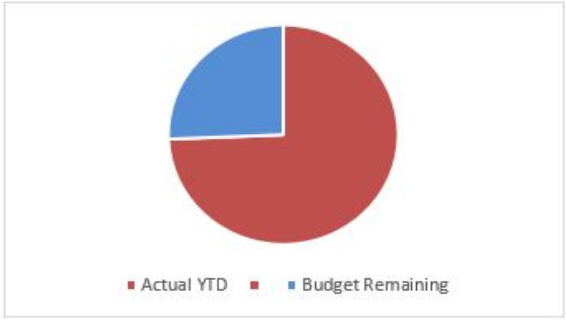


ISD 108 Promise to Voters

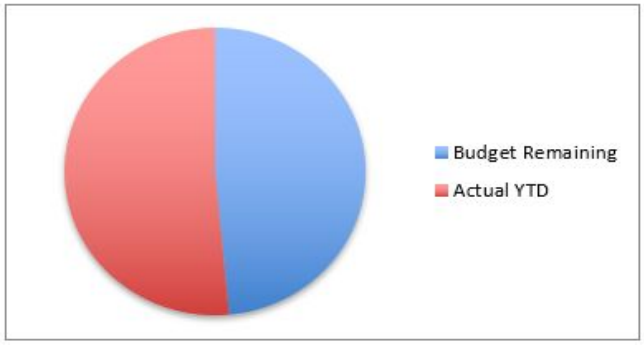
Q1 Curriculum	Budget Remaining	Actual YTD
	62,000	138,000



Q1 Staff Development	Actual YTD	Budget Remaining
	87000	30,000

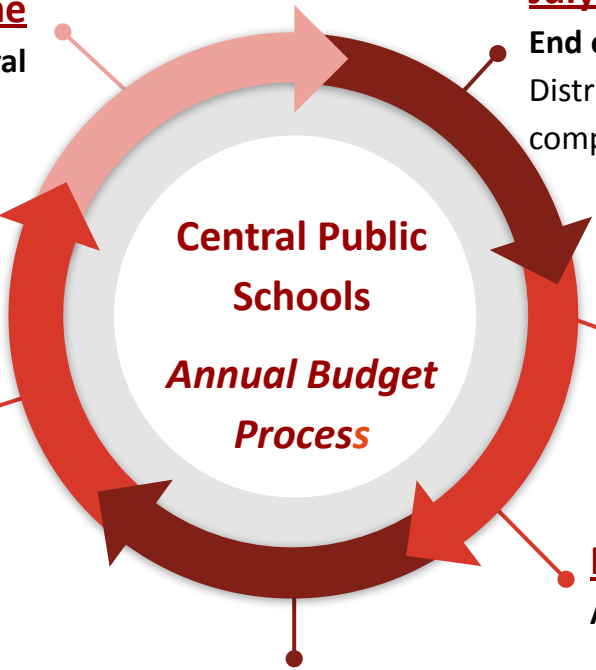


Q2 Tech Levy	Budget Remaining	Actual YTD
	308,000	327,000



FY26 Preliminary Budget

May 19, 2025



June

Preliminary Budget Approval

May 19 - board discussion

July - October

End of Year Audit Process

District's Independent auditor completes prior year audit

September

Initial preliminary tax levy calculated by MDE

November - December

Audit Report to School Board

December - January

Truth in Taxation Hearing (Dec)

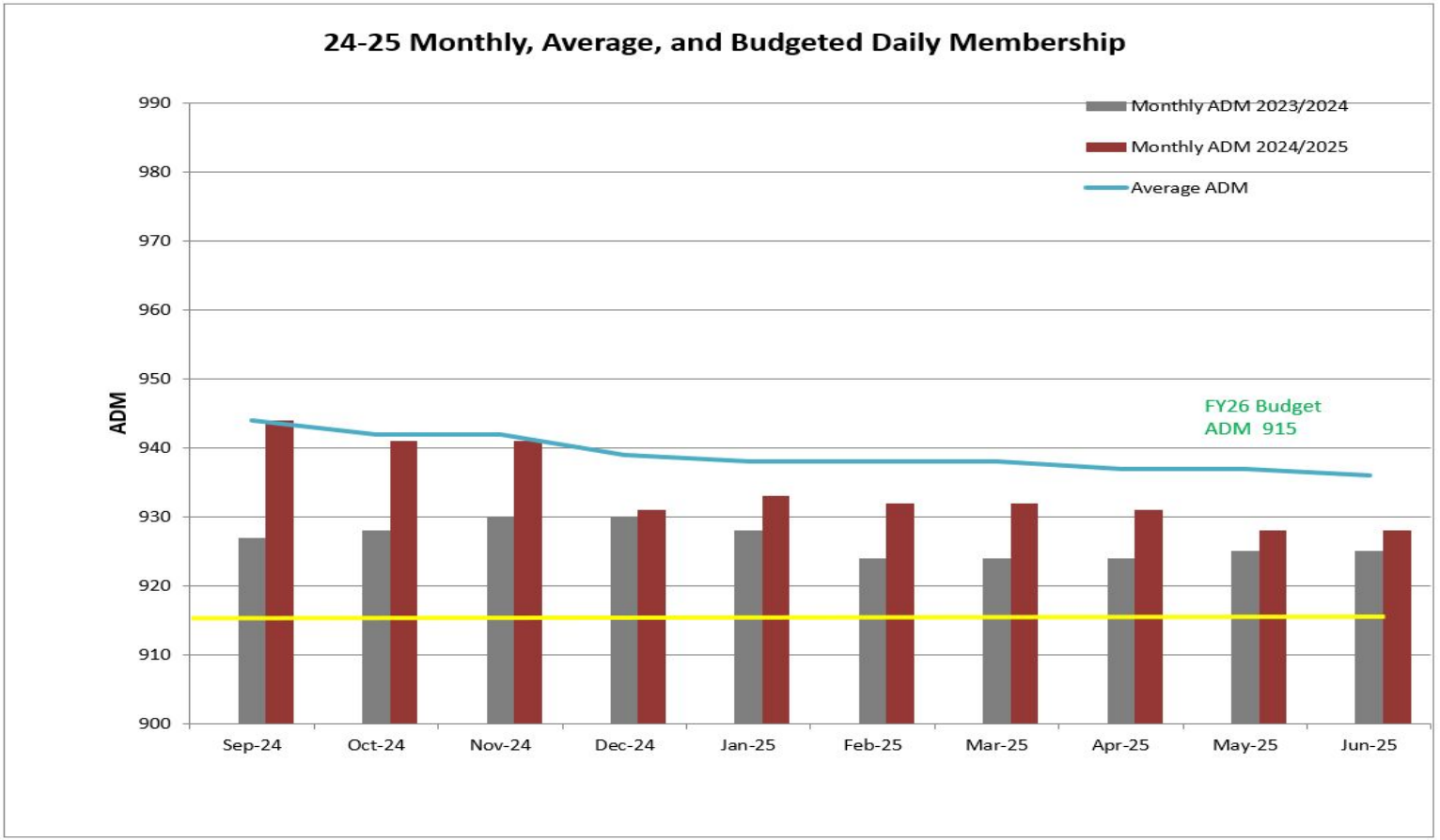
Levy set for the coming year

Mid-Year budget adjustments

January - March

Mid-Year budget adjustments and projected budget for next fiscal year

Enrollment by Month



FY26 General Fund Comparison

General Fund	FY26 Preliminary	FY25 Revised	Difference
Levy	2,844,168	2,861,580	(17,412)
Misc Local Revenue	263,300	298,885	(35,585)
State Aid	10,730,769	10,256,921	473,848
Federal Aid	425,000	418,344	6,656
TOTALS	**14,263,237**	**13,835,730**	**427,507**

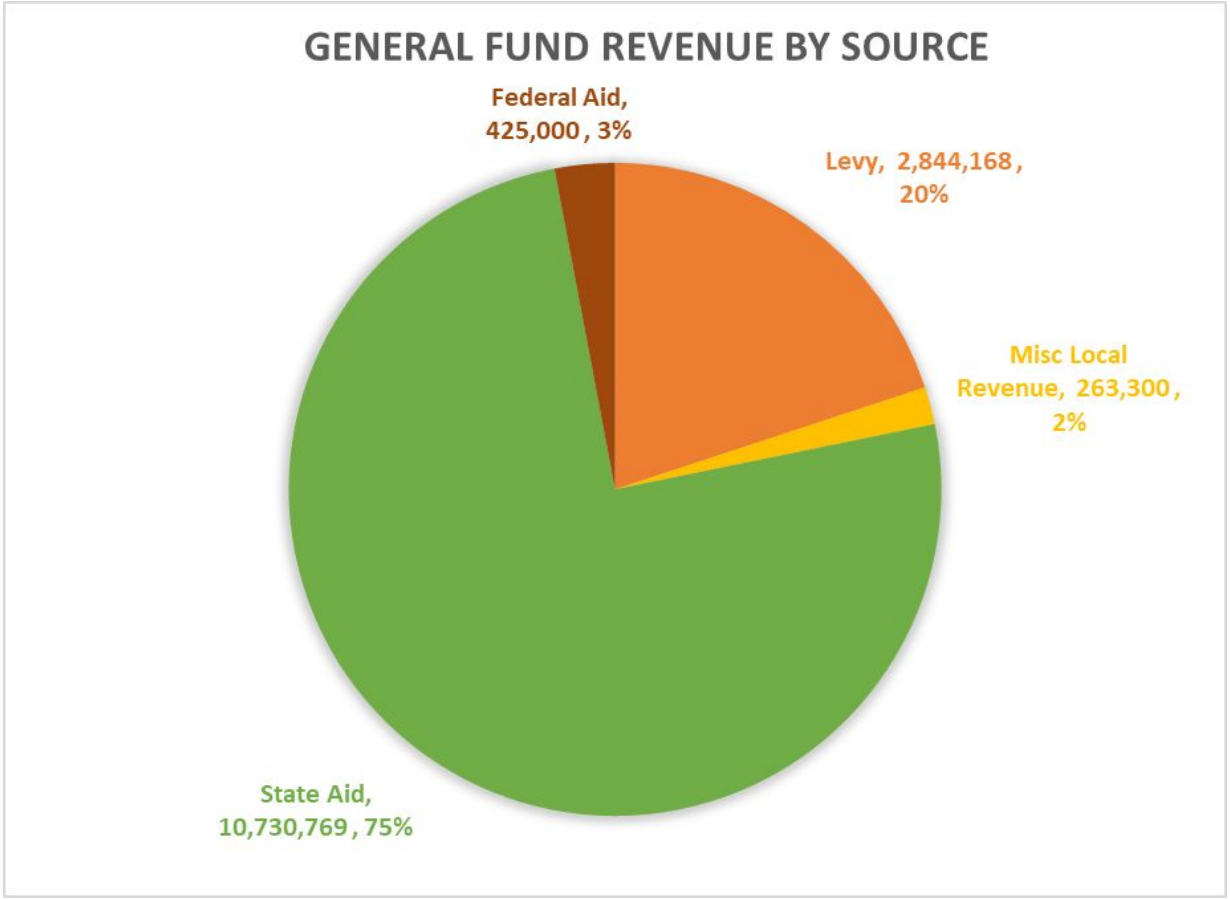
Genreal Fund	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	7,255,576	6,945,576	310,000
Employee Benefits	2,092,757	1,948,999	143,758
Purchased Services	3,377,180	3,297,385	79,795
Supplies & Materials	929,225	938,530	(9,305)
Capital Expenditures	181,961	635,000	(453,039)
Other Expenses	66,560	66,460	100
Other Financing Uses	226,792	223,689	3,103
TOTALS	**14,130,051**	**14,055,639**	**74,412**

Difference	**133,186**	**(219,909)**	

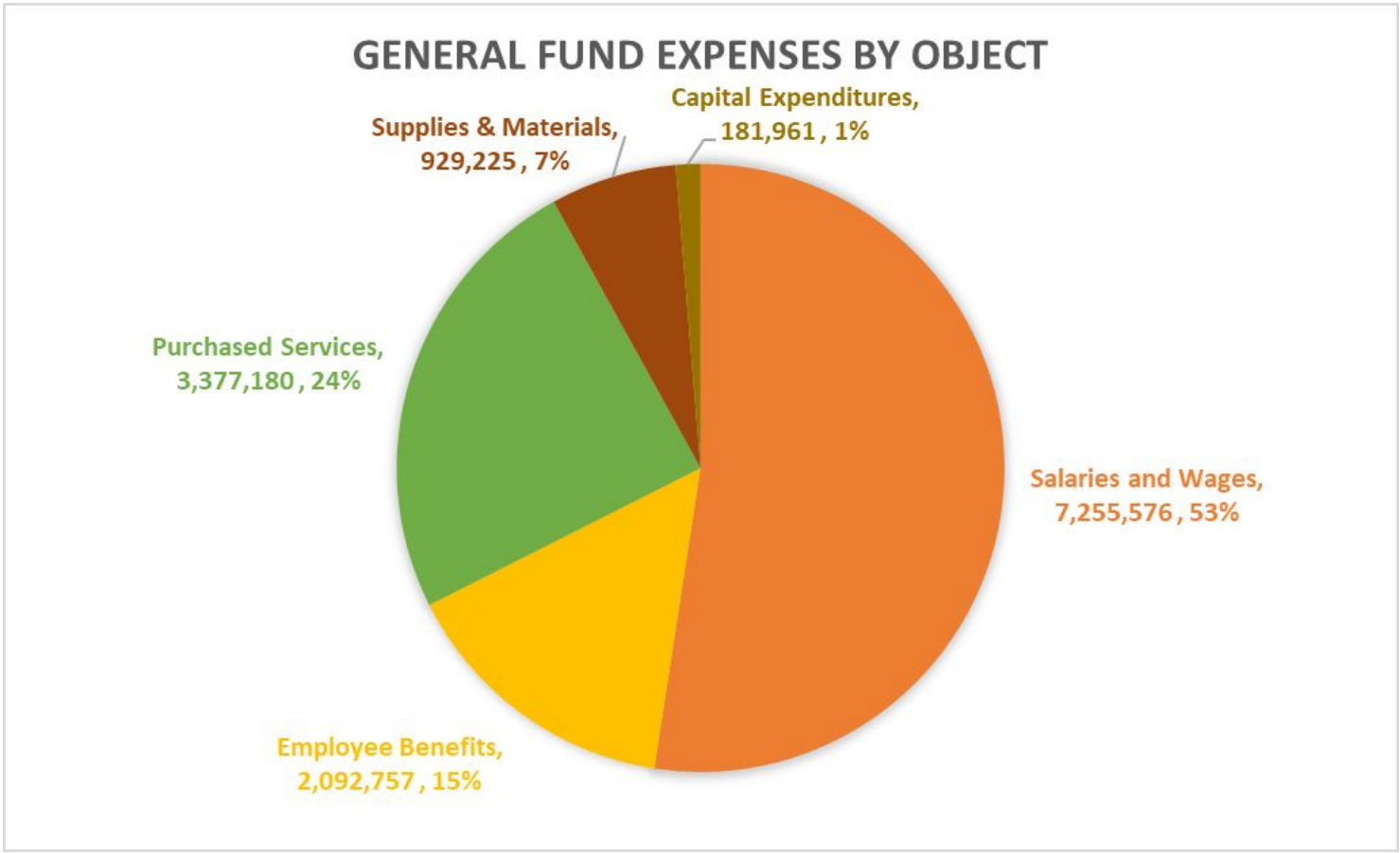
FY26 General Fund Balance

GENERAL FUND - 01	6/30/25 ESTIMATED BALANCE	6/30/26 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	6/30/26 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2026 ESTIMATED BALANCE
Unassigned	$ 1,204,645	$ 12,496,774		$ 12,508,428	$ 59,257	$ 1,133,734
Assigned	$ 292,161					$ 292,161
Qcomp		$ 242,250	$ 59,257	$ 301,507		$ -
Total Assigned and Unassigned	**$ 1,496,806**	**$ 12,739,024**	**$ 59,257**	**$ 12,809,935**	**$ 59,257**	**$ 1,425,895**
RESTRICTED FUNDS						
Nonspendable	$ 43,766					$ 43,766
Student Activities	$ 66,314	$ 60,850		$ 58,750		$ 68,414
Scholarships	$ 31,311	$ 6,100		$ 6,000		$ 31,411
Staff Development	$ -	$ 68,000		$ 68,000		$ -
Capital Projects Levy	$ 63,780	$ 556,554		$ 557,466		$ 62,868
Operating Capital	$ 30,825	$ 238,553		$ 236,460		$ 32,918
Basic Skills/EL/Extended Time	$ 318,836	$ 382,481		$ 237,880		$ 463,437
Gifted and Talented	$ -	$ 13,320		$ 13,320		$ -
LTFM	$ 189,950	$ 93,315		$ 91,200		$ 192,065
Safe Schools	$ -	$ 45,040		$ 45,040		$ -
Medical Assistance/3rd Party Billing	$ 115,822	$ 60,000		$ 6,000		$ 169,822
Total Restricted	**$ 860,604**	**$ 1,524,213**	**$ -**	**$ 1,320,116**	**$ -**	**$ 1,064,701**
Total All Revenues	**$ 2,357,410**	**$ 14,263,237**	**$ 59,257**	**$ 14,130,051**	**$ 59,257**	**$ 2,490,596**

FY26 Preliminary Budget Revenue Source



FY26 Preliminary Budget Expense



FY26 CE Preliminary Budget Overview

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Levy	155,799	164,595	(8,796)
Misc Local Revenue	661,000	651,500	9,500
State Aid	200,772	201,921	(1,149)
Federal Aid			-
TOTALS	**1,017,571**	**1,018,016**	**(445)**

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	579,044	600,134	(21,090)
Employee Benefits	112,135	138,144	(26,009)
Purchased Services	184,020	172,005	12,015
Supplies & Materials	63,000	52,668	10,332
Capital Expenditures			-
Other Expenses			-
TOTALS	**938,199**	**962,951**	**(24,752)**

Difference	**79,372**	**55,065**	

FY26 Preliminary Budget Overview

REVENUES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Levy	2,844,168		155,799	3,218,330		
Misc Local Revenue	263,300	91,500	661,000	226,762	6,100	60,850
State Aid	10,730,769	374,200	200,772	32,524		
Federal Aid	425,000	230,000				
TOTALS	14,263,237	695,700	1,017,571	3,477,616	6,100	60,850.00

EXPENDITURES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Salaries and Wages	7,255,576	12,000	579,044			
Employee Benefits	2,092,757	2,000	112,135			
Purchased Services	3,377,180	350,000	184,020			24,750
Supplies & Materials	929,225	321,800	63,000			33,600
Capital Expenditures	181,961					
Other Expenses	66,560			3,326,285	6,000	400
Other Financing Uses	226,792					
TOTALS	**14,130,051**	**685,800**	**938,199**	**3,326,285**	**6,000**	**58,750**

Budget Balance	133,186	9,900	79,372	151,331	100	2,100

FY24 Preliminary Budget Overview

Questions?

Spring School Board Meeting

2024-25 Elementary Building Goals/Results

Every Student, Every Day, Every Time!

Ready, Set, Thrive!™

CENTRAL PUBLIC SCHOOLS

Hamburg • Norwood Young America • Cologne

Goal:

1. The percentage of all students in grades 2-5 at Central Elementary who are in the “low risk” or“advanced” category on the FastBridge aReading standardized assessment will increase from 57% in the fall of 2024 to 65% in the spring of 2025.
    - **Baseline: 57%**
    - **Result: 66%**

2. The focus will be on fluency.

    A. *Automaticity*
    B. Accuracy
    C. Phrasing

K-5 Plan

- Built on the FastBridge data from CES
- Our data suggests our accuracy is at level to promote true reading comprehension
- Research based materials and strategies essential to increased automaticity.
- Goal setting and weekly discussion in our PLCs
- Biweekly conversations and check-ins from building administrator and curriculum leader
- Weekly support for our PLCs from MDE

Central Secondary School Goals

Monday, May 19, 2025

Rich Larson

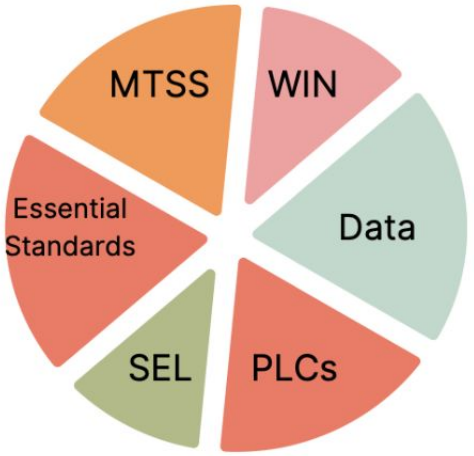
Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

Secondary Guiding Document

Mission Statement (Why): Educate, Inspire, Empower - Every Student, Every Day

Vision (What): Ensuring the next generation will identify ways to positively impact our communities

2023-2024 Theme: **Purpose**



Belief Statement around PLC Work:

PLC Mission:

As Central MS/HS PLCs, we believe that standards provide the framework for guiding and measuring student learning. We are committed to purposefully and actively engaging our students in meaningful learning experiences that inspire and promote a love for learning.

PLC Action Steps:

We use data to inform our instructional practices, identifying areas of growth and tailoring our approaches to meet the diverse needs of our students. Through intentional use of norms, we maintain a solution-focused mindset that prioritizes continuous improvement and finding effective strategies to support student success.

SMART Goal (both HS and MS):

The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test.



Professional Development



Math Goal

- **The percentage of students who measured Low Risk/Advanced in Math on the FastBridge test in the fall of 2024 will increase by 3% on the spring FastBridge test.**
  - **CMS Baseline - Fall Fastbridge aMath: 73%**
  - **CHS Baseline - Fall Fastbridge aMath: 71%**

RESULTS: <u>Not Met</u>

- **CMS Spring Fastbridge aMath: 71.6%**
- **CHS Spring Fastbridge aMath: 70.4%**

Math Action Steps

- PLC Standards Work
- Math Conference in Duluth–new work.
- MTSS Team
  - Math Elective
  - After school math support
- Thinking Classroom

Reading Goal

- **The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2024 will increase by 3% on the spring FastBridge test.**
  - **CMS Baseline - Fall Fastbridge aReading: 71%**
  - **CHS Baseline - Fall Fastbridge aReading: 70%**

RESULTS: <u>Goal Met</u>

- **CMS Spring Fastbridge aReading: 75.2%**
- **CHS Spring Fastbridge aReading: 73.2%**

Reading Action Steps

- PLC Standards Work.
- Study Sync curriculum adoption
- MTSS Team
  - Reading Intervention
- Data studies with teachers.
  - Planning for next year/next steps
- Continue with goal setting for students.

Culture/Climate Goal

- **CMS & CHS: Of the 437 students who completed the Culture and Climate Survey on Sept 23, 2024, 88.1% of students answered the question, "I feel there is at least one adult in the building who knows me well. (An adult has made an attempt to connect with me)," with "agree," or "strongly Agree." By May, 2025, 3% more of the students who complete this survey will answer this question with "agree" or "strongly agree."**

RESULTS: Goal Met

- **Spring Culture Climate Results Here**
- **91.6% of students answered "agree" or "strongly agree" to "I feel there is an adult in the building who knows me well."**

Culture/Climate Action Steps

- Culture/Climate results shared with grade level PLCs to reach students who feel disconnected.
- Clear expectations delivered to students.
- Monthly Assemblies: Recognition, Celebration, Reminders
- PALC
- Staff/Student connection opportunities
  - RT activities, events, classroom intentionality

Central Student Services Goal Update

Monday, May 19, 2025

Becca Braun

Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

Building Goals

- **Reading Goal:** The percentage of all special education students in grades 2-11 at Central Public Schools who meet their growth goal on FAST aReading will increase from 67% in spring 2024 to 70% in spring 2025.

    - *SPED Baseline*: 67%

- **Results:**
    - *SPED 2025 Spring Result*: 78.2%

Sped Department

Celebrations

- Elementary and Middle school staff continue to implement the science of reading when working with students
- Middle School using a continuum of services (push-in and pull-out)
- Fastbridge progress monitoring K-12

Next Steps:

- Continued LETRS Training next year along with paraeducators taking a version of LETRS
- Intentional goal setting based on formal and informal assessment data
- PD around co-teaching
- Continued collaboration with Gen.Ed and SPED teachers

Building Goals

- **Math Goal:** The percentage of all special education students in grades 2-11 at Central Public Schools who meet their growth goal on FAST aMath will increase from 67% in spring 2024 to 70% in spring 2025.
    - *SPED Baseline*: 67%
- **Results:**
    - *SPED 2025 Spring Result*: 75.6%

Sped Department

Celebrations

- Elementary and Middle school both have resources to drive math instruction
  - Bridges (K-5)
  - Trans Math (6-8)
- Middle School using a continuum of services (push-in and pull-out)
- Fastbridge progress monitoring

Next Steps

- Intentional IEP goal writing based on formal and informal assessment data
- PD around co-teaching
- Continued collaboration with Gen.Ed and SPED teachers
- Use progress monitoring data to create and drive instructional goals for student growth

Curriculum Update

Monday, May 19, 2025

Andrea Kolstad

Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

Read Act Updates

EC LETRS: EC and PreK teachers

LETRS Training - Phase 1: Grades 4-5, Special Education, MS/HS Intervention Teachers, ML

Screening and Communication:

FastBridge 3x/year

Dyslexia screening in grades 4-12 (2025-26)

Data: Focused on accuracy and seeing results!



Social Studies Curriculum- TCI implementation

A	B	C	D	E	F	G	H	I	J	K
Code	Benchmark	Learning Target	Essential Standard?	Unit: Essential Standard Dakota/Ojibwe	Unit: Intensive Fur Trade/Land Changes Hands/Newcomers	Unit: Covered Civil War	Unit: Nominal Emphasis U.S. Dakota War	Unit: 5 Immigration	Unit: 6 WWI	Unit: 7 Boom and Bust
6.4.22.2	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.	•I can examine the immigration into MN in the 1600's to the 1800's and the impact it made on Indigenous people.	Yes	Covered	Covered	Nominal Emphasis	Covered	Essential Standard	Nominal Emphasis	Nominal Emphasis
6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.	•I can examine how the Minnesota landscape has been shaped by people. •I can explain why the Minnesota has been shaped by people.	Yes	Covered	Covered	Covered	Covered	Covered	Nominal Emphasis	Essential Standard
6.3.14.1	Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.	•I can compare and contrast Minnesota land and regions today. •I can explain how power structures have impacted the regions of Minnesota today.	Yes	Covered	Essential Standard	Covered	Covered	Covered	Nominal Emphasis	Nominal Emphasis
6.1.6.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.	•I can explain sovereignty and how treaty rights are excercised by the Anishinaabe and Dakota	Yes	Essential Standard	Covered	Nominal Emphasis	Covered	Nominal Emphasis	Nominal Emphasis	Nominal Emphasis

MN HISTORY (6) | US HISTORY (7) | GLOBAL STUDIES (8) | AMERICAN HISTORY (HS) | APUSH (HS) | GEOGRAPHY (HS) | WORLD HISTORY (HS)

CENTRAL PUBLIC SCHOOLS

Ethnic Studies

In 2026-27, Full implementation of the required Social Studies standards (including Ethnic Studies standards that are woven into Social Studies classes K-12). Examples:

2.5.23.2 Identify how different groups have worked to protect the land and natural resources.
7.5.24.2 Investigate the struggle for immigration rights and the rights of all immigrants in the United States.
9.5.25.1 Evaluate the legacy and lasting effects of the civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns.

In 2026-27, Required to offer a course on Ethnic Studies (see above).

Geography and Ethnic Studies - 9th grade and 10th grade (transitioning to 9th grade only starting 26-27).

PreK- Creative Curriculum and TS Gold

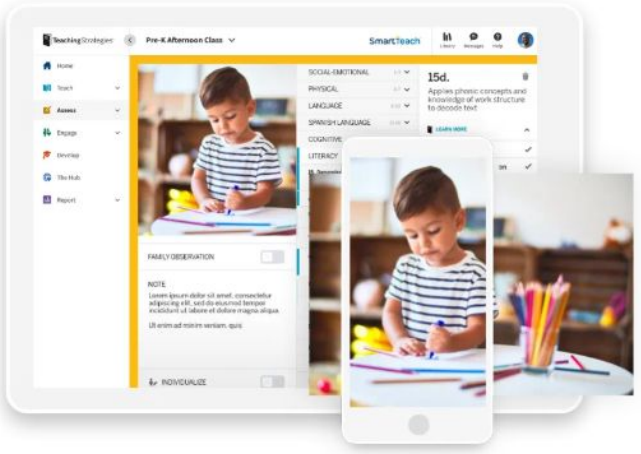


The #1 Ranked Preschool Curriculum

The Creative Curriculum for Preschool empowers children to be confident, creative, and caring learners through play-based, hands-on investigations—a research-based approach that incorporates language, literacy, and mathematics throughout the day.

- nurture the whole child with the only skill progressions from birth to age 8
- connect families to what their children are learning
- provide support for teachers when and where they need it

PreK- Creative Curriculum and TS Gold



Connect the Dots Between Curriculum and Assessment

Amplify the power of The Creative Curriculum for Preschool by adding GOLD formative assessment. Capture observations in the moment and automatically connect assessment data to daily instructional resources, creating an instantaneous feedback loop for the teacher to effectively and easily individualize learning for each child.

NEXT On Curriculum Review Cycle…

Math Resource Adoption Update

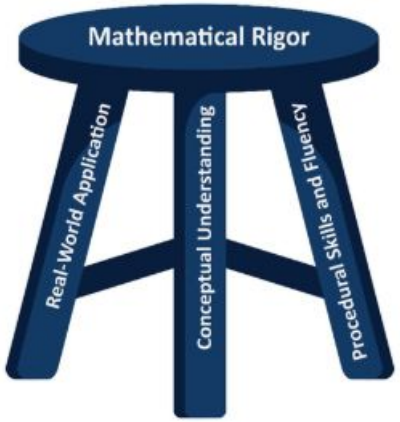
The 2022 Math Standards are OFFICIAL! At the end of March, the 2022 standards were officially adopted into rule.

These K-12 academic standards in mathematics need to be implemented in the 2027-28 school year.

We have focused efforts on training 2024-2025, will purchase resources next school year.

Mathematical Rigor

Application
Students identify the the appropriate concepts and skills to tackle **novel real world problems**

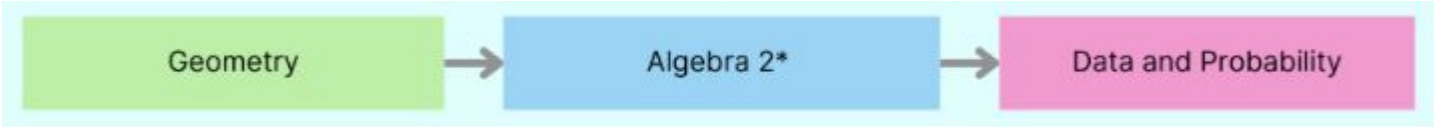


Conceptual Understanding
Students build a deep understanding of the **how** and **why** of mathematics

Procedural Skill and Fluency
Students develop **efficiency** and **accuracy** in computations.



- ✣ Minnesota Tribal Nations Contexts
- $ Financial Literacy Contexts
- # Computer Science Contexts
- μ Modeling Contexts
- ☼ Real World Contexts



Ready, Set, Thrive!





Thank you!

Since the levy was passed 6 years ago:

- Central has purchased and implemented new Science curriculum. (K-12)
- Central has purchased and implemented new ELA curriculum. (K-12)
- Central has purchased equipment and consumables for new Art courses. (6-12)
- Central has purchased workshop opportunities to implement STEAM. (P-5)
- Central has purchased and implemented new Social Studies curriculum. (K-12)
- Central has purchased new Phy Ed and Health instructional resources (6-12).
- Central has purchased online subscriptions for math practice and music supplements (K-12).
- **Central has purchased new Preschool Resources for and Teaching and Assessment.(PK)**

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING IOwA AUTHORIZATION:

Identified Official with Authority for the External User Access Recertification System

Designation of Identified Official with Authority for the MDE External

User Access Recertification System.

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends to authorize Timothy Schochenmaier to act as the Identified Official with Authority (IOwA) Amy Groschen to act as the IOwA add remove names only for Central Public-School District 0108-01.

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 again the same:

Whereupon said resolution was declared duly passed and adopted.

_____

Josh Kroells / Clerk

Date: May 19, 2025

2025-2026 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of _____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Signed: *Signature required*
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign

Date: _____

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*
(Superintendent or Head of School)
electronically through DocuSign

Date: _____

Norwood-Young America School
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	p51132	59844		Wire	1	04034		PERA		No	Yes	No	05/20/2025	7,728.39
GEN1	p51132	59845		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	Yes	No	05/20/2025	48,521.48
GEN1	p51132	59846		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	Yes	No	05/20/2025	81,704.68
GEN1	p51132	59847		Wire	1	06027		COMMISSIONER OF REVENUE		No	Yes	No	05/20/2025	12,984.36
GEN1	p51132	59848		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	Yes	No	05/20/2025	6,057.33
GEN1	p51132	59849		Wire	1	2260		AFLAC		No	Yes	No	05/20/2025	100.29
GEN1	p51132	59850		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	Yes	No	05/20/2025	10,424.85
GEN1	p51132	59851		Wire	1	4070		MINNESOTA REVENUE		No	Yes	No	05/20/2025	131.18
GEN1	p51132	59852		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PR		No	Yes	No	05/20/2025	73,695.30
GEN1	p51132	59853		Wire	1	6821		WEX Health Inc.		No	Yes	No	05/20/2025	1,554.70
GEN1	P51126	59860		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	05/28/2025	5,018.71
GEN1	P51126	59861		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	05/28/2025	14,753.54
GEN1	P51126	59920		Direct Pymt	1	00572		MENARDS INC		Yes	Yes	No	05/29/2025	475.27
GEN1	P51126	59921		Direct Pymt	1	1982		MN CLAY USA		Yes	Yes	No	05/29/2025	193.00
GEN1	P51126	59922		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	Yes	No	05/29/2025	66,268.75
GEN1	P51126	59923		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	Yes	No	05/29/2025	426.00
GEN1	P51126	59924		Direct Pymt	1	3468		PETERSON, LYNN		Yes	Yes	No	05/29/2025	296.10
GEN1	P51126	59925		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	Yes	No	05/29/2025	239,981.59
GEN1	P51126	59926		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	Yes	No	05/29/2025	52,936.50
GEN1	P51126	59927		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	Yes	No	05/29/2025	450.75
GEN1	P51126	59928		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	Yes	No	05/29/2025	2,960.78
GEN1	P51126	59929		Direct Pymt	1	6973		BIFFS, INC.		Yes	Yes	No	05/29/2025	904.00
GEN1	P51126	59930		Direct Pymt	1	7007		FREEDOM SECURITY AND SURVEILLANC		Yes	Yes	No	05/29/2025	468.75
GEN1	P51126	59931		Direct Pymt	1	7404		ARROWHEAD REGIONAL COMPUTING C		Yes	Yes	No	05/29/2025	2,089.00
GEN1	P51126	59932		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/29/2025	2,941.92
GEN1	P51126	59933		Wire	1	09609		XCEL ENERGY		No	No	No	05/29/2025	12,021.89
GEN1	P51126	59934		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	05/29/2025	61.80
GEN1	P51126	59935		Wire	1	2728		BREMER BANK, NA28		No	Yes	No	05/29/2025	89.60
GEN1	P51126	59936		Wire	1	6605		ELEYO		No	Yes	No	05/29/2025	2,563.39
GEN1	P51126	59937		Wire	1	7133		METRONET		No	No	No	05/29/2025	69.95
GEN1	P51231	59938		Wire	1	04034		PERA		No	No	No	06/05/2025	7,920.36
GEN1	P51231	59939		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/05/2025	82,662.48
GEN1	P51231	59940		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	06/05/2025	152,013.68
GEN1	P51231	59941		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/05/2025	27,452.06
GEN1	P51231	59942		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/05/2025	10,424.85
GEN1	P51231	59943		Wire	1	4070		MINNESOTA REVENUE		No	No	No	06/05/2025	69.40
GEN1	P51231	59944		Wire	1	6821		WEX Health Inc.		No	No	No	06/05/2025	1,529.70
GEN1	P51226	60022		Direct Pymt	1	00572		MENARDS INC		Yes	No	No	06/12/2025	79.40
GEN1	P51226	60023		Direct Pymt	1	2325		TAHER, INC. - BIN# 135092		Yes	No	No	06/12/2025	48,301.43
GEN1	P51226	60024		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	No	No	06/12/2025	426.00
GEN1	P51226	60025		Direct Pymt	1	3468		PETERSON, LYNN		Yes	No	No	06/12/2025	360.00
GEN1	P51226	60026		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	06/12/2025	60,742.44
GEN1	P51226	60027		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	06/12/2025	8,605.92
GEN1	P51226	60028		Direct Pymt	1	6412		AVIBEN		Yes	No	No	06/12/2025	141.72
GEN1	P51226	60029		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	06/12/2025	4,079.58
GEN1	P51226	60030		Wire	1	6605		ELEYO		No	No	No	06/12/2025	2,665.81
GEN1	P51226	60031		Wire	1	6821		WEX Health Inc.		No	No	No	06/12/2025	245.25
GEN1	p51232	60032		Wire	1	04034		PERA		No	No	No	06/20/2025	5,479.28
GEN1	p51232	60033		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/20/2025	38,788.48
GEN1	p51232	60034		Wire	1	05255		DEPTARTMENT OF THE TREASURY		No	No	No	06/20/2025	61,013.95
GEN1	p51232	60035		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/20/2025	9,916.36
GEN1	p51232	60036		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	No	No	06/20/2025	6,043.71
GEN1	p51232	60037		Wire	1	2260		AFLAC		No	No	No	06/20/2025	100.29
GEN1	p51232	60038		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/20/2025	10,424.35
GEN1	p51232	60039		Wire	1	4164		MN STATE RETIREMENT SYST (Empower)		No	No	No	06/20/2025	18,412.94
GEN1	p51232	60040		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PR		No	No	No	06/20/2025	79,035.60
GEN1	p51232	60041		Wire	1	6821		WEX Health Inc.		No	No	No	06/20/2025	3,875.25
GEN1	p51132	59855	44886	Check	1	01140		MADISON NAT'L LIFE INS CO INC.		Yes	Yes	No	05/20/2025	1,270.04
GEN1	p51132	59856	44887	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	Yes	No	05/20/2025	378.95
GEN1	p51132	59857	44888	Check	1	3796		NATIONAL INSURANCE SERVICES OF WI		Yes	Yes	No	05/20/2025	362.47
GEN1	p51132	59854	44889	Check	1	00808		NCPERS Group Life Ins.		Yes	No	No	05/20/2025	16.00
GEN1	P51126	59859	44890	Check	1	7401		CONSER, EMMA		Yes	No	No	05/22/2025	2,025.69
GEN1	P51126	59858	44891	Check	1	6955		DAIRY QUEEN - NYA		Yes	Yes	No	05/22/2025	545.85
GEN1	P51126	59907	44892	Check	1	7344		BEADLING, SARAH		Yes	No	No	05/29/2025	33.55
GEN1	P51126	59896	44893	Check	1	6461		BEHRENS, CHUCK		Yes	No	No	05/29/2025	55.00
GEN1	P51126	59878	44894	Check	1	3620		BRAUN, REBECCA		Yes	No	No	05/29/2025	331.80
GEN1	P51126	59915	44895	Check	1	7408		BRUCKELMYER, GRETA		Yes	No	No	05/29/2025	38.00
GEN1	P51126	59890	44896	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/29/2025	1,141.53
GEN1	P51126	59876	44897	Check	1	3213		CENTURYLINK		Yes	No	No	05/29/2025	139.05
GEN1	P51126	59910	44898	Check	1	7402		CHARACTERSTRONG		Yes	No	No	05/29/2025	2,999.00
GEN1	P51126	59873	44899	Check	1	2382		CITY OF COLOGNE		Yes	No	No	05/29/2025	87.36

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51126	59916	44900	Check	1	7409		CRUSE, ALLISON		Yes	No	No	05/29/2025	394.10
GEN1	P51126	59863	44901	Check	1	00096		CURSON, JODI		Yes	No	No	05/29/2025	674.09
GEN1	P51126	59874	44902	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	05/29/2025	49,610.13
GEN1	P51126	59900	44903	Check	1	6910		FASCHING, JANE		Yes	No	No	05/29/2025	292.40
GEN1	P51126	59879	44904	Check	1	3639		FOX, DARRIN		Yes	No	No	05/29/2025	45.37
GEN1	P51126	59875	44905	Check	1	2947		FRANCK, NIKOLAS		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59887	44906	Check	1	4604		FRITZ, BRIAN		Yes	No	No	05/29/2025	110.00
GEN1	P51126	59895	44907	Check	1	6257		GESINGER, JULIE		Yes	No	No	05/29/2025	3.25
GEN1	P51126	59889	44908	Check	1	4852		GRALAPP, CRAIG		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59898	44909	Check	1	6734		GRUNDHOFER, MARK		Yes	No	No	05/29/2025	230.00
GEN1	P51126	59905	44910	Check	1	7130		GUSTAVUS ADOLPHUS COLLEGE		Yes	No	No	05/29/2025	1,000.00
GEN1	P51126	59893	44911	Check	1	5876		HALLER, PETE		Yes	No	No	05/29/2025	330.00
GEN1	P51126	59882	44912	Check	1	3965		HINGST, LEE		Yes	No	No	05/29/2025	110.00
GEN1	P51126	59908	44913	Check	1	7368		HOME SOLUTIONS		Yes	No	No	05/29/2025	277.96
GEN1	P51126	59917	44914	Check	1	7410		HUTCHINS, ALLISON		Yes	No	No	05/29/2025	104.05
GEN1	P51126	59867	44915	Check	1	1442		IMPERIAL DADE		Yes	No	No	05/29/2025	1,355.42
GEN1	P51126	59864	44916	Check	1	01819		ISD #111- WATERTOWN-MAYER SCHO		Yes	No	No	05/29/2025	150.00
GEN1	P51126	59914	44917	Check	1	7407		KNOPIK, BUFFY		Yes	No	No	05/29/2025	45.95
GEN1	P51126	59901	44918	Check	1	6971		KROELLS, LAURA		Yes	No	No	05/29/2025	14.75
GEN1	P51126	59886	44919	Check	1	4559		LAGERGREN, CHRIS		Yes	No	No	05/29/2025	200.00
GEN1	P51126	59865	44920	Check	1	03166		LAGERGREN, MARK		Yes	No	No	05/29/2025	50.00
GEN1	P51126	59892	44921	Check	1	5799		LANGE, JEFF		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59909	44922	Check	1	7396		LIPKE, GRACE		Yes	No	No	05/29/2025	220.00
GEN1	P51126	59862	44923	Check	1	00067		LUDFORD, CHRISTINE		Yes	No	No	05/29/2025	149.90
GEN1	P51126	59883	44924	Check	1	4089		MASBERG, JOHN		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59869	44925	Check	1	1606		MAYER LUMBER CO, INC		Yes	No	No	05/29/2025	85.96
GEN1	P51126	59880	44926	Check	1	3908		MESIK, JAMES		Yes	No	No	05/29/2025	39.31
GEN1	P51126	59884	44927	Check	1	4329		MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	05/29/2025	240.00
GEN1	P51126	59881	44928	Check	1	3910		MN ASSOC. OF AG EDUCATORS		Yes	No	No	05/29/2025	385.00
GEN1	P51126	59913	44929	Check	1	7406		NEUBARTH, KIM		Yes	No	No	05/29/2025	64.60
GEN1	P51126	59891	44930	Check	1	5714		NORTHSIDE GRILL		Yes	No	No	05/29/2025	465.00
GEN1	P51126	59919	44931	Check	1	7412		OAK, KEEGAN		Yes	No	No	05/29/2025	84.75
GEN1	P51126	59868	44932	Check	1	1578		PIECHOWSKI, DENNIS		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59897	44933	Check	1	6633		POPP, RANDY		Yes	No	No	05/29/2025	220.00
GEN1	P51126	59871	44934	Check	1	1917		RAUCH, DAVID		Yes	No	No	05/29/2025	206.50
GEN1	P51126	59877	44935	Check	1	3550		REGION 2A MSHSL		Yes	No	No	05/29/2025	6,555.00
GEN1	P51126	59866	44936	Check	1	05604		RIDGEVIEW MEDICAL CENTER		Yes	No	No	05/29/2025	270.00
GEN1	P51126	59870	44937	Check	1	1880		ROISUM, DENNIS		Yes	No	No	05/29/2025	230.00
GEN1	P51126	59904	44938	Check	1	7094		ROTO-ROOTER SERVICES COMPANY		Yes	No	No	05/29/2025	536.00
GEN1	P51126	59903	44939	Check	1	7083		SCHOLASTIC BOOK FAIRS		Yes	No	No	05/29/2025	1,237.69
GEN1	P51126	59918	44940	Check	1	7411		SCHOOL BOARD SUPPORT SERVICES		Yes	No	No	05/29/2025	795.00
GEN1	P51126	59899	44941	Check	1	6748		SCHRADER, JEFF		Yes	No	No	05/29/2025	115.00
GEN1	P51126	59872	44942	Check	1	2125		SCHRUPP, JENNA		Yes	No	No	05/29/2025	8.40
GEN1	P51126	59912	44943	Check	1	7405		SCHUTTE, SARA		Yes	No	No	05/29/2025	27.60
GEN1	P51126	59911	44944	Check	1	7403		SOCIAL CLUB SIMPLE		Yes	No	No	05/29/2025	15.00
GEN1	P51126	59894	44945	Check	1	6108		SPRENGELER, TRISTIN		Yes	No	No	05/29/2025	43.80
GEN1	P51126	59906	44946	Check	1	7214		TOP NOTCH TURF		Yes	No	No	05/29/2025	1,978.77
GEN1	P51126	59902	44947	Check	1	7009		WACTOWN PROPERTIES		Yes	No	No	05/29/2025	5,500.00
GEN1	P51126	59885	44948	Check	1	4462		WAWRZYNIAK, SCOTT		Yes	No	No	05/29/2025	230.00
GEN1	P51126	59888	44949	Check	1	4649		WELCOME NEIGHBOR, INC.		Yes	No	No	05/29/2025	195.00
GEN1	P51231	59945	44950	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/05/2025	368.94
GEN1	P51226	59978	44956	Check	1	6020		ADVANCED ELECTRICAL SERVICES, INC.		Yes	No	No	06/12/2025	2,045.00
GEN1	P51226	60018	44957	Check	1	7423		ALLISON, KIERAN		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59972	44958	Check	1	5123		ANDERSON, STEVEN		Yes	No	No	06/12/2025	240.00
GEN1	P51226	59964	44959	Check	1	3626		BATTERIES PLUS BULBS		Yes	No	No	06/12/2025	37.51
GEN1	P51226	59988	44960	Check	1	6584		BEAVER, ROLLIN		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59981	44961	Check	1	6088		BEHRENS, TRACY		Yes	No	No	06/12/2025	100.00
GEN1	P51226	59984	44962	Check	1	6340		BERNAU, LEAH		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59969	44963	Check	1	4492		BOELKE, ANN		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59963	44964	Check	1	3620		BRAUN, REBECCA		Yes	No	No	06/12/2025	360.00
GEN1	P51226	59985	44965	Check	1	6459		BROWN-THOR, KIRSTEN		Yes	No	No	06/12/2025	299.06
GEN1	P51226	60006	44966	Check	1	7245		BRUERS, JENNIFER		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59971	44967	Check	1	4946		BSN SPORTS LLC		Yes	No	No	06/12/2025	10,259.85
GEN1	P51226	60020	44968	Check	1	7425		CARLSON, HEATHER		Yes	No	No	06/12/2025	60.00
GEN1	P51226	60001	44969	Check	1	7150		CESO COMMUNICATIONS, LLC		Yes	No	No	06/12/2025	1,950.00
GEN1	P51226	59957	44970	Check	1	1937		CNA SURETY		Yes	No	No	06/12/2025	360.00
GEN1	P51226	59952	44971	Check	1	01171		COLLEGE BOARD		Yes	No	No	06/12/2025	2,120.00
GEN1	P51226	59962	44972	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/12/2025	24,571.84
GEN1	P51226	59991	44973	Check	1	6791		DIVERSIFIED PLUMBING & HEATING		Yes	No	No	06/12/2025	918.75
GEN1	P51226	59979	44974	Check	1	6033		DONNA, JAMES J.		Yes	No	No	06/12/2025	950.00
GEN1	P51226	59967	44975	Check	1	4339		DOOR POWER, INC.		Yes	No	No	06/12/2025	755.00

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
GEN1	P51226	59946	44976	Check	1	00112		ERPENBACH, RON		Yes	No	No	06/12/2025	1,372.20
GEN1	P51226	59993	44977	Check	1	6822		FLORAL DEFINED		Yes	No	No	06/12/2025	96.00
GEN1	P51226	59980	44978	Check	1	6083		FOLEY, SARAH		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59998	44979	Check	1	6998		FORSTER, SUE		Yes	No	No	06/12/2025	360.00
GEN1	P51226	60007	44980	Check	1	7302		FUNTIMEFUNKTIONS		Yes	No	No	06/12/2025	675.00
GEN1	P51226	60010	44981	Check	1	7415		GARAGE FORCE		Yes	No	No	06/12/2025	12,017.00
GEN1	P51226	59986	44982	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	06/12/2025	225.00
GEN1	P51226	60011	44983	Check	1	7416		GILBERT, MONICA		Yes	No	No	06/12/2025	65.25
GEN1	P51226	59992	44984	Check	1	6796		GREATER MN COMMUNICATIONS		Yes	No	No	06/12/2025	20.00
GEN1	P51226	59994	44985	Check	1	6850		GROSCHEN, AMY		Yes	No	No	06/12/2025	360.00
GEN1	P51226	59989	44986	Check	1	6763		GUSE, GREG		Yes	No	No	06/12/2025	120.00
GEN1	P51226	59954	44987	Check	1	1608		HARMS, MANDY		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59959	44988	Check	1	2439		HENDRYCKS, PHIL		Yes	No	No	06/12/2025	360.00
GEN1	P51226	60017	44989	Check	1	7422		HOEN, MIKE		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59947	44990	Check	1	00182		HOME SOLUTIONS UNLIMITED		Yes	No	No	06/12/2025	1,381.05
GEN1	P51226	59983	44991	Check	1	6268		HONL, MELISSA		Yes	No	No	06/12/2025	50.00
GEN1	P51226	60009	44992	Check	1	7414		HOT LAWNS LLC		Yes	No	No	06/12/2025	400.00
GEN1	P51226	59953	44993	Check	1	1442		IMPERIAL DADE		Yes	No	No	06/12/2025	835.80
GEN1	P51226	59951	44994	Check	1	00838		JOSTENS INC		Yes	No	No	06/12/2025	40.50
GEN1	P51226	59975	44995	Check	1	5917		KELLY, JOSEPH		Yes	No	No	06/12/2025	240.00
GEN1	P51226	59973	44996	Check	1	5207		KEMP, CASSANDRA		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59996	44997	Check	1	6927		KLEY, JOE		Yes	No	No	06/12/2025	35.00
GEN1	P51226	60005	44998	Check	1	7244		KOEPP, NATALIE		Yes	No	No	06/12/2025	60.00
GEN1	P51226	60016	44999	Check	1	7421		KRAUSE, MATT		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59949	45000	Check	1	00505		LANO EQUIPMENT		Yes	No	No	06/12/2025	239.74
GEN1	P51226	59990	45001	Check	1	6774		LARSON, RICHARD		Yes	No	No	06/12/2025	360.00
GEN1	P51226	60008	45002	Check	1	7391		MAHRER, JORDAN		Yes	No	No	06/12/2025	20.00
GEN1	P51226	59987	45003	Check	1	6545		MARCO TECHNOLOGIES LLC		Yes	No	No	06/12/2025	3,523.18
GEN1	P51226	59966	45004	Check	1	4316		MCDOWELL AGENCY, INC.		Yes	No	No	06/12/2025	244.40
GEN1	P51226	59965	45005	Check	1	3910		MN ASSOC. OF AG EDUCATORS		Yes	No	No	06/12/2025	385.00
GEN1	P51226	59950	45006	Check	1	00562		MN STATE UNIVERSITY - MANKATO		Yes	No	No	06/12/2025	13,530.00
GEN1	P51226	59999	45007	Check	1	7059		MOHN, MONICA		Yes	No	No	06/12/2025	167.00
GEN1	P51226	60003	45008	Check	1	7224		NEUBARTH, RYAN		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59976	45009	Check	1	5920		OLSON, ERIC		Yes	No	No	06/12/2025	60.00
GEN1	P51226	60012	45010	Check	1	7417		ORDUNO, AMANDA		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59948	45011	Check	1	00223		REGION 5A - MSHSL		Yes	No	No	06/12/2025	1,100.00
GEN1	P51226	60021	45012	Check	1	7426		SCHLAGEL, KELLI		Yes	No	No	06/12/2025	120.00
GEN1	P51226	59977	45013	Check	1	5927		SCHOCHENMAIER, TIM		Yes	No	No	06/12/2025	360.00
GEN1	P51226	59995	45014	Check	1	6861		SHUTTERFLY LIFETOUCH, LLC		Yes	No	No	06/12/2025	152.31
GEN1	P51226	59982	45015	Check	1	6107		SMITH, CHERIE		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59955	45016	Check	1	1663		SMITH, DAVID		Yes	No	No	06/12/2025	50.00
GEN1	P51226	60014	45017	Check	1	7419		SMITH, JAMIE		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59958	45018	Check	1	2193		SOUTHWEST CHRISTIAN HIGH SCHOOL		Yes	No	No	06/12/2025	300.00
GEN1	P51226	60002	45019	Check	1	7223		SPRENGELER, BETTY		Yes	No	No	06/12/2025	50.00
GEN1	P51226	60019	45020	Check	1	7424		ST. JOSEPH CATHOLIC SCHOOL		Yes	No	No	06/12/2025	540.00
GEN1	P51226	59968	45021	Check	1	4380		STACKEN, REID		Yes	No	No	06/12/2025	360.00
GEN1	P51226	59961	45022	Check	1	2690		THIEL, CHUCK		Yes	No	No	06/12/2025	94.00
GEN1	P51226	60015	45023	Check	1	7420		URNESS, LUCAS		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59974	45024	Check	1	5577		URNESS, SHERRY		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59997	45025	Check	1	6983		WALKER, RANEMMA		Yes	No	No	06/12/2025	60.00
GEN1	P51226	59960	45026	Check	1	2518		WENZEL, JEAN		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59956	45027	Check	1	1870		WIGFIELD DESIGN		Yes	No	No	06/12/2025	1,383.00
GEN1	P51226	60004	45028	Check	1	7229		WILLEMS, LINDSAY		Yes	No	No	06/12/2025	50.00
GEN1	P51226	59970	45029	Check	1	4810		WILLEMS, LORA		Yes	No	No	06/12/2025	50.00
GEN1	P51226	60000	45030	Check	1	7089		WOOD MACHINERY SYSTEMS		Yes	No	No	06/12/2025	214.00
GEN1	P51226	60013	45031	Check	1	7418		ZEIHER, COLLEEN		Yes	No	No	06/12/2025	50.00
GEN1	p51232	60046	45032	Check	1	6398		AUL HEALTH BENEFIT TRUST-MIDAMAER		Yes	No	No	06/20/2025	44,078.65
GEN1	p51232	60043	45033	Check	1	01140		MADISON NAT'L LIFE INS CO INC.		Yes	No	No	06/20/2025	1,270.04
GEN1	p51232	60044	45034	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/20/2025	202.64
GEN1	p51232	60045	45035	Check	1	3796		NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	06/20/2025	347.85
GEN1	p51232	60042	45036	Check	1	00808		NCPERS Group Life Ins.		Yes	No	No	06/20/2025	16.00

Bank Total: $1,507,975.74

Report Total: $1,507,975.74

June 5-2025 PAYROLL

GROSS PAY	$580,442.04
FEDERAL TAX	(65,841.00)
MN STATE TAX	(27,452.06)
OASDI	(34,919.62)
MEDICARE	(8,166.72)
PERA	(3,677.31)
TRA	(38,826.37)
ANNUITIES	(5,660.50)
FLEX	(17,273.19)
VOLUNTARIES	(1,925.54)
NET PAYROLL	$376,699.73

June 20-2025 PAYROLL

GROSS PAY	$282,854.88
FEDERAL TAX	(20,370.15)
MN STATE TAX	(9,916.36)
OASDI	(16,470.14)
MEDICARE	(3,851.76)
PERA	(2,543.96)
TRA	(18,218.86)
ANNUITIES	(5,660.25)
FLEX	(17,208.19)
VOLUNTARIES	(1,641.84)
NET PAYROLL	$186,973.37

2024-25 Superintendent Evaluation

Please highlight the score under the four areas for Tim's evaluation. Or just email the header and a score to Shelby.

Budget Development and Maintenance (ongoing goal)

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

School Safety and Security

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and	Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities	Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills	No plan has been developed to assure school district buildings and grounds are safe and secure

techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities			

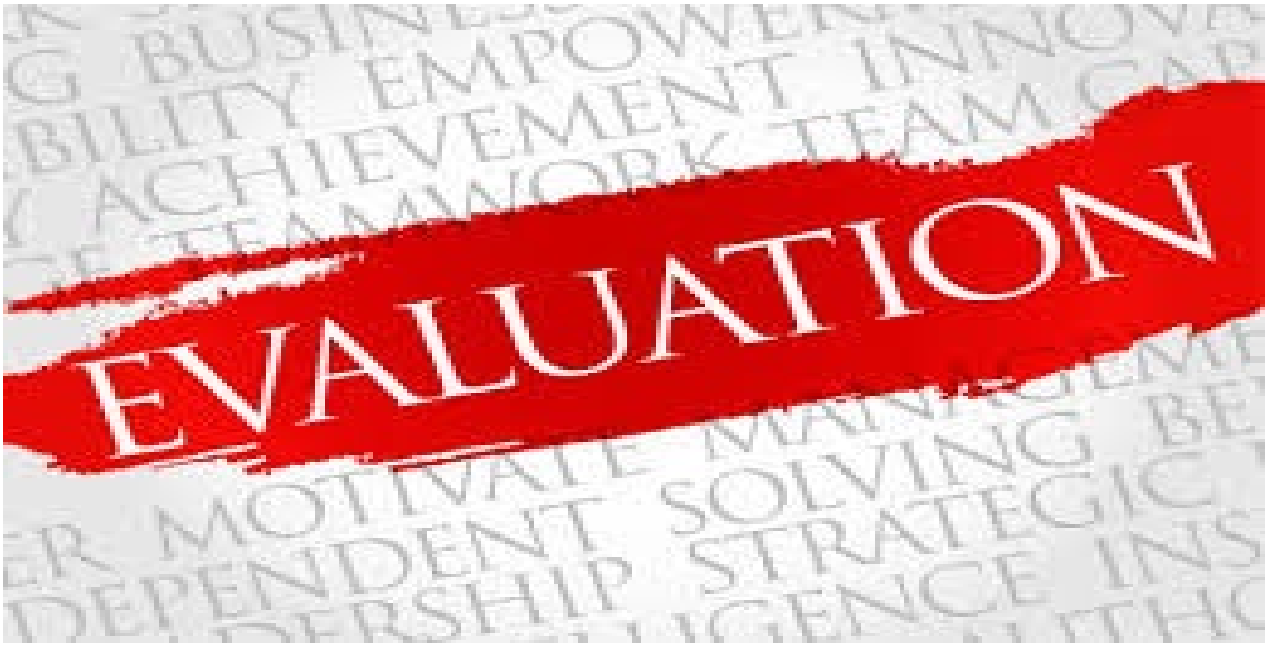
Human Resources Management			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed	Assures evaluations are completed, but are consistent or not in compliance with state law	No performance evaluation system in place; evaluations not completed as required by state law

Teaching and Learning: Staff Development			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs	Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities	A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities	No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement

fit school district-specific plan, goals, and priorities and focus on increasing student achievement	targeted toward staff growth and increasing student achievement		

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents



MINNESOTA SCHOOL BOARDS ASSOCIATION
Where School Boards Learn to Lead

MASA
Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts "1" and "2" (Minnesota Rules 3512.0510).

FOR MORE INFORMATION

MSBA
Kirk Schneidawind, Executive Director
Phone: 800-324-4459 or
507-934-2450
Email: kschneidawind@mnmsba.org

MASA
Deb Henton, Ed.D., Executive Director
Phone: 651-645-6272 or
651-439-7719 (cell)
Email: deb.henton@mnasa.org

PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

TABLE OF CONTENTS

Part 1: Evaluation Overview

Reasons to Evaluate the Superintendent 2
Elements of a Comprehensive Superintendent Evaluation 3
How to Evaluate Objectively and Fairly 4
Timeline for Superintendent Evaluation 5
Closed Meeting for Superintendent Evaluation 7
Superintendent Job Description 8

Part 2: Developing a Goals- and Standards-Based Evaluation and Process

Step 1: Establish Goals and Select Standards 11
Standard 1: Governance Team 14
Standard 2: School District Finances 15
Standard 3: Communication and Community Relationships 16
Standard 4: School District Operations 17
Standard 5: Human Resources 19
Standard 6: Teaching and Learning 20
Standard 7: Student Support 21
Standard 8: Ethical and Inclusive Leadership 23
Step 2: Schedule and Hold a Mid-Year Evaluation 25
Preparing for the Mid-Year and End-of-Year Evaluation Meetings 25
Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting 26
Tips for Conducting a Fair and Objective Evaluation Meeting 27

Part 3: Appendices

Evidence Samples A-1 – A-3
Goals and Standards Evaluation Forms/Examples
Sample Form 1 – Establish Goals and Standards A-4
Sample Form 2 – Mid-Year Formative Evaluation A-5
Sample Form 3 – School Board's Final End-of-Year Summative Evaluation A-6
Sample Form 4 – Final Performance Summary Sheet A-7
Sample Form 5 – Superintendent Self-Evaluation Form (Optional) A-8 – A-9

OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
    - Reasons to Evaluate the Superintendent
    - Components of a Comprehensive Superintendent Evaluation
    - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the *entire* school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide **only** the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

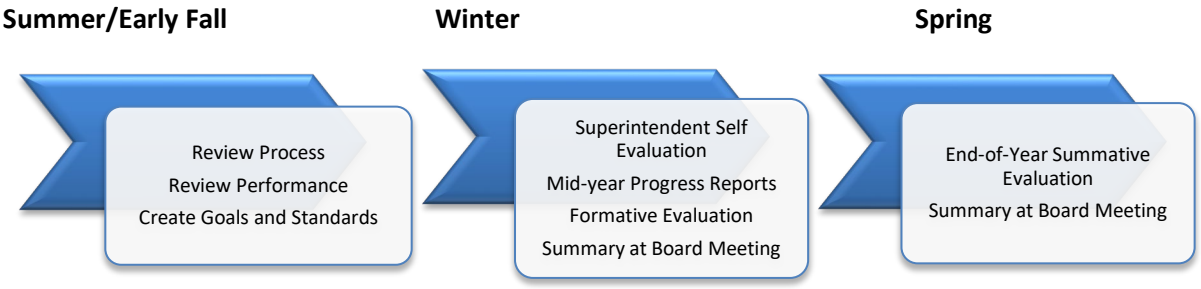
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board's mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D), the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.

- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.

- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.

- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.

- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.

- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

  A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share assessments of the superintendent's formative evaluation performance.

    - The superintendent may offer clarification and/or progress reports on goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent's personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.

- The school board members **prepare to discuss the superintendent's performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.

    - The school board members share their assessments of the superintendent's summative evaluation performance.

      A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent's personnel file.

    - The superintendent may provide clarification and/or progress reports on the goals and/or standards.

    - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota's Open Meeting Law.

- The **final written summative evaluation form** is placed in the superintendent's personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent's performance in a closed meeting. The following steps must be taken:

a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent

b) The school board **meets in open session** pursuant to the notice.

c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.

   - **NOTE**: If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
   - **NOTE**: the superintendent has the right to attend the closed meeting.

d) The school board **proceeds to the closed meeting** to evaluate the superintendent.

e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.

f) The school board chair **prepares a summary** of the school board's conclusions regarding the superintendent's evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

   The summary should include:
   - The closed meeting date;
   - The names of attendees;
   - The performance areas that were reviewed, including
     - Whether expectations were met
     - Areas of strength
     - A summary statement of each goal
     - Areas of concern, if any (<u>do not</u> include specific personnel data that led to the concern)

g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent's evaluation. The 'next open meeting' applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing polices that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards

    - Standard 1: Governance Team
    - Standard 2: School District Finances
    - Standard 3: Communication and Community Relations
    - Standard 4: School District Operations
    - Standard 5: Human Resources
    - Standard 6: Teaching and Learning
    - Standard 7: Student Support
    - Standard 8: Ethical and Inclusive Leadership

2. Schedule and hold a mid-year evaluation

    - Preparing for the mid-year and end-of-year evaluation meetings

3. Schedule and hold an end-of-year summative evaluation meeting

    - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards
Step 2: Schedule and hold a mid-year formative evaluation meeting
Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	• Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	• Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	• Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	• Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	• Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	• Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	• Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	• Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear	*Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities*	*Articulates and adheres to the roles and responsibilities of the school board and superintendent*	*Does not articulate or adhere to the roles and responsibilities of the school board and superintendent*	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	*Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals*	*Goals have been developed but no overall plan or alignment of resources exists*	*Goals are not developed.*	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process	*Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making*	*Occasionally acts without following school board policy*	*Does not follow or rely on school board policy. Uses personal discretion in decision-making*	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations	*Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations*	*Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective*	*Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information*	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols	*School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time*	*School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed*	*School board questions are rarely answered. Does not promote school board development. No communication protocols exist*	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	*Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives*	*Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district*	*Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs*	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes	*Regularly reports to the school board concerning budget and financial status*	*Reports status of financial accounts as requested by school board*	*Does not report financial information to school board other than annual audit*	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances	*Is current with general and state accounting procedures; maintains internal controls*	*Uses annual audit to reveal discrepancies; internal controls are inconsistent*	*Annual audit reveals areas in need of improvement; financial accounts are not in order*	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	*Helps school board develop community engagement strategies that build support for levies and bonds*	*Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner*	*Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns*	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs	*Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals*	*Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities*	*Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful*	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.	*Creates relationships with public and private sectors*	*Reluctantly seeks some relationships with public or private sectors*	*Has no relationships with public and private sectors and shows no interest in pursuing partnerships*	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process	*Solicits input from select external groups and individuals*	*Very rarely seeks input from external groups and individuals*	*Demonstrates lack of regard for input and influence of external groups and individuals*	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities	*Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities*	*Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities*	*Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities*	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions	*Assumes leadership role through numerous contacts with government officials to protect and promote students' interests*	*Engages with government officials to protect students' interests*	*Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests*	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively engages media; maintains professionalism with media; seeks to promote school district in media and community	*Is cooperative with media; seeks to promote school district in media*	*Passively and reluctantly communicates with media*	*Does not communicate with community*	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible and approachable by members of the community; attends many and varied events	*Is visible and approachable by community; attends some events.*	*Attends few events and is seldom approachable by community*	*Is neither visible nor approachable by community*	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding	*Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future*	*Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis*	*Facilities management plan is not created; maintenance is performed only when absolutely needed*	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed	*Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed*	*Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed*	*Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed*	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards	*Ensures food service operates efficiently and effectively most of the time and that meals meet government standards*	*Food service operates with a deficit; meals meet government standards*	*Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing*	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure	*Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure*	*Technology plan in place, but no replacement plan for hardware, software, and infrastructure*	*No technology plan in place; no replacement plan for hardware, software, and infrastructure*	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed	*Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner*	*Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders*	*Maintenance department operates haphazardly with no system for reporting and/or handling work orders*	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures sites are staffed appropriately; staff receive on-going professional development	*Most sites are staffed appropriately; staff receive on-going professional development*	*Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used*	*Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized*	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input	*Keeps staff informed of most important matters and seeks input annually*	*Inconsistently keeps staff informed of important matters*	*Lacks specific system to inform staff of important matters or fails to seek input*	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies	*Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality*	*Establishes policies and procedures, but does not implement them consistently*	*Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency*	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills	*Delegates responsibility to appropriate staff*	*Is reluctant to place much authority or decision-making with key staff*	*Tightly controls decisions made within administrative team*	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies	*Is visible and approachable by staff; visits buildings and/or classrooms*	*Seldom visits buildings; attends few building events and activities; is not approachable*	*Is neither visible nor approachable by staff; is isolated from staff*	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind	*Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff*	*Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently*	*No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff*	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assists school board in preparing for and conducting negotiations	*Is proactive in preparing for collective bargaining by sharing appropriate information*	*Accepts that collective bargaining is necessary and may be challenging*	*Does not seek to understand and/or improve collective bargaining*	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	*Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed*	*Assures evaluations are completed, but are consistent or not in compliance with state law*	*No performance evaluation system in place; evaluations not completed as required by state law*	

**Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.*

***Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.*

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement	*Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement*	*A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities*	*No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement*	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	*Ensures school improvement plans are in place at all buildings and align with school district-wide goals*	*School improvement plans are in place at building level, but lack school district-wide coordination*	*School improvement efforts are limited; no comprehensive plan in place*	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning	*Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning*	*Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place*	*Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction*	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit	*Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities*	*Is somewhat knowledgeable of current instructional programs; relies on others for information/data*	*Is uninvolved in current instructional programs; is unaware of current instructional issues*	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting relationships among staff	*Encourages open, productive, caring, and trusting environment among staff*	*Haphazardly supports open, productive, caring, and trusting environment among staff*	*Culture of trust does not exist*	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	*Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting*	*Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it*	*Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback*	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level	*Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving*	*Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate*	*Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing*	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students	*Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists*	*Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students*	*Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students*	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis	*Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly*	*Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students*	*Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students*	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting school culture among students	*Encourages open, productive, caring, and trusting school culture among students*	*Haphazardly supports creation of open, productive, caring, and trusting school culture among all students*	*Trusting school climate does not exist*	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities	*Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities*	*Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills*	*No plan has been developed to assure school district buildings and grounds are safe and secure*	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis	*Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented*	*Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed*	*No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist*	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness	*Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner*	*Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner*	*Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner*	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information	*Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships*	*Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships*	*Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships*	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates high level of self-awareness of and commitment to improve upon professional practice	*Demonstrates self-awareness and need for improved professional practice*	*Has awareness of need to improve on professional practice*	*Does not demonstrate awareness of need to improve professional practice.*	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Fosters formal and informal partnerships with diverse groups to support mutual goals.	*Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community*	*Becomes familiar with views and characteristics of diverse groups within the community*	*Does not recognize or respond to the existence of diverse groups in the community*	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making	*Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom*	*Assures that staff has necessary cultural competence to respond to students' needs*	*Does not use strategies that recognize and capitalize on community's diversity*	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner	*Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development*	*A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds*	*No plan to achieve equity has been developed*	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with M.S. 13D.05, Subd. 3(a) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of M.S. 13D.05, Subd. 3(a).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's Open Meeting Law (Minnesota Statutes Chapter 13D) and the Minnesota Government Data Practices Act (Minnesota Statutes Chapter 13).* Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- "**Highly Effective**" – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.

- "**Effective**" – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.

- "**Developing**" – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.

- "**Ineffective**" – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
   - Sample Form 1 – Establish Goals and Standards
   - Sample Form 2 – Mid-Year Formative Evaluation
   - Sample Form 3 – School Board's Final End-of-Year Summative Evaluation
   - Sample Form 4 – Final Performance Summary Sheet
   - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS	
Goal 1: Provide leadership to maximize use of school district resources	**Evidence of Performance 1:** By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.
Goal 2: Provide leadership to strengthen school/community communications and relationships.	**Evidence of Performance 1**: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.
	Evidence of Performance 2: Increase by __% the number of parents who "Agree" or "Strongly Agree" that "the school district provides timely and informative communication about the school district" on the school district's climate survey.
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	***Effective (3)***	***Developing (2)***	***Ineffective (1)***	***Not Applicable***
Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals	*Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed.*	

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

** No more than three standards should be evaluated at one time.*

*** Additional goals and/or standards/elements may be inserted above.*

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*
Goal 1: Provide leadership to obtain and maximize use of the school district's resources.
Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators
Goal 2: Provide leadership to strengthen school/community communications and relationships.
Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan
Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.
Overall Comments: **Goal 1:** The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals. **Goal 2:** Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place *one* check [✔] in each row for each goal and *one* check [✔] for overall rating.				
	4 Highly Effective	**3 Effective**	**2 Developing**	**1 Ineffective**
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				

A. **For the goals and standards, which best illustrates the superintendent's greatest strength and why?** Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.

B. **For the goals and standards, which presented the superintendent with the greatest challenge and why?** The abundance of data generated by the survey given was overwhelming. As we move forward with the school district's new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.

C. **How might the school board enhance the superintendent's strengths and assist in overcoming challenges?** Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year's school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.

D. Superintendent's Comments:
We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year's budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year's goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD'S SUMMARY OF ITS CONCLUSIONS *
Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources. **Summary Statement:** The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.
Goal 2: Provide leadership to strengthen school/community communications and relationships. **Summary Statement:** The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team
Element 1.b. Goals and/or Strategic Plan **Summary Statement:** The superintendent facilitated the development of the school district's short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board's summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

<table>
<tr><th colspan="2">SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)</th></tr>
<tr><td rowspan="3"><u>Superintendent Goal 1:</u> Provide leadership to obtain and maximize utilization of the school district's resources.</td><td><u>Evidence of Performance 1:</u> By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 1 to Date:</u> This year, I facilitated the school board's strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district's resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district's capital improvement plan into the strategic plan. I am cognizant of the school board's goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years</td></tr>
<tr><td rowspan="3"><u>Goal 2:</u> Provide leadership to strengthen school/community communications and relationships.</td><td><u>Evidence of Performance 1:</u> Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</td></tr>
<tr><td><u>Evidence of Performance 2:</u> Increase by __% the number of parents who "Agree" or "Strongly Agree" with the statement "The school district provides timely and informative communication about the school district" on the school district's climate survey.</td></tr>
<tr><td><u>Evidence of Performance 3:</u> Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</td></tr>
<tr><td colspan="2"><u>Evidence of Progress and/or Growth Goal 2 to Date:</u> Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.</td></tr>
</table>

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals	*Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals*	*Goals are defined by implementing standards and seeking to maximize student achievement*	*Goals are not developed*	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board's planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year's successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board's goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board's fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board's annual review and revision of the school district's strategic plan. This is a priority that is essential to support the school board's work.				

Evaluation Period: _____ to _____

***** Recommend no more than three standards be evaluated at one time.

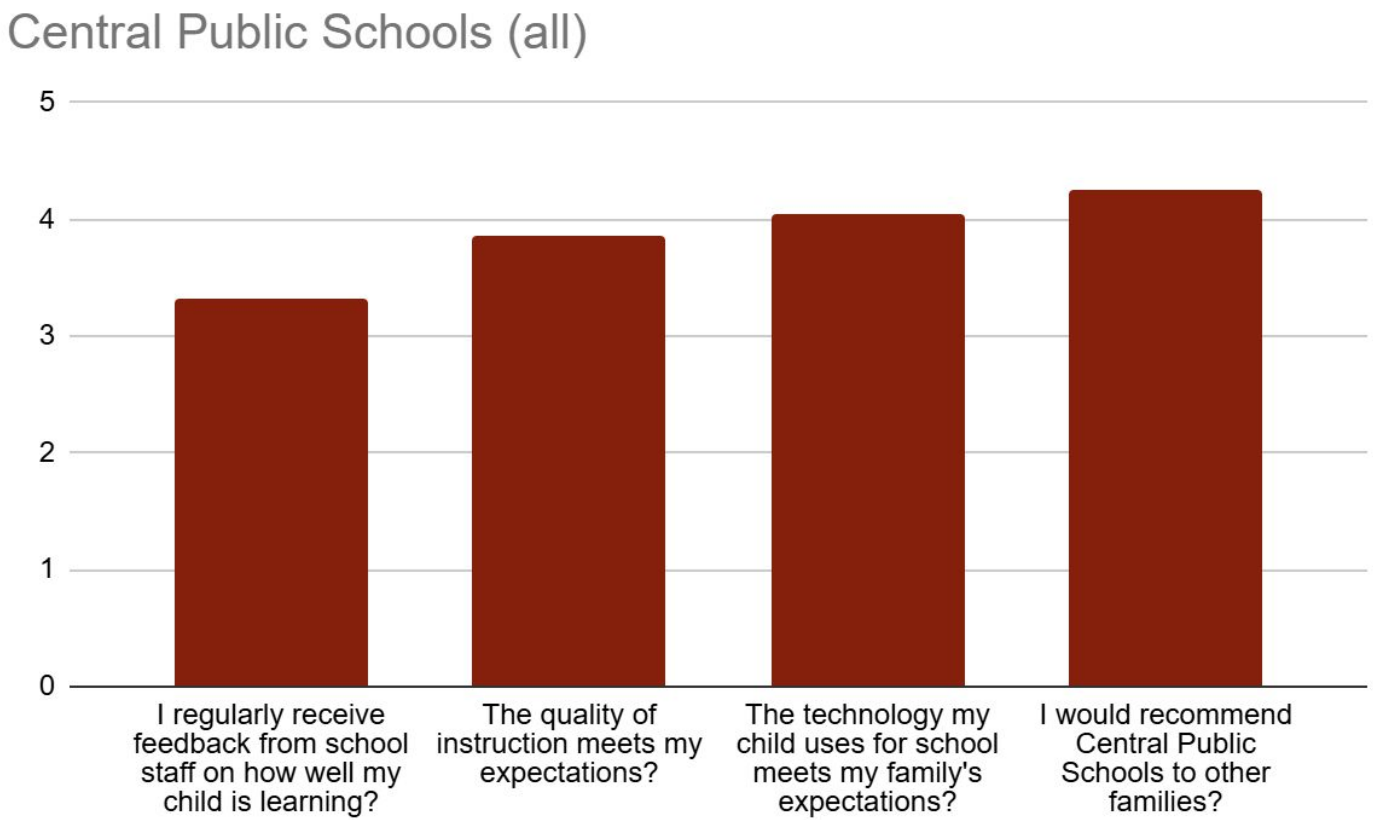
** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

Parent Survey Results

June 2025

Overall Data



2024-25 Results

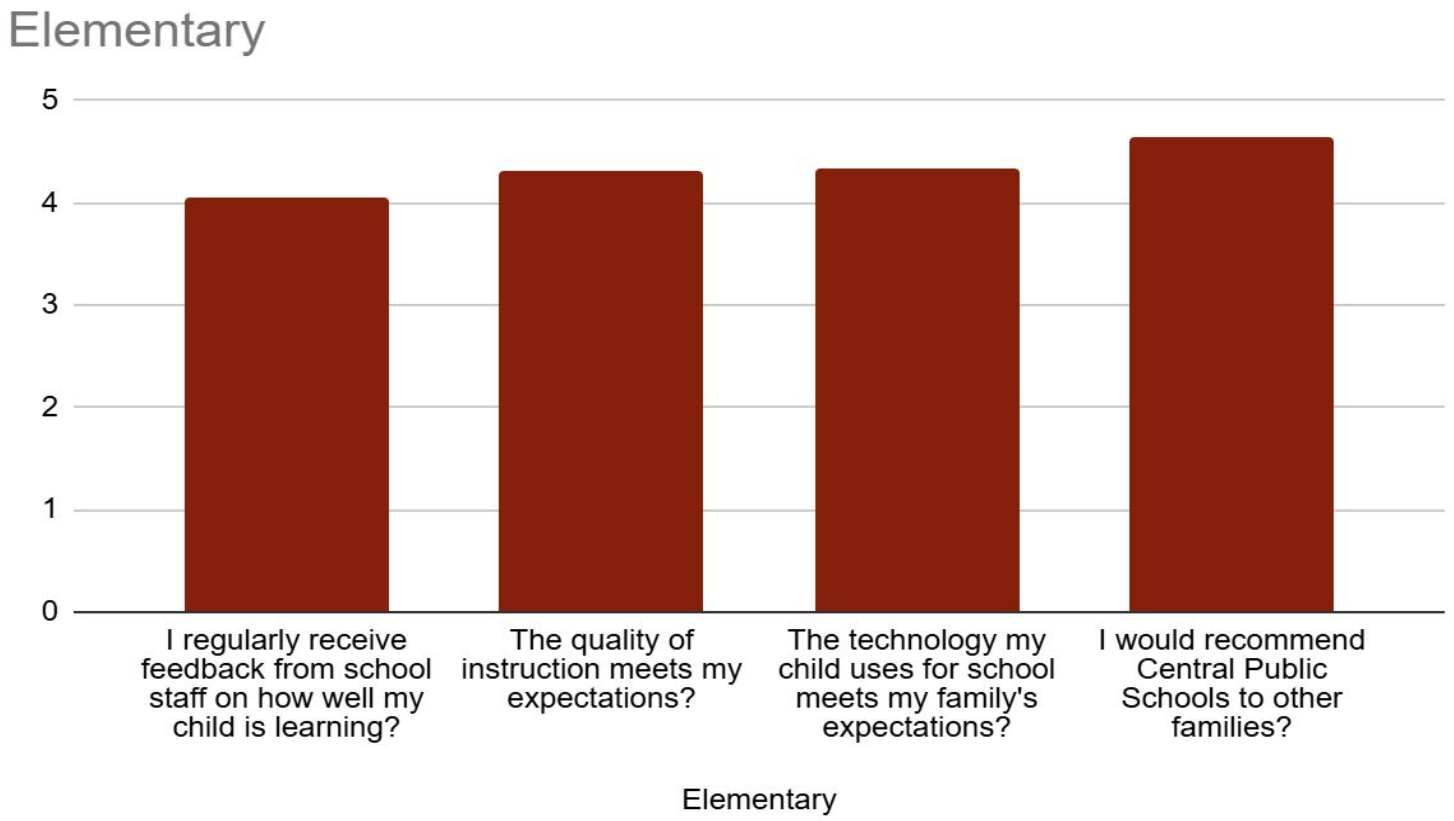
	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
Elementary/Pre-K				

	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
Middle School				

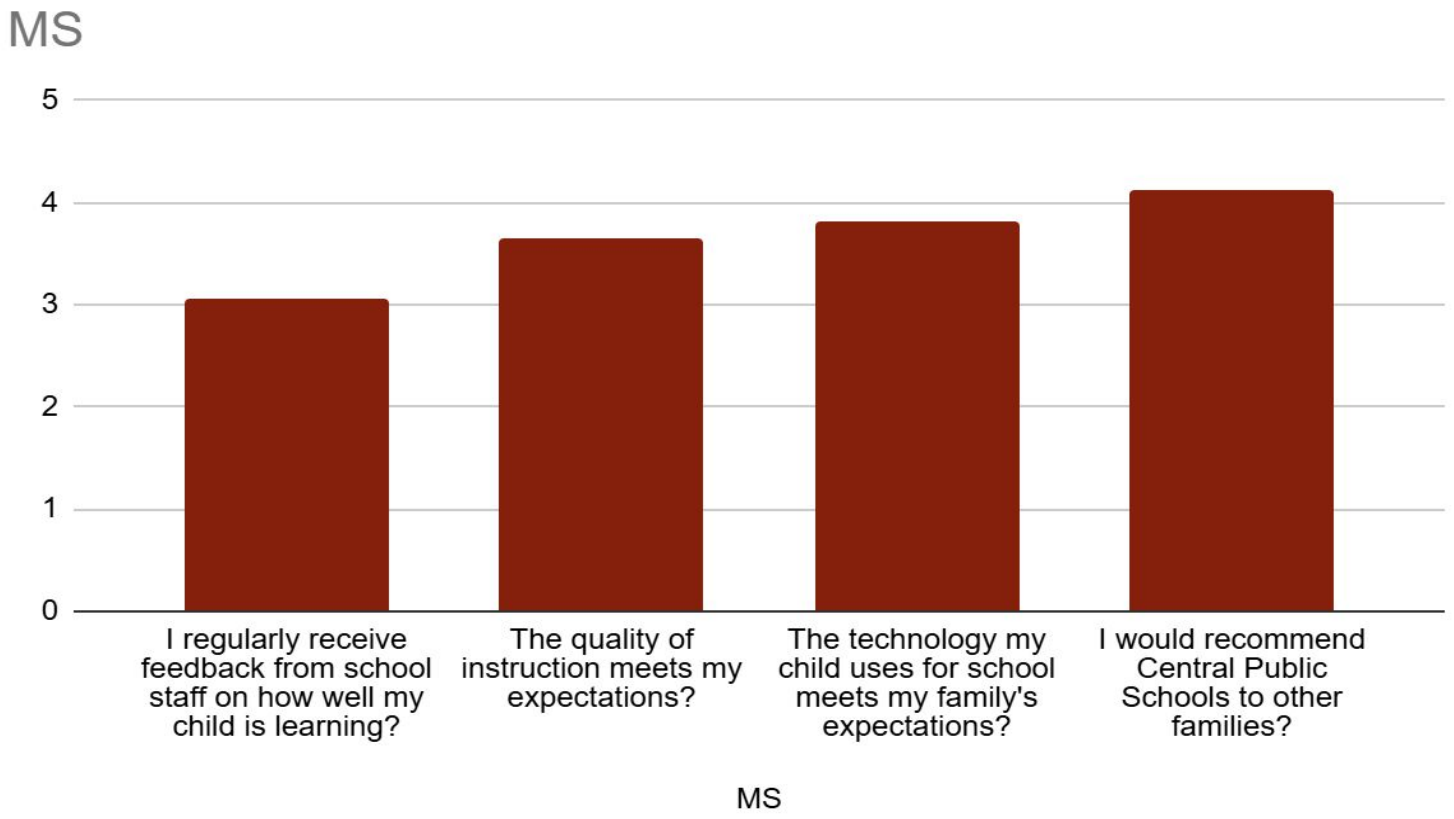
	I regularly receive feedback from school staff on how well my child is learning?	The quality of instruction meets my expectations?	The technology my child uses for school meets my family's expectations?	I would recommend Central Public Schools to other families?
High School				

3.75+
3.0-3.74
3.0 and lower

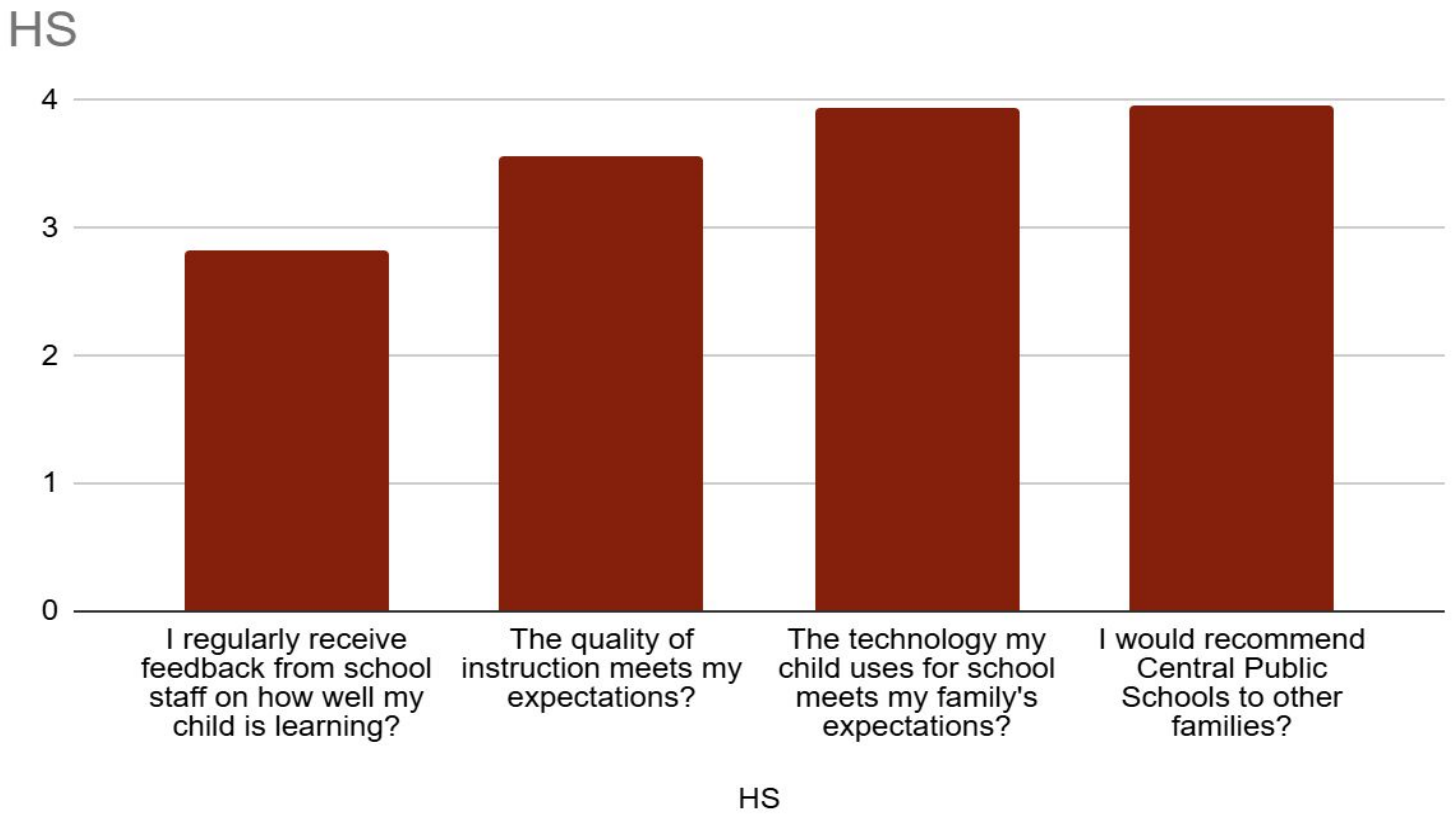
Elementary and Pre-K - 2024-25



Middle School 2024-25



High School - 2024-25



25-26 Handbook Changes:

Page 58:

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Page 58:

"Food Delivery services are prohibited for all students during school hours."

Page 59

Specific fees for chromebook damage caused by regular use:
1st time: insurance covers ($0)
2nd time: $50 fee
3rd time: $100 fee
4th time: Full price $260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:
If it breaks, we will replace it free of charge.
If the charger is lost, it is $15 for a replacement.

Chromebook cases are required to be on the computer at all times

Page 60

Art Fees:

1. Art fees *(scholarships available upon request)*:
   -**$25.00** for Global Arts & Ceramics)

-Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.

-**$30.00** for Ceramics 2 & 3

-**$10.00** for Interior Design and Draw Paint and Print 1 & 2

-Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Should this go in the handbook or in Policy 611?

https://isd110.org/sites/default/files/files/content/611-homeschooling-july-2024.pdf

(Add something like this about homeschooling)

VIII. SHARED-TIME PROGRAMS A. Student Eligibility

1. Resident students who attend nonpublic or home schools and are in compliance with the MN Compulsory Instruction Law may apply for limited shared time enrollment in grades K through 12 in Waconia Public Schools.

2. Shared-time privileges are available to nonpublic or home school students in grades K-12 per the following limitations. Students in grades 6-12 may access any curricular offering and students in grades K-5 may access specialists.

3. Students enrolled as shared-time must remain in attendance at their nonpublic school or home school for the majority of their education and must be in compliance with the Minnesota Compulsory Attendance Law.

4. A student in shared-time enrollment must be enrolled in nonpublic or home school for 50% or greater of the school day.

5. Shared-time students do not qualify for a Waconia high school diploma, participation in honor rolls, class rank, and other recognition available to fulltime Waconia High School students.

6. A student must have completed all prerequisite courses prior to being approved for a specific public school course.

7. Shared-time students shall abide by all rules, regulations, policies, and procedures governing the conduct of regular full-time students.

8. Shared-time non-public students are not eligible to participate in Minnesota State High School League (MSHSL) activities or other district student activities unless their enrollment in the non-public school is governed by MSHSL By-Law 104.00.

Secondary School

24-25 Handbook Proposed Changes

Added to Page 13 as a new policy before “fees”

Chromebook Misuse Policy:

- Lost or intentionally damaged case fee: $30 (replacement cost)
- Chromebook replacement:
    - 1st time with damage: Free (covered by insurance)
    - Subsequent replacement: Full cost or repair or replacement
    - Intentional Damage: Full cost of repair or replacement
- Lost charger: $15 Replacement fee
- Replacement charger required for unintentional damage: Free
- Each teacher has two chargers with their name on it for students to use if their chromebook is not charged. Repeated failure to charge the chromebook may result in a disciplinary referral. Students will not receive chargers from the office because they forgot theirs at home.
- Students are not allowed to put stickers on their school issued chromebooks.

- Students who forget their chromebook may receive a loaner 1 time per semester. Subsequent incidents may result in lunch detention. Consideration is given for circumstances outside of the student's control.

New cell phone policy (pg 13)

Student Personal Device Policy

Purpose:
The purpose of this policy is to promote a productive learning environment, ensure student safety, and minimize disruptions caused by the inappropriate use of personal electronic devices.

Policy Guidelines:
1. Personal Device Use

A) Students in grades 6-12 may use personal smartphones and accessories (smartwatch, airpods, etc) before school, during designated breaks, and after school hours. Students may use their phone during study hall when explicit permission has been given by the supervising staff member. Students in grades P-5 are not permitted to use cell phones during the school day.
B) Phones, smartwatches, etc must be turned off or on silent mode during instructional time unless otherwise permitted by a teacher for educational purposes. Air pods must be put away during instructional time. Classroom cell phone holders will be provided for each classroom.
C) Absolutely no phone use is permitted in flexible learning spaces at any time during the school day.

2. Prohibited Activities
A) Taking photos, videos, or audio recordings of individuals without their explicit permission, in any school setting, including the bus.
B) Posting or sharing inappropriate content, including but not limited to bullying, harassment, or materials that violate school policies.
C) Using devices for non-academic purposes during instructional time, unless explicitly permitted by the teacher.
D) Locker Rooms and bathrooms will be 100% device free at all times. Confiscation and search of any devices is standard procedure if found in these areas.

3. Device Storage and Usage
A) Each classroom will have a cell phone holder and students are required to leave their phones in the designated pouch. Students who place a burner phone in the pouch will receive appropriate consequences.
B) Students may store their phones in a locker.

4. Enforcement and Consequences
A) All school staff are responsible for enforcing this policy.
B) Consequences for violating the policy may include warnings, temporary confiscation of the device, detention, or further disciplinary action as deemed appropriate by school administration.
    a) **1st Offense -** Staff member has student place phone in a designated area within the classroom until the end of the class period
    b) **2nd Offense -** Staff member turns in the phone into the front office for the remainder of the day. Student or parent pick up.

c) **3rd Offense -** Staff member turns phone into the front office for the remainder of the school day. Parent pick up.
d) **4th Offense -** Cell phone plan created. Phone may be held by administration during days or not allowed onsite.
Parents/Guardians devise a plan together with school administration
**Or Phone no longer allowed onsite

5. Exceptions and Special Circumstances
   A) Teachers may allow the use of devices for educational purposes as part of their lesson plans. Ex: Tuning an instrument.
   B) Students with documented special needs requiring ongoing access to electronic devices may receive accommodations as determined by the Individualized Education Program (IEP) or 504 Plan.
   C) Students who use their cell phones to monitor a medical condition (i.e. diabetes, epilepsy) may have their cell phone with them at all times, but must adhere to all other expectations of the cell phone policy.
      a) In the case of a medical necessity, students are required to have a health plan or prior approval

6. Parent and Guardian Involvement
   A) Parents/guardians are encouraged to support the school's policy and monitor their child's use of electronic devices outside of school hours.
   B) The school will communicate this policy to parents/guardians through student handbooks, the school website, and other appropriate channels.

7. Review and Updates
   A) This policy will be reviewed annually to ensure it aligns with current educational practices and addresses emerging issues related to technology use.

8. School Responsibility
   A) Lost, Stolen, or Damaged Devices are not the responsibility of the school nor is the school required to investigate any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

9. Implementation

Effective implementation of this policy requires cooperation and understanding from students, parents/guardians, teachers, and school staff. By adhering to these guidelines, we aim to create a positive and focused learning environment

for all students at Central.

Pg 13 under fees

1. Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, limit on Holocaust expenses, funerals, get wells, etc.
   9th Grade - $25.00
   10th Grade - $25.00
   11th Grade - $25.00
   12th Grade - $25.00

Pg 23

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- Students will receive a "Loss of Credit" (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A "Loss of Credit" **does not** negatively affect a student's GPA.
- Students will receive a "Fail" (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A "Fail" **does** affect a student's GPA.

Pg 35

29. **Technology**
    Using a personal or school issued device to record a student altercation regardless of intent.
    (grades 6-12)..... 1 day susp. 3 day susp.

24-25 Registration Handbook change:

- Students in 9-11th grade who fail 1st semester of a math class must retake the 1st semester during the following year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- If students fail a 2nd semester math class, they must retake that semester of math during the next school year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- If a student fails both semesters of a math class, they must retake the entire year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.

- Students who fail will not be required to take two math classes at the same time. They will take the next course the following year in person.

2023-24 middle school handbook changes (specific to MS only)

Pg 15:

MEAL POLICY

Central Middle School has a closed lunch hour for students. Lunch is served at school or students may bring their own lunch. We will be utilizing a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items.

STUDENT PLANNERS

Students may choose to purchase a student planner. Planners may be purchased from the office for $5.00.

STUDENT CHROMEBOOK

Each student is issued a Chromebook for school work. Each student will be responsible for a $20 Chromebook insurance fee each year.

Pg 18

~~***PROMOTION AND RETENTION POLICY***~~

~~Students who fail two or more quarters may be required to attend summer school or retake the course prior to being promoted to the next grade level.~~

2023-24 high school handbook changes (specific to HS only)

Page 13
All class (grade level) dues to $25.

Please see Principal or Counselor if a scholarship for fees is needed.

New Course Dues:

Foods – $10
Art of Plants – $10
Veterinary Science – $10
Animal Science – $10

There will be a $20 chromebook insurance charge per year for each student.

Pg 19

Academic Lettering–needs to change to semester grading–language taken from ILT notes.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for ~~3 of 4 quarters~~ both semesters. Academic letters are distributed at the start of the following school year.
3. Seniors academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony. ~~for the first three quarters~~.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5. credits.
6. Students will not have any "D" or "F" grades for any quarter.

GRADING AND HONOR ROLL

Students who achieve a ~~quarterly~~ semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a ~~quarterly~~ semester GPA of 3.67 will be included on the "A" Honor Roll.

GRADUATION

High Distinction: Graduating Seniors with cumulative GPA of ~~3.67~~ 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.
Graduation Honors: Those students with a GPA above 3.5 ~~of 3.33 to 3.66~~ will receive Silver Honor Cords. ~~Students with 3.0 to 3.32 will receive White Honor Cords.~~

ADD

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

***Note: Start date “effective 2025.”

Page 23

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

~~The CHS staff believes that if students will use the study skills taught in the various content areas, academic performance will improve. To that end, student study halls will play an important role in the following ways.~~

1. ~~Study halls will now be called study skills period.~~
2. ~~Each staff member will be responsible to include in their curriculum, lessons designed to teach study skill development which concentrates on their particular content area.~~
3. ~~Students will be graded on their study skill performance by receiving an A, B, C, or D.~~
4. ~~Staff will use an objective check list to mark students Study Skills performance. Students will receive a check mark when they stray off task. For Example: Unexcused tardies, talking, sleeping, no materials to work on, improper passes, room vandalism, wandering around room, etc. Grades break down as follows:~~
   - ~~0-5 check marks during the quarter = A~~
   - ~~6-10 check marks during the quarter = B~~
   - ~~11-15 check marks during the quarter = C~~
   - ~~16-20 check marks during the quarter = D~~
   - ~~21+ check marks during the quarter = F~~

   ~~All students will start their Study Skills Period with zero check marks. Therefore, everyone will start with an A.~~ ~~**Note**: There are no + or - grades for study skills.~~
5. ~~Study Skills grade will be included in student G.P.A. However, students in study skills will not earn credit/credits toward graduation. Only the grade will count toward G.P.A. Weight toward GPA will be 50% of a normal letter grade.~~

Changes for both HS and MS Handbooks:

Page 6:
We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these simple steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"

2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.

3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

There will be a $20 chromebook insurance charge per year for each student.

Page 11:

PARENT-TEACHER CONFERENCES: See school calendar for dates.

1. Conferences run from 6:00 to 8:00 ~~with staff dinner breaks at 5:00 and 5:30.~~
2. Conferences are held ~~in the commons and in the old gym in the fall and~~ in the teachers' classrooms ~~in the spring~~.

Page 20

ADD

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS

Summative Assessment:

An assessment where students show mastery of the standard(s).

Formative Assessment:

practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice–which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

****This policy will not apply when the school year ends and summer has begun for students/staff.*

Page 23

~~18. **Fire Alarm, False** – Intentionally giving a false alarm of a fire, or tampering or interfering with any fire alarm. (grades 6-12)..... 5-day susp expulsion – up to expulsion~~

Pg 32: Cell phone/Headphone policy

Electronic Devices, Possession -

The use of cell phones, portable music devices, etc. are not permitted to be used during class time as they cause a disruption to the classroom and learning process. If you have a cell phone in the classroom, it must be turned off and it must be out of sight. If the phone sounds during class, or becomes a distraction in any way, it will be taken from you and turned into the office. Your parents/guardians must contact the office and make arrangements to pick up the phone. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Pg 41 - Bullying policy additions

GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

Pg 41 "definitions of bullying..."

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

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

New building maps needed.

2022-2023 HANDBOOK CHANGES

High School Handbook Change Proposal:

Page 24: Strike Current Language around open study skills.

Study Skills for Seniors

1. Seniors who have a study hall during 1st or 7th period and are in good academic standing may be excused by a parent (unless the student is 18). Students should sign in/out at the HS main office. Good academic standing is defined as:
    a. On track to graduate.
    b. No unexcused absences.
    c. No more than six (6) absences from any classes.
    d. No excessive unexcused tardies (no more than 3 in a quarter).
    e. All detention hours made up.
2. Seniors who are enrolled in a study skills class during periods 2-6 are expected to report to the assigned classroom where attendance shall be taken.
3. To the extent possible, we want students to be in school all day every day. We believe this is best for students and for the culture/climate of the school. However, there are exceptions: Students who are in PSEO (Post-Secondary Enrollment Options) or OJT (On the Job Training) may leave school during the periods these are assigned. These students must sign in/out at the high school main office.
4. Starting in the 23-24 school year, a student enrolled in a Plato/Edmentum class anytime throughout the school day must attend their assigned study skills class where attendance will be taken.

Activities Change Proposal

1. As it relates to grades, a student must have no failing grades in any class at the end of each grading period (quarter in Middle School/semester in High School) in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.
   Exceptions
    a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater
    b. Wrestling triangular or tournament will serve as 2 events.
2. Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.

    a. Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

Parent & Student Handbook



Central Secondary School

Dear Parents and Guardians,

I want to take this opportunity to welcome you to Central Schools for the school year. My name is Rich Larson and it is my pleasure to serve as principal of the Secondary Building. My hope for your student is that they would find a place to belong at school–a place where they are able to grow socially, emotionally and academically. The Central Public Schools staff and I look forward to a strong partnership between school and home in order to provide support for our students. To that end, we are pleased to share our Student Handbook with you. In the interest of transparency, we have included our school policies, procedures and expectations for families to review. I invite you to read through this handbook with your student and reach out to me with questions or concerns you may have. I wish you and your family the very best as you begin the 2025-2026 school year! I look forward to seeing you soon.

Sincerely,

Rich Larson
Principal
Central Secondary Schools
rlarson@isd108.org
952-467-7101

INTRODUCTION

District 108 Mission, Vision, and Values

Education is CENTRAL

Vision:
Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:
Community- Collaborating together to share our success and accomplish our goals.
Kindness- Genuine effort to show compassion for others and realize the value and potential of all
Integrity-Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.
Innovation- discovering creative opportunities and solutions for purposeful improvement.
Relationships-Creating positive connections that last a lifetime.

STUDENT AND PARENT HANDBOOK PURPOSE AND AGREEMENT

It is the goal of Central High School to provide a positive and safe learning environment for every student that enters into the school. In efforts to help accomplish this goal, it is necessary for the school district to implement policies and procedures that help students achieve academic success and reflect a common understanding among those who are considered stakeholders in the Central Public School District. Therefore, it is important that students and their parents/guardians read and understand the contents of the Student and Parent Handbook. It is the responsibility of the students, along with their parents/guardians, to know and follow the handbook in its entirety. Signature forms will be distributed at the beginning of the year for students to indicate their understanding of the school district policies highlighted in the handbook

CENTRAL PUBLIC SCHOOLS #108

Board of Directors

2025-2026

Sara Eischens - Chair
14850 154th Street
Hamburg, MN 55339
Phone:(Home) 952-467-9490
e-mail: seischens@isd108.org

Shelby Erickson - VIce Chair
660 Preserve Blvd.
NYA, MN 55397
Phone:(Cell) 612-619-1502
e-mail: serickson@isd108.org

Emily Perlbachs - Treasurer
427 Park Circle
NYA, MN 55368
Phone:(Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Josh Kroells - Clerk
531 Morse St
NYA, MN 55368
Phone:(Cell) 952-994-2427
e-mail: jkroells@isd108.org

Tony Bentz
860 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 612-810-1322
e-mail: tbentz@isd108.org

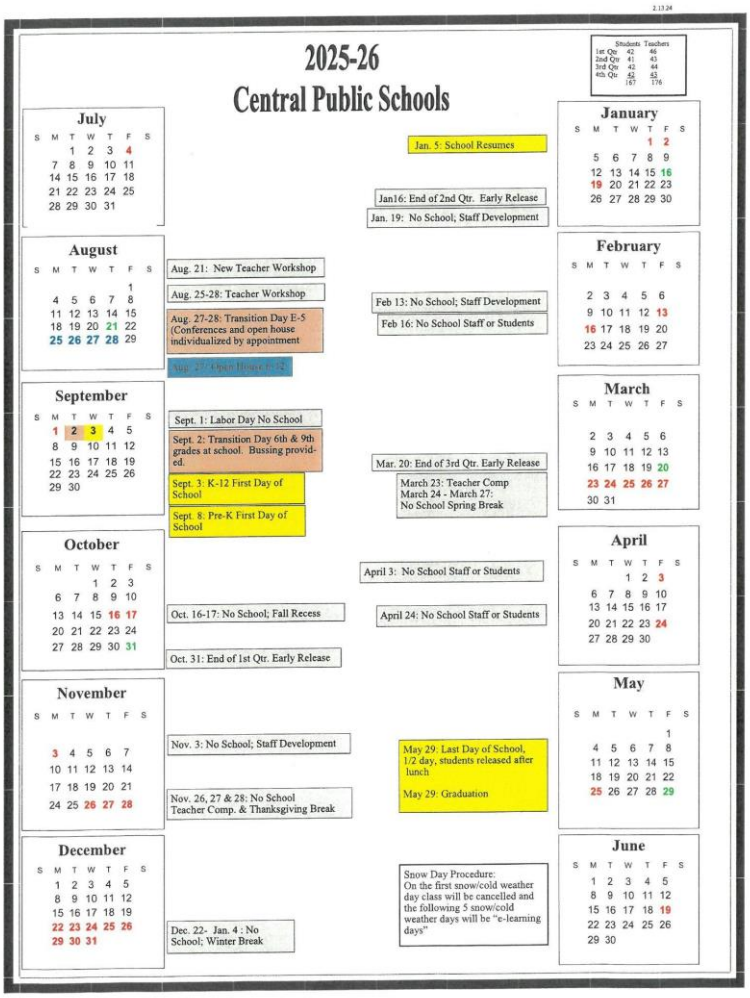
Spencer Kelly
580 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 630-843-1351
e-mail: skelly@isd108.org

Troy Krueger
622 West Elm St

NYA, MN 55368
Phone:(Cell) 952-212-2636
e-mail: tkrueger@isd108.org

Ready, Set, Thrive!™
CENTRAL PUBLIC SCHOOLS
Hamburg • Norwood Young America • Cologne

2025-2026 School Calendar



Contact Information

SCHOOL PHONE NUMBERS

467-7100 – Direct Line to High School Office 467-7147 – Food Service
467-7103 – Fax Line to High School 467-7009 – Transportation
467-7104 – Attendance Line for Secondary School 467-7000 – Direct Line to District Office
467-7300 – Direct Line to Elementary 467-7306 – School Nurse
467-7109 – Counselors Office

SECONDARY SCHOOL STAFF

AREAS OF RESPONSIBILITY
Below is a listing of school personnel along with their area of responsibility. Calling the appropriate person with questions, problems, compliments, or ideas will help serve you.

Staff emails are firstinitallastname@isd108.org example JDoe@isd108.org and can also be found in your gmail account when you click on "To"

Superintendent	467-7001
Tim Schochenmaier	
Principal	
Richard Larson	467-7101
Dean/Athletic Director	
Joe Kley	467-7201
Health Office	
School Nurse: Karina Niemczyk	467-7306
Assistant: Cindy Schmidt	467-7110
Administrative Assistants	
Serenity Cox	467-7102
Kari Crown	467-7112

Agriculture/AFNR		Art	
Jim Mesik	467-7144	Ashley Raduenz	467-7142
Sarah Schurmann	467-7145		



Bookkeeper/Accountant		Business	
Amy Groschen	467-7004	Paul Hallquist	467-7166
Lynn Peterson	467-7007		
Community Education			
Ron Erpenbach	467-7301		
Custodians		Director of Technology	
Cody Anderson - Facility Mgr	467-7008	Steve Anderson	467-7132
Rich Neubarth			
Herman Haag			
English		ESL	
Jeanne Ide	467-7137	Monica Turner	467-7361
Tate Lilenthal	467-7138		
Eva Mark	467-7139		
Career and Technical Education		Library/Media Center	
Sarah Schurmann	467-7145	Kelly Street	467-7113
Mathematics		Music:	
Wade Degler	467-7146	Adam Halpaus	467-7143
Taylor Gustafson	467-7135	Jaron Gross	467-7209
Chris Ludford	467-7128		
Abby Barlow	467-7227		
Melissa Fuhrman	467-7210		
Physical Education/Health		Psychologist	
Keegan Oak	467-7214	Leah Hjelseth	467-7111
Charlie Grove	467-7130		
Jordan Mahrer	467-7164		
School Lunch Program		Social Studies	
Chantelle Eshleman – Food	467-7147	Sarah Hammers	467-7127
Service Director; Taher		Amber Kester	467-7125
		Colin Halbach	467-7212
		Laura Kroells	467-7217
		BJ DeBoer	467-7140
Science		Special Education	
Christopher Hunt	467-7126	Taylor Gort	467-7136
Laura Hanson	467-7181	Jon Wroge	467-7156
Shawn Erickson	467-7208	Jeff Bishop	467-7155

Lauren Scherer	467-7129
Dane Schwirtz	467-7194

Social Counselor K-12

Sarah Beadling	467-7108

Special Education - Paraeducators

Mylei Becker	
Vicki Sund	467-7117
Karen Cross	467-7378
Sarah Schneewind	467-7322

Support Services

Kirsten Thor, Counselor	467-7124
Kathy Heckmann, Admin	467-7109
Linnea Pauman, Admin	467-7109

World Languages

Chris Ludford	467-7129
Jenna Schrupp	467-7222

Speech Clinician

Kelli Sawyer	467-7364
Allison Cruse	467-7176

Transportation Director

Luke Wolter	467-7009

Youth Rec and Facilities

Reid Stacken	467-7390

Academics

GRADING POLICY AND HONOR ROLL

GRADE DEFINITION:
The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS:
Summative Assessment:- An assessment where students show mastery of the standard(s).
Formative Assessment: - practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:
At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice–which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:
Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

***This policy will not apply when the school year ends and summer has begun for students/staff.

HONOR ROLL:
Students who achieve a semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a semester GPA of 3.67 will be included on the "A" Honor Roll.

GRADUATION HONORS

High Distinction: Graduating Seniors with cumulative GPA of 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.
Graduation Honors: Those students with a GPA above 3.5 will receive Silver Honor Cords.

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

WEIGHTED GRADING FOR ADVANCED PLACEMENT (AP) AND COLLEGE IN THE SCHOOLS (CIS) COURSES

In order to encourage students to take AP and CE/CIS courses, these classes will be weighted on a 5 point scale vs. a 4 point scale for all other classes. Therefore, the value of an A in AP and CIS courses will be 5 points vs. 4 for all other classes, a B will have a value of 4 points vs. 3 points, etc.

REPORT CARDS/PROGRESS REPORTS

Students receive report cards four times a year. In addition, teachers send home progress reports at the midpoint in each quarter or as needed. Parents may request a progress report at any time by contacting the teacher. Incompletes may be given to students who have been absent an extended period of time. **Within two weeks after the quarter ends, all work should be completed so a grade can be given for that class**. Any extended time beyond the two weeks must be approved by the teacher provided there are extenuating circumstances. If not, the grade then becomes a failing grade for that marking period.

DROPPING A CLASS

1. A student may withdraw from a class through the last day of the 2nd week of the semester or during the semester upon teacher recommendation and parent permission. If a student drops a sixth subject after the five days, a “F” grade will be recorded.

2. As a way to encourage students to take risks in pursuit of academic excellence, a student may drop a seventh subject excluding Study Skills through the tenth week of a given semester.

APPEALS PROCESS

A student who receives notice of a class drop may petition the Appeals Committee for a waiver if there is a genuine, supportable belief that extenuating circumstances exist. Upon receiving notice of the loss of credit, the student, parent(s)/guardian(s) may request an appeals application from the student's attendance monitor. The completed application should be returned to the counselor and will be considered at the next meeting of the Appeals Committee. Appeal applications will only be accepted during the first week following the semester. If additional documentation is requested by the Appeals Committee, it must be submitted in writing within 5 school days. Second semester appeals will be handled before the end of the students' school year. The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.

The Appeals Committee will consist of no fewer than five certified members, of who would be an administrator, counselor and teachers. The appeals form can be picked up in the high school office.

CREDIT FOR LEARNING, TRANSFER OF CREDIT, AND EQUALIZATION OF CREDIT POLICY

(Note: Minnesota public schools are required to comply with the procedures set forth in this policy pursuant to the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501, including the rules relating to the Profile of Learning as currently proposed by the Minnesota State Board of Education).

I. PURPOSE
The purpose of this policy is to recognize student achievement which occurs in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.

II. GENERAL STATEMENT OF POLICY
It is the policy of the school district to develop and provide processes and procedures by which students may meet graduation requirements. The school district will provide a process for transfer and recognition of work completed in other schools and post-secondary institutions.

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

EXPECTATIONS FOR CADET TEACHERS

1. You are expected to dress appropriately. Talk with your supervising teacher to see what is acceptable.
2. You MUST be on time each day. If you are unable to attend school or will be unable to make it to class at your assigned period, you must inform your supervising teacher, and the Counselor or designee.
3. You are expected to be respectful, courteous, and professional at all times. Remember, you are looked up to at the elementary and that makes you a role model (like it or not).
4. Bringing innovative ideas to the classroom is encouraged, but always follow the lead of the teacher.
5. Remember that you are receiving a grade for this course, your every action will be reflected in your grade. If you are tardy or have unexcused absences, your grade will reflect that. Cadet teaching is NOT the same as a study hall.
6. Cadet Teachers may have only one study hall during their semester of cadet teaching.

Graduation Requirements

COMMENCEMENT

Graduating from high school is one of the most important events in life. It is a rite of passage which marks the successful completion of childhood and the beginning of adulthood. A diploma is a "key" which unlocks the door to many new opportunities and is the foundation upon which the graduate can build a solid future. At Central High School a student has to successfully meet all graduation requirements to participate in commencement exercises.

Post Secondary Education Option students and Area Learning Center students will be allowed to participate in the graduation ceremony if they have earned sufficient credits to graduate.

COMMENCEMENT DRESS CODE POLICY

School Board policy for Graduation will be a maroon cap and gown with tassel. This will be provided by the school for all graduating students.

Student Conduct

Code of Conduct

Leaving the Building

No student is permitted to leave the building or campus before school ends, during lunch, class periods or passing times without permission from the Health Office or Administration. Students with permission to leave the building must sign out when leaving and sign in upon return at the Attendance Office. No student is permitted to leave the building during lunch or online classes.

Leaving the building without authorization may be considered truancy and thus result in disciplinary action. If a student leaves the building without permission and returns, they are subject to be searched.

Students in the Halls

Students should be in the halls only at the beginning and close of school and while moving from one class to another unless they have special permission or special duties that require them to be there. Students in the halls during class time must have a pass. Students are asked to be courteous at all times and to keep to the right when moving in the halls. Running and shouting in the halls is not permitted. Students are not allowed in the teacher's lounge and work areas. All students should be out of the building by 3:15 p.m. unless they are participating in extra- curricular activities.

Any student in the building after 3:30 p.m. must be in a supervised activity. Parents should arrange for transportation home when their child has detention or is in an activity.

The Physical Education locker rooms are off limits to students during the school day. **This includes the lunch hour.**

Students cannot work out without supervision. Morning and after school work-out sessions require supervision. This includes gyms, wrestling room, and weight room.

Use of the following areas in the building require supervision by staff or coaches. This includes before, during, and after school.

Media Center
Gymnasium
Weight Room
Computer Labs
Wrestling Room
Classrooms

EIGHTEEN YEAR OLDS

State law provides many adult responsibilities for those persons who have reached eighteen years of age. However, the law also requires adult students to abide by the same rules and regulations of a school as those students who are younger. An eighteen year old student who requests a pass for an appointment must have an appointment card or give the office the name and telephone number of the doctor, dentist, etc. for whom the appointment is made before the pass will be issued. As with younger students, by law, the school is required to judge whether the reason for the absence is excused or unexcused. Adult students are subject to the same disciplinary consequences as other students.

STUDENT DRESS AND APPEARANCE

The appearance of a student is primarily the responsibility of the individual and the parent. District 108 students are expected to maintain an appearance that is not distracting to teachers or other students, disrespectful to others, or disruptive to the educational process. In addition, student attire must comply with standards of health and safety. (Ex.: State law requires that shoes must be worn in public buildings.) Symbols, emblems, badges, signs, words, objects or pictures on clothing, jewelry or personal items that represent gangs, tobacco, drugs, alcohol, or discriminatory references to sex, race, or religion, or that are lewd, vulgar, or obscene, are not permitted.

It is not the intention of this Dress Code to interfere with a student's right to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages usually are acceptable as long as they are not lewd, vulgar,

obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

Examples of prohibited attire include, but are not limited to, the following:

- Confederate flags, swastikas, Nazi symbols, or portions thereof;
- Clothing using language that is vulgar, sexually suggestive, or demeaning of others;
- Items referring to or suggestive of alcohol, drugs, gangs, tobacco, sex, and references to male/female body parts;
- Clothing or hairstyles depicting gang symbols, look-alike gang symbols or gang hand gestures
- Tattoos depicting gang symbols or gang messages;
- Roller blades, shoes with rollerblades or skateboards;

When a student's appearance violates the Dress Code, the student will be required to change his/her attire and additional consequences may be imposed, at the discretion of school officials, including sending the student home to change clothes. In exercising discretion to discipline and/or impose other consequences on students violating this Dress Code, school officials shall take into account the age of the student, District 108's student discipline policy, and whether the violation occurred during the instructional day while school was in session or in connection with a school related activity. Students sent home for inappropriate attire will be considered unexcused during their absence from school.

Legal References:
U.S. Constitution, First Amendment
** Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)*
** Olesen v. Board of Educ. Of Sch. Dist. No 228, 676 F. Supp. 822, 44 Educ. L. Rep. 205*
(N.D. Ill. 1987).
** Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S. Ct. 733,21 L.Ed.2d 731 (1969)*
** McIntire v. Bethel School, I.S.D. No. 3, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992).*

Cross References *MSBA Model Policy 506 (Student Discipline)*

HARASSMENT AND VIOLENCE POLICY

1. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

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

C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.

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

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

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

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication that has the purpose or effect of substantially or unreasonably interfering with

an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:
   a. Sexting: (See definition on page 40).
   b. unwelcome verbal harassment or abuse;
   c. unwelcome pressure for sexual activity;
   d. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
   e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
   f. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
   g. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

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

C. Religious Harassment; Definition

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

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

D. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:
   a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
   b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
   c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
   d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

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

F. Religious Violence; Definition
Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

G. Assault; Definition. Assault is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral

reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

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

V. INVESTIGATION

A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and other who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seek redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. 626.556 may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.

B. This policy shall appear in the student handbook.

C. The school district will develop a method of discussing this policy with students and employees.

D. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

First Offense: A. Verbal and/or written warning with parent notification
B. Student/Parent/Administration Conference
C. 1-3 day out of school suspension

Second Offense: A. Student/Parent/Administration Conference
B. 2-5 day out of school suspension
C. Counseling with school personnel or outside resources
D. Will be reported to Sheriff's Department or Social Services
E. Harassment education through School Support Services Department

Third Offense: A. Student/Parent/Administration Conference
B. 5-10 day out of school suspension
C. Counseling by School Support Services Personnel

Fourth Offense: A. Recommendation for Expulsion

BULLYING/CYBERBULLYING

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

GENERAL STATEMENT OF POLICY

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

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or
performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.

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

SOCIAL NETWORK SITES POLICY

ISD 108: STUDENTS AND SOCIAL NETWORKING SITES:
As a student at CHS, you are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours. If your behavior on social networking sites causes a substantial disruption to the educational environment at CHS, you can be disciplined, suspended or expelled from school.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered “Social Networking” platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important that CHS students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line

social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a CHS student, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

GUIDELINES FOR STUDENTS:

Your guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student at CHS you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admission offices often access information you place on on-line social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.

6. Whoever is the “adult” (over 18) responsible for the contracts, computers, phone lines, etc... .is liable (civil and criminal) for your actions as a minor as well.

THINGS STUDENTS SHOULD AVOID:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches, student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don’t respond to these.
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felonies, crimes, thefts, or damage to property or unethical behavior.
6. Indicating knowledge of unreported school or team violation – regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.

Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.

The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. It is the responsibility of every school district employee to comply with this policy.

C. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by policy. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant or use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

For complete policy, refer to District Policy Handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

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

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

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

G. Engaging in any behavior which constitutes "hazing" is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

A. "Hazing" means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that

adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The school district may take immediate steps, as its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).

This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)
Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)
Cross Reference: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)

BUSING POLICY

Bus Rules are as follows;

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus without prior approval and the bus driver's knowledge except at their assigned bus stop or at school.
6. Prior approval should be gotten from the bus driver if your child is brining friends home on the bus (5 or more).
7. No eating or drinking on the bus.

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above. Violations of these rules that are reported in written form (to the principal) will be dealt with as follows:

1st offense The first note is only a warning that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.

2nd offense The second note will bring disciplinary action resulting in a 3 day suspension of bus riding privileges. Parents must contact the student's Principal, to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd offense The third note will result in a 7-14 day suspension from riding the bus. The parents or guardian must meet with the student's Principal if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th offense The fourth note will result in suspension of riding privileges for the remainder of the year or 90 school days, whichever is greater. The 90 days can carry into the next school year.

LOCKER POLICY

1. School lockers are the property of the school district. Students tampering with locker mechanisms or not cleaning off writing on the locker front or inside of the locker will be fined a minimum of $5.00.
2. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students.
3. School officials may inspect the interior of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant. Additionally, school officials have the right to search a student's personal possessions and the student's person.

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

As in every school, we occasionally have problems develop where students lose money or other valuables. Students should carry only the sum of money they will actually need. Large amounts of money in school are seldom necessary. It is strongly recommended that if a large amount of money is brought to school, it be left in the principal's office for safekeeping. Never give your locker combination to another student. YOUR LOCKER SECURITY DEPENDS ON YOU!!! Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location.

III. DEFINITION

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; laser pointers; and objects that have been modified to serve as a weapon.

2. No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns, toy guns, and any object that is a facsimile of a real weapon. broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No student shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

IV. CONSEQUENCES FOR A WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

V. POLICY APPLICATION TO INSTRUCTIONAL EQUIPMENT/TOOLS

While the school district and the school takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons by students. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

VI. ADMINISTRATIVE DECRETION

While the school district and the school takes a "Zero Tolerance" position on the possession, use or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

Legal References: Minn. Stat. 127.26-127.39 (Pupil Fair Dismissal Act)
Minn. Stat. 127.282 (expulsion for possession of firearm)
Minn. Stat. 127.48 (referral to police)
18 U.S.C. 921 (definition of firearm)

Cross References: MSBA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 6, District Education Program (A-11: Student Suspension, Exclusion and Expulsion).

Internet and Electronic Mail Parent Permission Letter/Form

We are pleased to offer students of the Central Schools access to a District computer network for electronic mail (e-mail) and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to be on file in the principal's office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that even though the school filters many inappropriate web sites some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students

may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resource opportunities, exceed its disadvantages. But ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Central Schools supports and respects each family's right to decide whether or not to apply for access.

Students using school computers are responsible for good behavior just as they are expected in a classroom or a school hallway. General school rules for behavior and communications apply when using the school's computers and network. ***ACCESS IS A PRIVILEGE – NOT A RIGHT***. Access entails responsibility.

Network storage areas, Email accounts, and computer files may be treated like school lockers. School and network administrators may review files and communications with just cause to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers would be private.

As outlined in Board policy and procedures on student rights and responsibilities, (copies of which are available in school offices and on the school web site), the following is considered to be examples of unacceptable use.

1. Students will not use chat rooms and will not access electronic mail (Email) account(s) other than an assigned Central School District electronic mail service. Access to commercial email account(s) will require specific written authorization from School Administration.
2. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
3. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
4. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
5. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
6. Users will not use the school district system to knowingly or recklessly post 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.

7. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
8. 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 system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
9. 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.
10. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
11. 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.
12. 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.
13. Users will not use the school district system for the conduct of a 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.

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. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances 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.

Violations may result in a loss of access as well as other disciplinary or legal action

CHEMICAL USE POLICY

The School Board of Independent School District No. 108 believes that the health and well being of students and staff is a major factor in the pursuit of the school district mission. A healthy mind and body is a prerequisite to learning. The school board is, therefore, committed to providing a school environment that is free from the effects of chemical use and abuse by students and employees. The following policies are, therefore, adopted:

STUDENT POLICY:
Possession or use of tobacco (in any form - including e-cigs), alcohol, and all non-prescribed drugs by a student during the school year is prohibited. Violation of this policy shall result in the following consequences:

TOBACCO POSSESSION OR USE:
First offense during a school year: Two-day out-of-school suspension and notification to parents, law enforcement fine.
Second offense during a school year: Three-day out-of-school suspension, parent conference, law enforcement fine.
Third (and beyond) offense during a school year: Five-day out-of-school suspension, parent conference, law enforcement fine.

ALCOHOL POSSESSION OR USE:
First Offense: Three-day out-of-school suspension, parent conference, Interview with counselor required, and law enforcement notification.
Second Offense: Five-day out-of-school suspension. Chemical dependency evaluation through an outside agency or treatment prior to re-admission to school, and law enforcement notification.
Third Offense: Expulsion

Minnesota State High School League penalties shall be imposed in addition to those of this policy for those students so affected.

NON-PRESCRIBED DRUG POSSESSION OR USE:
First Offense: Five to Ten (5-10) day out-of-school suspension, parent/student/counselor/principal conference, and law enforcement notification.
Second Offense: Expulsion

REFER TO DISTRICT POLICY FOR COMPLETE DETAILS

REPORTING CHEMICAL USE:

Every employee is responsible to identify indicators of use of alcohol or drugs by students or school employees, and to report such situations to the appropriate individual in the school district.

PROCEDURES FOR DETECTING AND ADDRESSING CHEMICAL ABUSE PROBLEMS OF STUDENTS WHILE ON SCHOOL PREMISES

1. Each schools' Student Assistance Team (SAT) will serve as their chemical abuse pre assessment team pursuant to Minn. Stat. 121A.26;
2. The District's Safe and Drug Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (SAT).

PLAGIARISM / CHEATING POLICY

DEFINITIONS AND PENALTIES

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult their teacher for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction to a zero on the assignment or exam. A faculty member may also suggest to the administration that further disciplinary action be taken.

I. Initial Determination and Penalty

A faculty member who has reason to believe that plagiarism or cheating has occurred shall:

A. Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.

B. Immediately inform the principal of the infraction and the penalty imposed. In addition, if further disciplinary action is to be recommended it will be done so at this time. The administration may impose penalties as outlined in the disciplinary section of the Student/Parent Handbook under "Disrespect and Defiance."

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed to the Superintendent within five work days of the date of the imposed consequences.

III. Examples of Plagiarism and Cheating

Blatant examples of cheating include using books, notes, or other sources not expressly allowed during assignments or exams; copying on homework, in-class, or take-home assignments or exams; using any form of assistance if instructed to produce work individually; And assisting another student to engage in any of these behaviors. Examples of plagiarism include failing to cite written material that is directly quoted or paraphrased from another source, or failing to give credit for use of other's ideas, pictures, graphs, diagrams, or figures.

In the course of preparing a paper, doing a homework assignment, preparing for an exam, or participating in a class activity, you may have questions about whether certain practices or conduct could be viewed as plagiarism or cheating. If you have questions, ask your teacher. Faculty will respect your integrity for clarifying uncertainties and showing interest in avoiding these problems. The danger lies in engaging in practices or conduct that later could be called into question.

VANDALISM

Our school building and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediate

DISCIPLINE PHILOSOPHY

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 maturing 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.

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. It is the position of the school district 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, Minn. Stat. §§ 121A.40 through 121A.56

In view of the foregoing and in accordance with Minn. Stat. § 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.

The complete policy can be requested from the school office.

ASSERTIVE DISCIPLINE PLAN:

Classroom management is the responsibility of the teacher in charge and the students present. To maintain a pleasant educational environment, both parties must work hard to assure that individual rights and opportunities are respected.

To facilitate good classroom operation, each teacher will have an assertive discipline plan in place. Copies of the plan will be given to students through classroom notes or through handouts. Teachers may post their assertive discipline plans in their rooms. These plans will include 3 to 5 behaviors they expect from all their students. Additionally, these policies will list consequences for student failure to follow rules. Before sending a student to the office for assistance, each classroom teacher will attempt to solve the problem at the classroom level. First offenses will be handled with a reprimand/warning, second offenses will involve a discussion with the student outside the classroom, while third offenses will require that the teacher contact the parent of the student involved. The student may be sent to the Principal's office upon the third offense, and the teacher will call the office to advise the Principal of the violation that has occurred. Behaviors which are threatening or harmful in nature will result in immediate removal from class.

DISCIPLINE PROCEDURES

School responses to violations of the rules of conduct may include but are not limited to the following:

- Conference with the teacher, counselor, And/or principal
- Parent conference with staff
- Parental contact
- Restitution
- Loss of school privileges
- Modified school programs
- Detention
- Removal from class
- Removal from school bus
- Referral to police, juvenile authorities or community agency
- Out of school suspension

TENNESSEN WARNING

This is your warning. The purpose of my questioning is to find out what happened here and impose proper discipline. Our school discipline policy requires that you cooperate. Non-cooperation will subject you to discipline. Other than school officials, no one else (unless MSHSL involved, parents or guardians) will be receiving this information.

Suspected criminal information will be submitted to the police.

NOTIFICATION OF VIOLATION(S)

Teachers should issue a disciplinary notice on a student for violation of school rules. A disciplinary notice will be handled by the teacher and principal, and a copy mailed to the student's parents or guardians.

Students shall be notified of violations of the rules of conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act of 1974. Parents may be notified orally or in writing of disciplinary actions as provided by the Pupil Fair Dismissal Act of 1974.

DETENTION

Detention is a possible consequence for behavioral infractions. A student serves their detention with a supervising teacher. The teacher will notify parents of detention and the student is expected to serve their time as agreed between parent and teacher. Staff may arrange for detention before or after school. Skipping detention will result in the doubling of time. If a student has four (4) or more detentions and does not attend without an approved excuse, it will result in a day of out-of-school suspension.

SUSPENSIONS

Students who are truant or suspended (out of school) must make up the work missed. Students who are truant or on suspension (out of school) shall not participate in or attend school activities that day or evening.

SUSPENSION-EXPULSION

In the event it becomes necessary to suspend, exclude or expel a student, these procedures will be governed by MSA 127.26 - 127.40 (MN Pupil Fair Dismissal Act). Under the provisions of this law, students may be suspended or expelled.
The consequences for misbehavior described on the following pages are designed to be fair, firm and consistent for all students. They apply to students in any school or other

district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students).

Because it is not possible to list every misbehavior that occurs, misbehaviors not specified will be responded to as necessary by staff. Minor misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff.

Consequences - For each misbehavior described, there are specific consequences for first, second, third and fourth violations. Those consequences are shown as "*," suspension for a specified number of days or expulsion.

> "*" is defined as: Consequences for violation will include student conference and parent notification, and may include, but are not limited to parent conference, restitution, service, detention and up to one-day out-of-school suspension

In the chart on the following pages, suspension is defined as out-of-school suspension-action taken by the school administration to prohibit a student from attending school for no more than 10 school days. If suspension is longer than five days, the suspending administrator must provide the Superintendent with a reason for the longer suspension. (A one-day suspension is for a consecutive period of time equivalent to one school day. For example, if a student is suspended at noon, he or she may be suspended until noon on the following school day).

Expulsion is action taken by the school board to prohibit a student from further school attendance for up to one school year from the date the student is expelled.

Exclusion is an action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time that shall not extend beyond the school year.

In addition to the consequences detailed on the following pages, a specific school or the District Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, parent conferences, mediation, restitution, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges and chemical evaluation.

Administrators will involve the police and other law enforcement authorities as necessary. If a student violates a district rule which is also a violation of a law, the student will be referred to the police in addition to being dealt with as described in this regulation.

Consequences for a specific offense may be more severe than indicated if staff believe it is appropriate.

The following list of rules is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to the school. It is encouraging to note that the great majority of students regard rules as necessary and put themselves wholeheartedly into helping the school perform its functions and are not affected by disciplinary procedures.

Students are expected to not engage in the following activities. The consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity.

Misbehavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Abuse, Verbal Arousing alarm in others through the use of language that is discriminatory, abusive, obscene or threatening. Toward Student (grades 6-8) Towards Staff (6-8)	***** 1 day susp	1 day susp 3 day susp	3 day susp 5 day susp	5 day susp expulsion
Alcohol or Chemicals, Possession or Use Possessing or using any narcotic or controlled substance where possession or use is prohibited by Minnesota or federal law. (Any prescription medication a student is required to take, with the exception of prescribed inhalers, must be left with and administered by the school nurse, in accordance with district administrative regulations. Alcohol (6-8)	3 day susp	5 day susp	expulsion	

Chemicals (6-8)	5-10 day susp	expulsion		
Alcohol, Possession With Intent to Distribute or Sell Selling or distributing, or intending to sell or distribute, alcohol where sale or distribution is prohibited by Minnesota or federal law Grades 6-8	5 day susp	Expulsion		
Ammunition, Possession - Possession of bullets or other projectiles designed to be used in a weapon. Grades 6-8	*****	3 day susp	5 day susp	Expulsion
Arson - Intentional destruction or damage to school or district buildings or property by means of fire. (grades K-12)	Expulsion			
Assault, Physical - Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person. Upon a student (grades 6-8 Upon a staff member (grades 6-8	1-5 day sus Expulsion	5-10 day	Expulsion	
Assault, Verbal - Verbal confrontation with a student or staff member which is intended to cause fear of bodily harm or death. Upon a student (grades 6-8) Upon a staff member (grades 6-8)	1-3 day sus Expulsion	5-10 day	Expulsion	
Assault, Aggravated - Committing an assault upon another person with a weapon, or an assault which inflicts great bodily harm upon another person. (grades k-12)	Expulsion			

Bodily Harm, Inflicting - Committing an accidental act which, although a result of poor judgment, inflicts great bodily harm upon another person. (grades 6-12)	3 day susp	5 day susp	expulsion	
Bomb Threat, False - Intentionally giving a false alarm of a bomb. (grades 6-12)	expulsion			
Burglary - Entering a building without consent and with intent to commit a crime, or entering a building without consent and committing a crime. (grades 6-12)	expulsion			
Chemicals, Possession With Intent to Distribute or Sell - Selling or distributing, or intending to sell or distribute, any narcotic or controlled substance where sale or distribution is prohibited by Minnesota or federal law. (grades 6-12)	expulsion			
Disrespect/Defiance - Failure to show consideration/courtesy for others, to intrude upon or molest others, to excessively challenge or resist school authority, to defy school rules and authority. (grades 6-12)	*****	*****	*****	*****
Dress and Grooming (for complete details, see Policy Handbook) - Clothing may not include words or visuals which are obscene, abusive or discriminatory, or which advertise or promote tobacco, alcohol, sexual content, narcotics or dangerous drugs. Example: Co-Ed Naked, Big Johnson and Red Dog T-Shirts. Wearing of Caps/Hats, Tank Tops, Short-Shorts, or clothing that exposes midriff				

are not allowed. (grades 6-12)	*****	*****	*****	*****
Explosives, Possession and/or Use - possessing or using any compound or mixture, the primary or common purpose of which is to function by explosion, with substantially instantaneous release of gas and heat. (grades k-12)	expulsion			
Fighting - Mutual combat (differentiated from poking, pushing, shoving or scuffling, see #6) in which one or the other party(ies) or both contributed to the situation by verbal and/or physical action. (grades 6-8)	1 day susp	3 day susp	5 day susp	Expulsion
Fire Extinguisher, Unauthorized Use - Unauthorized handling of a fire extinguisher. (grades 6-12)	5 day susp	expulsion		
Fireworks, Possession - Possessing or offering for sale 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. (grades 6-8)	1 day susp	5 day susp	Expulsion	
Fireworks, Use - Using 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. (grades 6-8)	3 day susp	5 day susp	Expulsion	
Gambling - Playing a game of chance for stakes. (grades 6-8)		1 day susp	3 day susp	5 day susp

Harassment, Including Sexual - Participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including indecent exposure, and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex or any disabilities they may have. (For more information about sexual harassment, refer to district policy. (grades 6-8)		1-3 day Susp	2-5 day susp	5-10 day susp
Classroom disruption or Interference - Verbal or physical interference with classroom instruction, not allowing instructors to teach or students from learning. (grades 6-8)				
Ignition Devices-Use of an ignition device, butane, disposable lighters or matches, under circumstances where there is an obvious risk of fire, but arson not committed will be reported to law enforcement.	1 day susp	3 day susp	5 day susp	Expulsion
Electronic Devices, Possession - Possession of electronic devices or objects which cause or may cause distractions including, but not limited to lasers, pagers, radios, cell phones, ipods, and/or electronic devices that can transmit audio or visual communications. (grades 6-8)	□	□□	1-day susp	3-day susp
Public Display of Affection - Display of affection, other than holding hands, does not have a place, at any time, in our school. (grades 6-8)				
Records or Identification Falsification - Falsifying signatures or data, or refusing to				

give proper identification or giving false information to a staff member. (grades 6-8)		1 day susp	3 day susp	5 day susp
Robbery or Extortion - Obtaining property from another person where his or her consent was induced by use of force, threat of force or under false pretenses. (grades 6-8)	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion	
Sexual Conduct, Criminal - Engaging in non-consensual sexual intercourse or sexual contact with another person, including intentional touching of clothing covering a person's intimate parts, or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent. (grades 6-8)	5-day susp. Up to expulsion	Expulsion		
Terroristic Threat - Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person. (grades 6-8	5-day susp. Up to expulsion	Expulsion		
Theft, or Knowingly Receiving or Possessing Stolen Property - Unauthorized taking of the property of another person, or receiving or possessing such property. (grades 6-8)	1-day susp Up to expulsion	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion
Tobacco - Possessing or using tobacco or E-Cigs in district buildings, on district grounds, in district vehicles or at district events, in violation of district administrative regulation 406.5AR, Tobacco-Free Environment (grades 6-12)	2 day susp	3 day susp	5 day susp	5 day susp

Trespassing - Being present in any district facility or portion of a district facility when it is closed to the public, or unauthorized presence in a district vehicle. (grades 6-8)		1 day susp	3 day susp	5 day susp
Weapon or Look-alike Weapon, Possession - Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, including laser pointers, which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm. Weapon or look-alike weapon, possession (grades 6-12)	Expulsion			
Willful Damage of Property (Vandalism) - Littering, defacing, cutting or otherwise damaging property that belongs to the school, to other students, to staff members or to other individuals while the student is on school property, at a school activity, in a district vehicle or under the supervision of school staff. (grades 6-12)	5 day susp	Expulsion		

1st OFFENSE - electronic device turned into principal's office and returned to student at the end of the day.

2nd OFFENSE - electronic device turned into principal's office for three (3) days. Parents must call the office prior to the electronic device being returned to the student.

REMOVAL OF STUDENTS FROM CLASS

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 disrupts the right 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 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.

PROCEDURES FOR REMOVAL OF A STUDENT FROM CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that student has been removed and to expect student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.
3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, teacher must contact office and principal/dean will come to escort students to the office.
3. While in the office for class removal, student will complete assigned work. Teachers will have work available for students during this time.
4. While student is removed from class, the principal/dean will be in charge of student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, student, parent, teacher, principal must meet to discuss a readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students may request the Parent/Student Handbooks at the beginning of each school year or view online at www:isd108.org
   that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS
Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

GUILT BY ASSOCIATION

Guilt by association means a student remains in the presence of another student who is using, consuming or has possession of a beverage containing alcohol or who is using,

consuming, has possession of, is buying, selling or giving away a controlled substance.ath The Guilt by Association Policy is in effect for all students during the entire calendar year.

a. After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
b. After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties.

School Life

ATTENDANCE POLICY

The Board of Education, Administration, and Faculty believe all students should benefit from the education opportunities, programs and activities that are available at school. Minnesota State Law and Educational Department regulations require daily attendance. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners. Students, parent or guardian, school staff, and the community share an obligation to encourage and ensure the student's continuous attendance.

Students of Central High School will be expected to be diligent and punctual in attendance. All students will be held accountable for missed days of school.

ABSENCES

If a student must be absent from school, the student's parent or guardian must call the Secondary school office at 952-467-7104 on the day of the absence, prior to 9:00 a.m. to verify the absence. We wish to confirm immediately the reason and whereabouts of each student to help ensure their safety. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances.

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)
The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

Students will receive a “Loss of Credit” (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A “Loss of Credit” **does not** affect a student’s GPA.
Students will receive a “Fail” (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A “Fail” **does** affect a student’s GPA.

EXCUSED ABSENCES - These count toward the maximum of 10-absence policy.

- Illness – undocumented
- Illness in student’s family
- Professional appointments that cannot be scheduled outside of the school day.
- Car trouble
- Family matters necessitating absence from school with advance notice.
- Absences outside of the student’s control.

UNEXCUSED ABSENCES - These count toward the maximum of 10-absence policy and truancy.

- Running late (to class or to school)
- Missing ride/bus
- Truancy/skipping school
- Oversleeping/sleeping in
- Off campus during lunch
- Senior skip day
- Unverified by/parent/guardian
- Other illegitimate excuses

School Excused Absences - These DO NOT count toward the maximum of 10-absence policy and truancy.

- College visits (2 days allowed for juniors and 2 days for seniors)
- School sponsored curriculum and co-curricular activities
- Special talent/club activities – prior approval required
- Suspension
- Authorized appointment with school personnel
- Death in student’s immediate family or of a close relative or friend
- Illness – original documentation required by medical personnel

Commented [1]: @jkley@isd108.org did we want to add something in here regarding the dr notes?
Assigned to jkley@isd108.org

- Illness in student's immediate family – original documentation required by medical personnel
- Legal/court appearances – original documentation required from court system
- Religious holidays
- Physical emergency conditions such as fire, flood, or storm

NOTIFICATION/INTERVENTIONS FOR MAXIMUM 10-ABSENCE POLICY
Students are expected to be aware of their own status in regard to tardies and absences in classes each semester. (Students and parents/guardians are able to access this information through the student portal on the web.) They will receive the following information to assist them in this expectation.

- If a student is absent from class 3 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 5 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 7 or more times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian. This notification is in regards to the maximum absences rule. This notification will also inform the student and parent(s)/guardian(s) of the loss of credit according to the maximum absence rule and information on the appeals process.

These will be examined on an individual basis.

TRUANCY: 7 Unauthorized Absences in Carver County
An unauthorized absence is one in which the student is absent from class/es without the knowledge and consent of his/her parent or guardian and/or without the approval of school officials. No graded credit will be granted for work missed when an absence is unauthorized, although teachers may still require making up missed work as a requirement of the course. Also, a student leaving the building for any reason during the day without getting a pass from the nurse or high school office is unauthorized.

Minnesota Statute (MS260.015, subdivision 19) states that a high school student who is absent from school without lawful excuse for 7 partial or full cumulative school days (nonconsecutive) is considered to be truant. It may be necessary for school authorities to file truancy with the Carver County Attorney's Office in these cases.

- If a student has been absent 3 or more class periods on three school days without valid excuse, a letter from the Counselor will notify the parent/guardian of the absence.

- If a student has been absent 5 or more class periods on five school days without valid excuse, a letter from the Counselor will notify the parent/guardian of a required meeting with the school and a county official.

- If a student has been absent 7 or more class periods on seven school days without valid excuse, truancy will be filed with Carver County Social Services.

These will be examined on an individual basis.

Absences counting toward truancy are cumulative throughout the school year and are not restricted to a particular semester.

TARDY TO CLASS

A student who is late to school or to class must secure a pass from the office or from the person who detained him/her before being admitted to class. Every three unexcused tardies per class is equivalent to one unexcused absence, resulting in a disciplinary action which could include detention from school administration.

LEAVING SCHOOL DURING THE DAY

If there is a special reason why a student must leave school before the end of the school day, it is the student's responsibility to provide a written excuse prior to first period or must have a parent call stating the reason. The student must obtain a permit to leave and sign out when leaving and sign in upon returning.

If a student becomes ill during the school day, he/she must report to the nurse's office or, in her absence, the principal's office. Further action will be determined at that time. If the illness is serious enough, parents or some other appropriate adult will be contacted in order to assure responsibility before the student is allowed to leave the building.

SCHOOL ATTENDANCE FOR CO-CURRICULAR ACTIVITIES

A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval for an absence by the principal. This rule includes the lunch period. **Exception**: If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date, and signature of office personnel). An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.

HOMEBOUND INSTRUCTION

When a physician certifies that a student cannot be in attendance for ten or more consecutive days due to a physical or emotional condition, that student will be eligible for homebound instruction. Parents should contact the principal's office for additional information concerning homebound instruction.

REMOVAL OF STUDENTS FROM CLASS

Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUNDS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right 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 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 is at the discretion of the teacher or administration, requires removal of the student from class.

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

PROCEDURES FOR REMOVAL OF A STUDENT FROM A CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that the student has been removed and to expect the student's arrival.
   2. Removal of a student for more than one class or activity period will require principal/designee approval.
   3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If a student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, the teacher must contact the office and the principal/designee will come to escort students to the office.
3. While in the office for class removal, students will complete assigned work. Teachers will have work available for students during this time.
4. While the student is removed from class, the principal/designee will be in charge of the student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed from a class for 1 or 2 days, the student, teacher, and administrator will meet to discuss the readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students receive Parent/Student Handbooks at the beginning of each school year that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

PROCEDURES FOR IMMEDIATE AND APPROPRIATE INTERVENTIONS TIES TO VIOLATION OF THE CODE OF STUDENT CONDUCT
Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY INVOLVEMENT OF PARENTS OR GUARDIANS IN ATTEMPTS TO IMPROVE A STUDENT'S BEHAVIOR
Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY DETECTION OF BEHAVIORAL PROBLEMS
Refer to the discipline policy and procedures in the Parent/Student Handbook.

Daily Schedule

First Tone	07:55	**Lunch:**	
Period 1	08:00 - 08:52	A -	11:22-11:52
Period 2	08:56 - 09:42	B -	11:49-12:19
Raider/WIN	09:46 - 10:32	C -	12:16- 12:47
Period 3	10:36 - 11:22		
Period 4	11:26 - 12:43		
Period 5	12:47 - 01:33		
Period 6	01:37 - 02:23		
Period 7	02:27 - 03:13		

Advisors

9th GRADE ADVISORS	
10th GRADE ADVISORS	Laura Hanson, Jim Mesik

Commented [2]: @rlarson@isd108.org _Assigned to rlarson@isd108.org_

Commented [3R2]: working on this

11th GRADE ADVISORS	Taylor Gustafson, Adam Halpaus
12th GRADE ADVISORS	Kirsten Thor
PROM ADVISORS	Taylor Gort, Kelly Street
CORONATION ADVISOR	Kelly Street
SCHOOL YEARBOOK ADVISOR	Kelly Street

Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)

PASSES

All students must have a SmartPass when out of class during any instructional time. Students should create their own passes for locker, restroom, classroom visits and have their classroom teacher approve before they leave the classroom.

STUDY HALLS

Every student is to have sufficient materials and textbooks to study for the hour. Permission to leave study hall to go to the library or to another classroom will be by SmartPass only.

Students are to:

- Use study hall for study purposes.
- Study or sit quietly as not to disturb others.
- Plan ahead. Bring study materials

Rules:

- Attendance will be taken before passes are accepted.
- Students will have assigned seats.
- Students must sign out/in and have passes when moving around the building.
- Media Center, restroom, and locker passes will be granted at teacher discretion.
- Pop, food, sleeping, radios, and recreational games are not allowed.

Consequences for not following the rules are:

- One-week restriction to study hall.
- Restriction to study hall for remainder of quarter.
- Teacher assigned detention.

POLICY REGARDING CLASSROOM MOVIES

(Movies as used in this policy shall mean full length commercial movies or made for T.V. movies, but shall not include educational films whose primary function is to inform).

Teachers may utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, the staff submits a list to the building principal for approval. The movies are evaluated based on their ratings, age appropriateness, and teacher recommendation. No "R" rated films shall be approved.

1. A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way and the teacher shall assure that the student will not be embarrassed or discriminated against because they choose not to view the film.
2. In the event a movie is not included on the list and subsequently the teacher wishes to show it, the movie must be discussed and previewed as necessary with the principal. The teacher will send notification to parents prior to the movie being shown.

TEXTBOOK CARE AND INSPECTION

At the beginning of the school year, each teacher will record student textbook numbers. Students are to write their names in the appropriate place in the front of the textbook. A textbook inspection day will be announced toward the end of the school year. Each student must bring to class on that day the textbooks that were issued to them. On inspection day, students' books will be checked to see that they have the books they were issued at the beginning of the year. If a student has a book with some other number than the record shows, they obviously have acquired that book from some other student. Books will be checked for damage in the following ways:

1. Writing in the books
2. Torn pages
3. Missing pages
4. Broken covers, etc.

If a student has damaged his/her textbook in one or more of the above ways, he/she must make restitution in some way or another. If the damage can be corrected by the student, that form of restitution is most desirable. If, however, the damage cannot be corrected or

if the student refuses to correct the damage, fines may be imposed in accordance with the following schedule.

Value of books are calculated in this manner:

First year: 100% of cost	Third year: 50% of cost
Second year: 75% of cost	As long as book is usable: 50% of cost

The procedure is as follows:

1. Fines will be listed on a "fine report".
2. Art, phy. ed., etc. will record any material fines on the fine report.
3. The fine reports will be turned into the office upon which the students will be notified.

Middle School Curriculum

Curriculum will consist of the following classes for each grade.

6th Grade	**7th grade**	**8th Grade**
Language Arts	English	English
ReadingMath	Language Arts	
Math Science	Math	
Science Social Studies	Science	
Social studies	Phy Ed	Social studies
Phy. Ed.	Band/Choir	Phy. Ed.
Band/Choir	General Music	Band/Choir
Computer Keyboard app	World Language	Industrial Technology
Art Health	Art	
Industrial Technology	STEM-8	

MUSIC OFFERINGS

6th-8th students have the opportunity to take a music class. Students may choose band or choir. If a student is enrolled in both band and choir, they may drop either band or choir at any time and continue in the remaining class. Any other music changes will only be allowed at the end of the semester.

All band students are provided with an individual band lesson. The lesson time will be held for ten minutes each week. It is the student's responsibility to attend their lesson each week. Students will be excused from their class at the assigned time, but it is the student's

responsibility to make up any missed assignments. If a student has a test or other pertinent class assignment during their lesson time, it is the student's responsibility to notify their lesson instructor for an excused absence from that lesson. Students receive a band grade on their report card.

Band and choir students are expected to participate in both the winter and spring concerts.

BUS TRANSPORTATION

Central Public School students will have buses available for rural routes. Bussing will also be available at select sites for l students in Norwood Young America in the morning only. Afternoon stops are available to Norwood. Consult the District newsletter for times and locations. Bus transportation is a privilege. Inappropriate conduct will result in the loss of this privilege.

ASSEMBLIES

At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for-clapping, boisterousness, and talking during a program.

Prior to a general assembly, students are to report to their advisor. Textbooks and other materials are to be left in the homerooms. Purses and billfolds are to be taken into the gym.

STUDENT DRIVING AND PARKING

Students are required to park in the parking lot in front of the school. Students parking in the back lots, reserved for staff, may have their vehicles towed at their expense.

Restricted and Reserved Parking: Each parking lot will have a space designated for handicapped or reserved parking. It is a violation of the policy to park in these designated spaces unless qualified. Violators may have their vehicle towed, without warning, at the violator's personal expense.

STUDENTS PERSONAL PROPERTY AT SCHOOL

Students are discouraged from bringing valuable or excessive personal property from home. These items may be disruptive both on the bus and in the building and there is no provision to insure the safety of them.

It is the policy of this school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of student's personal property.

LOCKERS

Never give your locker combination to another student. Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

FOOD AND BEVERAGES IN SCHOOL

Food and beverages are to be consumed in the lunchroom area. Students are discouraged from bringing food and/or beverages to school, storing them in lockers, and eating/drinking in hallways. Students seen doing so can have items confiscated and turned into the principal's office.

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Should you need to contact your child during the school day, please call the high school office at
952-467-7100.

Any device capable of taking pictures, photographs, etc. is strictly prohibited from locker rooms

and restrooms at Central Public School, or locker rooms and restrooms where any school related activity is being held.

*Medical research suggests that exposure to laser pointers, for as little as two seconds may cause impaired vision and physical damage to the retina. Lasers used in this manner may be considered a weapon and fall under the weapon policy.

Lunch

Central Secondary School has a closed lunch hour for all students in grades 6-12. It will be a violation of policy for any student to be in the parking lot or in cars at any time during the school day, unless permission has been given by the principal's office. Students who violate the lunch policy will be subject to progressive disciplinary action.

Lunch is served at school or students may bring their own lunch. We utilize a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items. Food Delivery services are prohibited for all students during school hours.

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"

2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.

3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Library and Media Center

SELECTION OF LIBRARY BOOKS AND MATERIALS

The following guidelines are established for the orderly selection of Library Books and Materials.

1. Books and other library materials shall be recommended for purchase by the professional library personnel employed by the school district.
2. Teachers, administrators, and other staff members may recommend to the professional librarian purchases of library books and materials based on their curricular objectives.
3. The professional librarians shall whenever possible refer to book reviews or other reference material prior to ordering books and materials for the library.

The following procedure is established for processing and responding to challenges of library books and materials:

1. The person requesting removal or reconsideration of a book or other material shall complete the appropriate form and return it to the principal of the school involved. Forms can be picked up in the principal's office.
2. The principal shall refer the objection to the Committee for re-evaluation of materials which shall be comprised of staff, administration, and school board.
3. The Superintendent of Schools shall serve as the chair of the committee and is responsible for setting meetings and making appropriate reports.
4. The Committee for Reevaluating of Materials shall meet within 20 days of receiving the objection, render a decision within 30 days, and make a written report to the school board and to the objector.
5. The objecting party has the right to grieve the decision of the committee to the school board.
6. A complete copy of this policy can be obtained in the school district office.

HOMECOMING ELIGIBILITY POLICY

Section 1: Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a “Master of Ceremonies” during their sophomore, junior, or senior year.

Section 2: Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.

Section 3: Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.

Section 4: Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker.

PROM

In the spring of the year, the juniors entertain the seniors at Prom. It is usually scheduled on a Saturday night. It is an open prom however, no one older than 20 years old may be an invited guest of a junior or senior. The juniors pay for it by fund-raising projects they might undertake, as well as using the money collected from dues. Any student of CHS must have their class dues paid in order to attend prom. Once students arrive at the prom site, they must remain inside the dance area. Guests of Juniors or Seniors must be at least sophomores in High School.

FEES

In addition to fees for various athletic and fine art activities, Central High School request that fees be paid for the following:

STUDENT CHROMEBOOK: Each student is issued a Chromebook for school work. Each student will be responsible for a $20 Chromebook insurance fee each year.

Specific fees for chromebook damage caused by regular use:

1st time: insurance covers ($0)
2nd time: $50 fee
3rd time: $100 fee
4th time: Full price $260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:
If it breaks, we will replace it free of charge.
If the charger is lost, it is $15 for a replacement.

Chromebook cases are required to be on the computer at all times

Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, funerals, get wells, etc.

- 9th Grade - $25.00
- 10th Grade - $25.00
- 11th Grade - $25.00
- 12th Grade - $25.00

Shop fees:

- Woods I and Woods II – $10
- Welding I and Welding II – $10
- Foods – $10
- Art of Plants – $10
- Veterinary Science – $10
- Animal Science – $10

Art Fees:

1. Art fees *(scholarships available upon request)*:
   -**$25.00** for Global Arts & Ceramics)
   -Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.
   -**$30.00** for Ceramics 2 & 3
   -**$10.00** for Interior Design and Draw Paint and Print 1 & 2
   -Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Bowling fees for Phy. Ed: $20.00

Scholarships available as needed. See principal or school counselor for information

NOTE: All fees must be paid before students can attend Prom or Graduation ceremonies. Please see the Principal or Counselor if a scholarship for fees is needed.

DISTRICT POLICY FOR LETTERING

ACADEMIC LETTERING

PURPOSE:

In order to promote academic excellence and to recognize those students, who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
3. Senior academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5. credits.
6. Students will not have any "D" or "F" grades for any quarter.

FINE ARTS

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12 shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance, athletic performance, and/or in the areas of Drama (One Act Play and/or Three Act Play), Speech, Band, Choir, Yearbook, Student Council, National Honor Society, Knowledge Bowl, and PEERS.

* Academic Letter 9th - 12th Grade
* Drama
* Band
* Yearbook
* Student Council
* President's Education Awards
* Speech
* Choir
* National Honor Society
* Athletics

See Activities Handbook for list of criteria to earn a letter.

PRESIDENT'S EDUCATION AWARD

The President's Education Awards Program is designed to recognize and reward academic excellence and academic achievement. Awards given are the Presidential Award for Educational Excellence and Presidents Academic Achievement Award. Criteria for these awards include high academic achievement and outstanding achievement in a standardized test and the classroom. Awards will be given to students when they exit eighth and twelfth grades.

~~***ATHLETICS***~~

~~The Central Athletic Program will strive to provide a quality athletic experience, based on participation for all students in good standing both academically and behaviorally. The program is part of the overall education of the student. Emphasis will be placed on sportsmanship, participation, and skill development. 5th and 6th grade students will have opportunities in intramural football, volleyball, and basketball offered through District 108 Community Education. 7th - 12th grade students will have opportunities in interscholastic football, volleyball, basketball, wrestling, cross country, baseball, softball, track and soccer.~~

~~Fees~~ ~~must be paid to the office within five (5) days of practice~~~~. The Athletic Director will handle all middle school athletics. The maximum family cost for activity fees will not exceed $700.00 a year. Any Middle School student that participates in a high school level~~

sport, will pay the activity fee for that High School level activity. Athletics and activities passes will be sold through the Rev Track system:

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these simple steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"

2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.

3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Sports Physicals are required for all participants in interscholastic sports, grades 7-8. The physicals are good for three years. Documentation must be in the office before student will be allowed to play the game.

INTERSCHOLASTIC SPORTS-GRADES 7-8

ACTIVITY	COACH/ADVISOR	PARTICIPATION FEE

Football Joe Kley $100.00

Volleyball Jon Wroge/Mary Wroge $100.00

Cross Country Mark Lagergren, Jordan Mahrer $100.00

Girls Soccer (High School) Joseph Perez $175.00

Boys Soccer (High School) Sibley East $175.00

Wrestling (High School) $175.00

Boys' Basketball Jon Wroge $100.00

Girls' Basketball Jacob Schrupp $100.00

Baseball Dave Rauch/Eric Seeman $100.00

Softball Brooke Raether/ $100.00

Track Ashley Raduenz $100.00

Commented [4]: @scox@isd108.org can you add a table here like there is one in the HS? thanks!! _Assigned to scox@isd108.org_

PARTICIPATION IN SCHOOL ACTIVITIES

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS AND PARTICIPANTS

Roles:

1. Coaches coach
2. Participants play
3. Officials officiate
4. Parents support 1, 2 and 3.

If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

1. Player talk to coach
2. Parent talk to coach
2. Contact Mr. Kley

3. Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

BEHAVIOR

ATTENDANCE

1. A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment. This rule includes the lunch period. **Exception:** if student notifies office on day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date and signature of office personnel).
2. An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
3. No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMIC

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central Schools believe that academics should take precedence. For this reason and to encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition FFA, Knowledge Bowl and the Fall Play/Musical:

1. As it relates to quarter grades: a student must have no failing grades in any class at the end of each quarter grading period in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season **in the next grading period,** for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEP's) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.

Exceptions; a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater.

b. Wrestling triangular or tournament will serve as 2 events.

2. As it relates to mid-term grades: a student must maintain passing grades (D- or above) in all his/her courses.
    a. After mid-quarter time, a student must have no failing grades in any class.
    b. If the grades are not raised to a passing level, within one school week, students will lose eligibility in all events until grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

MSHSL RULES

1.All MSHSL rules are the minimum standards of behavior to be abided by CMS students.
2.Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education as follows:

PARTICIPATION IN HIGH SCHOOL ACTIVITIES

STUDENT CODE OF RESPONSIBILITIES

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions.
3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state, and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

A student whose character or conduct violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the principal.

Commented [5]: Formatting needs help (note to self)

~~Students are expected to display appropriate behavior at all school events. Consequences for inappropriate behavior may include but are not limited to the following:~~

1. ~~Removal from event and/or future events.~~
2. ~~Loss and/or suspension of activity pass.~~
3. ~~Detention/Supervision~~
4. ~~Parent Notification~~

MIDDLE SCHOOL CO-CURRICULAR ACTIVITIES

Activity	Advisor	Fee
Student Council	Shawn Erickson	None
M.S. Yearbook		None
Knowledge Bowl	BJ DeBoer	$80.00
Speech	Laura Hanson	$100.00

~~High School Co-Curricular Activities~~

~~Students are encouraged to participate in the many extra-curricular activities available at Central High School.~~

~~SENIOR HIGH SPORTS GRADES 9TH – 12TH~~

~~Activity~~	~~Participation Fee~~
~~Football~~	~~$175.00~~
~~Volleyball~~	~~$175.00~~
~~Cross Country~~	~~$175.00~~

~~Wrestling~~	~~$175.00~~
~~Boy's Basketball~~	~~$175.00~~
~~Girl's Basketball~~	~~$175.00~~
~~Softball~~	~~$175.00~~
~~Baseball~~	~~$175.00~~
~~Boys & Girls Track~~	~~$175.00~~
~~Soccer - Boys~~	~~$175.00~~
~~Gymnastics~~	~~$175.00~~

ATHLETIC ACTIVITY PASS (Non-Transferable)

Admission to all regular home athletic events during the 2025-2026 school year will be sold through Vanco Events Online. Ticket costs are:

Per Game:
Pre-school students - free with adult
K-6 students - $5
7-12 Students - Central students grades free with student ID
Adults - $7.00

Annual Passes:
Golden Age Pass – free to all persons 65+ years
Single Adult Annual Pass - $80.00
Family Annual Pass - $250.00

FINE ARTS AND ORGANIZATIONS

Club	***Advisor***	***Fee***
FFA	*Jim Mesik*	*$80*
International Club	*Jen Schramm*	*$80*

Knowledge Bowl	*Kelly Street*	*$80*
One-Act-Play	*Sarah Thomason*	*$50*
Play/Musical	*Adam Halpaus / Emma Melick*	*$80*
Robotics	*Lynn Panning*	*$100*
Speech	*Laura Hanson*	*$100*
Jazz Band	*Adam Halpaus*	*$80*
Trap Team	*TBD*	*Community Ed*
Band	*Adam Halpaus*	
National Honors Society	*Chris Ludford*	
Student Council	*Sarah Hammers*	
Vocal	*Emma Melick*	

~~**Maximum of $700.00 Per Family.**~~

~~**All fees must be paid the first week of practice.**~~

~~a. In order to practice.~~
~~b. Quit by end of first week to receive a refund fee.~~
~~c. No refund fee after the first week of practice.~~

~~CHURCH NIGHT~~

~~We will try to avoid scheduling school related activities as Wednesday night is designated as church night.~~

~~ATHLETIC ELIGIBILITY AND CHEMICAL USE~~

~~The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.~~

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

1) At any time during the calendar year, a student shall not, regardless of the quantity:
   a) use or consume, have in possession a beverage containing alcohol;
   b) use or consume, have in possession tobacco; or,
   c) use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
   d) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals.
      "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
   e) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law.

   2) If a student/athlete finds themselves in a setting where alcohol or other controlled substances are being
      used he/she is expected to leave the setting in a safe and timely manner.

   The following circumstances are specific exceptions to the above rules:
   a) attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
   b) attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student is not using or possessing.
   c) attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment)
   d) attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
   e) public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.

3) These rules are in effect the entire calendar year. There is no summer time off.

4) Consequences

a) **1st offense** (if in attendance but not using) warning with parental notification
1st offense (if possessing or using or 2nd offense if in attendance) 2 weeks or 2 events, whichever is greater.
b) **2nd offense** 3 weeks or 6 events, whichever is greater
c) **3rd and any subsequent offenses,** 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
d) **After the 3rd and subsequent offenses**, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

Health and Safety

EMERGENCY CARE

Emergency care is provided to students who experience illness or injury at school.

1. **Emergency Forms -** At the beginning of each school year, parents are expected to complete the online OLR form via Infinite Campus with any updated information regarding their child's health.
2. **Injury** - In the case of injury or medical emergency, the school will attempt to notify parents first, when possible. In a medical emergency the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense.
3. **Illness** - In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or to make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the emergency alternate identified on the Emergency Card will be contacted.

EXCLUSION FOR ILLNESS

Children will be excluded from school when they demonstrate any of the following symptoms:

- Oral temperature over 100F.
- Diarrhea
- Breathing difficulties
- Vomiting
- Undiagnosed rash

Health Services should be notified of any communicable diseases and treatment, to assure control in other students. Readmission to school for the following communicable diseases shall be:

1. **Chickenpox** - All lesions are dry and crusted (5-7 days).
2. **Impetigo** - At least 24 hours after the start of medication and sores are improving. If there is no improvement in 48 hours, the area should be reassessed by a physician.
3. **Scabies** – Until 24 hours after treatment begins.
4. **Hepatitis** - Physician statement required for readmittance.
5. **Strep Throat** – At least 12 hours after start of medication and fever free without use of fever-reducing medication.
6. **Ringworm of Scalp and Skin** - Following treatment with fungicide.

HEALTH RECORDS

All students are required to have an individual health record on file in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of medications, even if they aren't administered at school, and current or chronic medical problems that could affect the student's comfort and ability to learn. A complete physical exam is recommended, but not required prior to school entrance.

HEALTH SCREENING PROGRAMS

Health services are available to conduct hearing and vision screenings for individual students via parent/guardian request. If you have a concern about your child's hearing and or vision please contact the school nurse at 952-467-7306.

IMMUNIZATIONS

Minnesota State law requires parents of all students to present proof that all immunizations are up to date at the time of school entrance. Schools are mandated to keep accurate records for each student enrolled. Students not meeting the minimum requirements will be excluded from school. Conscientious objectors to the State Immunization Law must complete a notarized form before the time of school entrance.

MEDICATIONS

1. In accordance with Minnesota Department of Health recommendations, District 108 WILL NOT provide any medications.

2. To administer medications at school, the Health Office must have a completed Medication Authorization form that includes:

a. Signed parent permission.
b. Name of medication.
c. Instructions regarding route of administration.
d. Reason medication is needed.
e. physician's signature (required for all prescription medications)

FDA approved non-prescription medication (Tylenol, Cough Syrup, Antihistamines, etc.) can be given with parent permission on the Medication Authorization Form. Medication must be brought to school in the original container for the safety of all students. If dosing instructions from parents do not match the manufacturer guidelines, a physician order will be required to administer.

3. Prescription medications will be administered under these circumstances:

a. Signed parent permission and physician's permission. A current signed physicians' statement is needed for all controlled medications (i.e. ADD & ADHD medications)

b. Current prescription - properly labeled with the child's name, date, name of physician, name of medication, dosage, and frequency of administration. The pharmacy should divide home and school doses into two bottles with proper labels to avoid the need to transport medication daily. Medication must be sent to school in the original container.

4. Parents are encouraged to bring medication, especially controlled substances such as ADD or ADHD medication, to the school nurse or principals' office for the health and safety of your child and the other students).

5. Students grades 7-12th grade are allowed to self-carry over-the-counter medications (Tylenol, Ibuprofen, cough drops), and emergency medications (EpiPen, inhaler). Please complete the Self-Carry Authorization Form and return to the school's health office. This is for the health and safety of the students.

Student Resources

SCHOOL COUNSELING SERVICES

A counselor is available to work with students to help them realize their full potential. The counselor acts as consultant to teachers and other members of the school staff on problems relative to the best development of the student and to parents in discussing

student talents and needs. The counselor serves as liaison between support services and the community.

The purpose of counseling is to help the student think through their problems, difficulties and relationships. This is so the student can understand themselves and their opportunities, to make appropriate adjustments and decisions in light of this understanding, to accept responsibilities for their choices, and to follow a course of action in harmony with those choices.

COLLEGE VISITS

Seniors and juniors planning to visit colleges and technical schools may be excused upon receipt of the parent's/guardian's permission slip and a clearance through the counseling office before the absence date. When going on a college visit remember that you must get a College Visit Form from the Guidance Office, have it filled out by your teachers, and returned to the Guidance Office at least one day before you go. This MUST be done in order for the day to be excused. Having your parents call in on the day of the visit is NOT considered an excused absence. Remember college visits are a privilege not a right therefore, **students failing any classes will not be allowed to make college visits.**

NOTICE TO STUDENT PARTICIPATING IN POST SECONDARY OPTIONS (PSEO)

The following are some reminders regarding the PSEO program. Please make sure you understand all of the attached information and return this signed form to your counselor.

1. All PSEO courses will transfer to your high school transcript with the college grade earned.
2. No college grades earned through PSEO are “weighted” when transferred to your Central High School transcript.
3. There is a conversion chart used to convert college semester credits to high school semester credits (e.g., 4 college semester credits = 1 high school credit).
4. No more than an equivalent of a total of eight credits may be taken between college classes and high school classes for a calendar school year.
5. You must make an appointment with your counselor concerning registering for PSEO classes.
6. **In order to participate in CHS’s graduation ceremony, it is your responsibility to supply us with your first and second semester post secondary grades within 5 days prior to graduation.**
7. Students will bring a college course schedule to the Counseling Office no later than 1 week after classes have begun.

8. a. For juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test.
   b. For seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test.

Notices to Parents

Background Checks

Pursuant to Minnesota Statute, Central Schools administers a criminal background check on all new employees. In addition, all volunteer coaches and advisors are subject to a criminal background check.

PLEDGE OF ALLEGIANCE

Minnesota Statutes 121A.11; "Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice."

PROTECTION AND PRIVACY OF PUPIL RECORDS

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.

STUDENT RECORDS

The school may disseminate to the public factual non-technical data which is routinely collected for all students. For detailed information, please refer to #515, Protection and Privacy of Pupil Records available for reference at the district office.

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. The information listed above shall be public information which the school district may disclose from the education records of a student.
b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of each school year. This written request must include the following information:
    1. Name of student;
    2. Home address;
    3. School presently attended by student;
    4. Parent legal relationship to student, if applicable;
    5. Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires the school to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of each school year. Call the high school office for the "Refusal for Release of Information Form."

For complete policy, refer to District Policy Handbook

Communication

ON-LINE COMPUTER ACCESS TO GRADES

Parents may access their child's grades via the internet. Parents must contact the High School office to receive a password for this access. Grades are updated on a regular basis and at a minimum, once per week. In addition, parents can view attendance records, progress reports, and update family information.



SCHOOL CLOSING

School will be in session except for holidays indicated on the school calendar. School might be closed during extreme weather conditions as otherwise decided by the Superintendent. When school is to be closed or called off, you will receive a call and email from our Infinite Campus Message Center from the superintendent. With the first closing due to inclement weather, school will not be in session. Subsequent school closings due to inclement weather will be E-Learning days, with all students required to attend classes virtually from home

Appendices

Ready, Set, Thrive!™

CENTRAL PUBLIC PRESCHOOL

Hamburg • Norwood Young America • Cologne



Welcome to Central Public Preschool
Home of the Little Raiders

Parent Handbook
2025-2026

Welcome! We're excited that you selected Central Public Preschool for your child. Our Little Raiders Program is a 4-star Parent Aware rated preschool (the highest possible) from the state of Minnesota for a high-quality program and operates under District 108 Community Education and Central Public Schools. We offer a high-quality early learning opportunity using the Early Childhood Indicators of Progress (ECIPS), Minnesota's early learning standards. There are other preschool options available in our area, but Little Raiders is the only preschool that aligns with the Central School District curriculum and the overall K12 system.

Central Community Education connects, empowers, and enriches lives through lifelong learning and service to our community. Early Childhood Education is a core component of Community Education where families and young children begin their relationship with Central Schools. We recognize that every student has unique needs. It is our goal to offer the best learning environment for each child. Academic and support specialists collaborate with classroom teachers to deliver classroom instruction. This collaboration is designed to support each child who comes through our door to reach his/her greatest potential.

Central Community Preschool provides innovative classrooms where creativity and imagination flourish. Our inclusive programs help all children discover the joy of learning. Your child will be immersed in a stimulating environment that encourages physical, intellectual, and social/emotional development through play based investigation, purposeful questioning and exploration for deep learning.

We work closely with Early Childhood Special Education and kindergarten teachers to foster a successful transition from preschool to kindergarten.

Community Education Office
655 7th Street SW
Norwood Young America, MN 55368
isd108.ce.eleyo.com
952-467-7391

Central Public Preschool
Home of the Little Raiders

Principal
Ron Erpenbach
rerpenbach@isd108.org
952-467-7300

Preschool Teachers

Jennifer Klinkner
klinkner@isd108.org

Betsy Pysick
bpysick@isd108.org

Additional Resources
Central Elementary School
952-467-7300
Central Bus Company
952-467-7009

CENTRAL PUBLIC PRESCHOOL MISSION STATEMENT

The Central Public Preschool is committed to providing learning experiences for each child in preparation for early success and school readiness. We provide a learning environment that supports children in developing the strengths and skills necessary for them to construct their own knowledge and prepare them for their next school environment.

VISION STATEMENT

Guided by high expectations and united with the knowledge that all children learn at different levels and rates, our preschool staff will provide students with a broad range of educational and fun opportunities that will help each child learn to the best of their abilities. We strive to develop literacy skills as well as provide experiences that enrich each child's emotional, social, physical, intellectual and creative abilities.

Children will have a safe, wholesome, nurturing educational experience. Central Public Preschool Preschool will provide a safe learning environment in which children can solve problems and express their feelings through words, art and other creative areas. Children will be exposed to positive character lessons and experiences that will help shape them into successful members of a social world.

Parents are an integral part of the educational process. In recognition of this important role, parent involvement is actively sought, encouraged and welcomed.

Students will enter kindergarten with the necessary skills to promote lifelong learning.

CORE VALUES

Standards of ethical behavior in early childhood education are based on commitment to core values. As professionals, Central Public Preschool Staff is committed to:

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Base our work with children on current evidence based best practices
- Acknowledge that parents are the first and most important teachers of their children
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Respecting the dignity, worth and uniqueness of each individual child, family member and colleague
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect and positive regard
- Hands on learning experiences that deepen curiosity through investigation

CURRICULUM GOALS AND FRAMEWORK

The early years in a child's life set the tone for future learning. Our goal at Central Public Preschool is to follow best practices in child development so that we are able to build a foundation for each child that lasts a lifetime. Our curriculum is designed with specific learning

objectives for personalized learning, integrating assessments and portfolios, which guide the teacher's development/implementation of classroom activities, individualized learning, and a predictable yet responsive daily schedule. All classroom curriculums are implemented in a manner that reflects sensitivity to family home values, beliefs, experience, and language as well as incorporates the following goals:

- Develop safe and healthy habits in young children
- Fostering positive self efficacy
- Providing opportunities for creative expression
- Support the development of social/emotional skills
- Stimulate cognitive problem-solving skills
- Strengthen communication skills necessary for listening, reading, writing and speaking
- Enhance fine motor and gross motor skills
- Offer opportunities for children to learn individually and in groups according to their developmental needs and interests
- Assessing the individual needs of each child

Benefits of Central Public Preschool:

- Peers serve as role models
- Encourages cooperation, self-efficacy and independence
- Develops positive attitudes towards peers, who are different from themselves
- Teaches play skills to enhance learning and deepen curiosity
- An opportunity to learn to express themself and problem solve
- Promotes diversity of friendship
- Encourages creative expression and appreciation of the arts

Preschool skills developed in Central Public Preschool classroom setting:

- **Communication** *** Emergent Literacy and Language Skills**
- **Cognitive** *** Social/Emotional Skills**
- **Gross motor** *** Self Help**
- **Fine Motor** *** Problem Solving Skills**

STAFF

The teacher/student ratio is 1:10. A para professional works with the teacher if the enrollment is between 11 and 20 students. The children are supervised at all times.

IMPORTANT PHONE NUMBERS

Central Community Education	952-467-7391
Central Elementary Office	952-467-7300
Central District Office	952-467-7000
Central Transportation	952-467-7009

SCHOLARSHIPS

A limited amount of scholarships are available to families upon request and meeting requirements. Call Community Education at 952-467-7391 for more information.

SCHOOL CALENDAR

The Central Public Preschool will generally follow the School District calendar. Some days may be different, please refer to our Central Public Preschool calendar for days off of school.

CLASS TIME SCHEDULE

Half Day - 8:00 AM - 10:45 AM
4 Year Old Full Day - 8:00 AM - 3:00 PM

TUITION AND BUSSING FEES

Days	Ages	Monthly Tuition	Monthly Bussing	Field Trip/Registration Fees
5 Full Days M-F	4 year old	$608	$50	$100
2 Full Days T/TH	4 Year Old	$210	$50	$100
3 Full Days M/W/F	Mixed Ages	$368	$50	$100
5 Half Days	Mixed Ages	$255	$50	$100
4 Half Days	Mixed Ages	$204	$50	$100
3 Half Days	Mixed Ages	$144	$50	$100
2 Half Days	3 Year Olds	$103	$50	$100

Tuition and bussing fees are due the 1st of each month, payable to District 108 Community Ed. Payments may be made online. Payments can be made by credit card. You can also set up automatic monthly payments using a credit card (no transaction fee charged).
**There is a $15 late fee for any fees not paid by the 10th of each month.*

CLASSROOM ACTIVITIES

Independent Exploration
Circle Time: Calendar, weather, colors, numbers, letters, shapes and theme activities
Centers: Art, math, language, exploration, sensory and fine motor skills
Snack
Large Muscle Activity/ Music and Movement
Story Time – 5 day read aloud and Nursery Rhymes

BEFORE YOUR CHILD CAN START PRESCHOOL

We will need the following forms on file at the preschool before your child will be allowed to attend preschool:

- Registration with Community Education and the School District
- Immunization Forms - Our School District nurse will verify the Health and Immunization forms before school starts.
- Registration/Field Trip Fees Paid in FULL

TOILET TRAINING

Children should be potty trained or must be actively potty training before entering preschool, meaning they have: • the ability to identify and verbalize the urge to use the restroom in a timely manner • the ability to manage self-help/toileting skills independently • the ability to manage their preschool day without a pull-up. *An exception will be made for children who have a written Individualized Education Plan or a 504 Plan. **Students that have been identified with special needs may be exempt from this requirement.**

We are aware that it is developmentally appropriate for children of this age to have accidents from time to time. In the event that your child needs additional support through toilet training, classroom staff and Parent Educators will work with you and your child.

DISTRICT 108 BUSSING

It's important to register your child for transportation needs as soon as possible to get the bus schedules set up, get bus name tags ready, and let bus drivers know your child's schedule. ***Once school begins, the District's Transportation Director needs two weeks' notice before starting bus service, and it may only be available if it fits into the schedule.*** If your child will not be riding the bus on their scheduled day, please contact the Transportation Department at 952-467-7009 and notify your child's teacher.

District 108 provides bus transportation on their regular K-12 routes in the morning pick up and afternoon drop off for Central Public Preschool at community bus stops. **No midday transportation is available**.

All students will be picked up and dropped off at ***ONE*** location. This location must remain the same throughout the year. If your schedule changes during the week you will need to make other arrangements to get your child to and from school.

Students identified with special needs may have alternative bussing arranged by staff.

If a permanent change occurs, notify the Community Education at 952-467-7391 two weeks in advance for approval.

CHILD DROP-OFF AND PICK UP

NO PARKING allowed in the bus drop-off locations in front of the buildings. If your child is to be picked up by anyone other than the parent, we must have written authorization ahead of time. In an emergency, a telephone message will be accepted.

If your child is not picked up from preschool within 10 minutes after class is over, **you will be charged a late fee of $1 per minute that will be enforced and assessed on your monthly tuition invoice. Emergencies are an exception.**

PARENTAL PERMISSIONS

The district uses an opt-out policy for photographs of students used for educational and promotional purposes. Opt out requests are collected during registration.

EMERGENCY SCHOOL CLOSINGS

If bad weather forces Central Public Schools to close, the preschool program will be closed also. If school is 2 hours late, the morning preschool class will not be held. Full day students will be picked up 2 hours late with the K-12 students at their regular bus stop location. If the school district closes during your child's class time, please pick your child up at the closure time if they are not riding the bus. You will receive a closure notification via text message and the announcement will be advertised through social media. Please call 952-467-7391 with any questions.

******Students with special transportation needs will follow their regular bussing procedures.***

******If school closes during the morning session, Central Public Preschool students will be placed on the regular K-12 buses and will be dropped off at their neighborhood bus stop.***

ABSENT STUDENT

If your child is sick or is going to miss class for any reason, please inform your child's teacher. You may leave a message at any time on voicemail or send an email.

SNACKS

Please send a nutritious snack to school with your child each school day if you participate in a full day program. Free breakfast and lunches are provided by isd108 food services.

Snack Lists: Healthy snacks are defined as fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students to healthy snack foods. The cooperation of each family and

classroom is appreciated. Please make sure what you send with your child is something they can eat and it is cut in pieces they can eat without choking.

Acceptable Snack List:

Yogurt	Cheese and Crackers	Banana or Date Bread
Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Raisins

Classroom Treats: On occasion, students bring treats for their classroom. Due to health concerns and policies, the District asks that only food items which are commercially prepared and packaged be brought to school (**no homemade goodies permitted**). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to the allergies of students. This will ensure safe and healthy snacks. Thank you for your cooperation.

CLOTHING

Many of the activities your child will experience will be messy, so please have your child wear washable, comfortable play clothes that will enable him/her to use the toilet independently. Throughout the school year, especially in the winter months, children should dress in several thin, dry layers. Children will be allowed to take off and put back on layers as needed throughout the day. During the winter, boots, hats, snow pants, and mittens must be brought to school, along with shoes to wear in the classroom. ***State Law requires children to wear shoes when they are in school.** Children will go outside daily as weather permits, so proper clothing is very important every day. Each student also needs to have a supply of sunscreen labeled as SPF-15 or higher, with the child's name written on the container. By signing the general release form, you are giving staff permission to apply the sunscreen to your child. On hot and sunny days, shaded play areas that will protect children from the sun, will be used. Since children are not usually outside for long periods of times when mosquitos are out, we will not apply insect repellents to children at school. If health authorities recommend the use of insect repellents due to a high risk of insect-borne disease, parents need to apply it before the child comes to preschool.

SHARING TIME

Each teacher will inform parents about their child's sharing schedule. We follow the District's Violence Policy: no violent or threatening weapons.

VISITORS & VOLUNTEERS

Parents are welcome to visit any day, although we suggest that you wait until late October so your child has had time to adjust to his/her new environment. We do ask that you notify us when you wish to observe so we might limit the number of visitors. Parent volunteers are always needed to help in the classroom, help with special tasks, or chaperone field trips. Please let the teacher know if you are interested in volunteering. We are also available to meet with you at any time throughout the year to answer questions, deal with concerns and provide you with activities to do with your child at home to help promote their development.

PRESCHOOL SCREENING

Early Childhood Screening helps identify children who may benefit from early childhood services before they enter kindergarten and connects you to appropriate programs and resources. This free screening gives you and your child an early connection to Central Public School. Screening is offered by the school district free of charge and includes growth, development, and immunization checks. Children attending preschool must have a record of screening on file within 90 days from the start of school. Screening is also required to attend kindergarten in Minnesota Public Schools. Screening must be completed before your child will be allowed to attend classes.

To make an appointment go to the Community Education EYELO registration site Early Childhood Screening - Central Public Schools, Community Education. If you have any questions or need assistance, please call 952-467-7391.

EARLY CHILDHOOD SPECIAL EDUCATION

Services are provided by licensed staff and para-educator's for preschool children, who have been identified as needing early intervention. If a student is showing developmental delays, a meeting with parents, staff and other Early Childhood agencies and programs that could benefit the child will be held.

PARENT CONFERENCES

Conferences are held twice a year, once in the fall and once in the spring of the year. This is a time for caregivers and teachers to connect and discuss student progress. Caregivers are encouraged to reach out to teachers at any time if they have questions or concerns. Students with IEPs will have conferences as required by the IEP.

STUDENT PROGRESS

Preschool children are assessed in the areas of language, literacy, math, social-emotional, and motor development in the fall, winter and spring. Teachers will share assessment data with parents at parent-teacher conferences twice per year. Teachers will continuously monitor and support every child's development. Constant interaction with the children allows teachers to appropriately assess their skills and developmental levels, as well as their interests and needs.

FIELD TRIPS

Field trips help our students explore their world and are a regular part of our curriculum. We'll inform parents of times and dates. Fees are collected through the ELEYO registration system at the start of the school year.

FUNDRAISERS

An advisory council will be formed and they will manage fundraisers. If you are interested in joining our advisory council please reach out to the Community Education office at 952-467-7391.

BOOK ORDERS

Throughout the year the staff will conduct book order opportunities.

BEHAVIOR GUIDANCE POLICIES

What guidance looks like in the classroom:

- Staff teach children how to be a part of the school family in the classroom
- Staff support children as they learn what is expected (safe, kind, respectful, and responsible)
- The activities in the classroom help children stay involved in learning
- When children need extra help with making friends, solving problems or telling us how they feel, adults will teach children these skills
- When children are struggling with behavior, we teach replacement skills (self regulation, identifying feelings, finding solutions to problems, etc.)

Teaching children social emotional skills is an important part of the preschool experience. We use positive ways to help children learn and practice appropriate behaviors and are committed to working with your child while they learn these skills. If your child needs more support or when your child's behavior at school is not safe, your child's teacher will call you. We want to partner with families to help each child be successful. Our Early Childhood Special Education staff, social workers or behavior specialists are valuable district resources you can reach out to if needed. In addition to teaching and learning, our role is to ensure a safe, secure classroom for all children and staff.

Discipline Procedures

- Positive Behavior Supports
- Teach replacement skills
- Reteach tier one skills
- Small group teaching - peer
- Personalized Learning Plans
- Parent/Teacher Collaboration for positive outcomes

VIOLENCE POLICY

Independent School District 108 shall take proactive measures to eliminate violence in our schools by protecting children whose health or welfare may be jeopardized through acts of violence. It will be the responsibility of each school to make schools safe by promoting safe and secure learning environments.

CELL PHONE POLICY

No student use of cell phones allowed during the academic day.

GRIEVANCE PROCEDURE

1. Parents go directly to the teacher with a grievance.
2. If not resolved in 5 working days, contact the Principal.
3. If not resolved in 7 working days, the three parties go directly to the Superintendent of Schools.

PROGRAM WITHDRAWAL

A two week written notice is required if you intend to withdraw your child from our program. This notice can be given to your child's teacher or to the Community Ed office.

EARLY CHILDHOOD ADVISORY COUNCIL

The Council is made up of parents from the Early Childhood Family Education and Central Public Preschool. They assist and give program ideas to the staff and collaborates to market and raise funds for these programs. The council selects new members in the spring. Let a staff member know if you are interested in serving on this committee.

HEALTH POLICIES AND PROCEDURES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date BEFORE of school entrance. ***If we do not have a copy of your child's Health form, your child will not be permitted to begin preschool.*** These can be completed by your family physician or through Carver County Public Health Services (952-361-1360). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.
Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides up-to-date emergency phone numbers and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.
Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Exclusions for Illness: Children will be excluded from school when they demonstrate any of the following symptoms:
-Oral temperature over 100F: If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
-Vomiting and/or diarrhea: If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
-Undiagnosed rash: If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
-Breathing difficulties: any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
-Pink eye with fever: fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:
-Strep Throat: until 12 hours after antibiotic treatment begins & the child is without fever
-Chickenpox: all lesions are dry and crusted (5-7 days)
-Impetigo: at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
-Hepatitis: physician statement required for re-admittance
-Ringworm of scalp and skin: following treatment with fungicide.

-Hand, Foot, and Mouth Disease: until the fever is gone and the child is well enough to participate in routine activities.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- Prescription medications can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
    - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - A current written physician's order must be received for ALL prescription and controlled medications (i.e. ADD or ADHD). Written order must include:
        - Student name, diagnosis, medication name, dose, route, and time of administration, possible side effects, physician signature
    - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
    - Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- Non-prescription medications and/or over-the-counter medications(OTC) (i.e. Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
    - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - Must be sent in the original manufacturer's container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer label.
    - should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.

Preschool students will not be allowed to self-administer medications. Medications must be administered by the School Nurse or trained school personnel while the student is at school.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Completing hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

Temperature on or greater than 100 degrees
Vomiting and/or Diarrhea with or without fever
Severe persistent coughing
Asthma attacks not improving after inhaler
Head Injury (persistent symptoms or significant fall/injury)
Upset stomach with flushed cheeks, headache, without fever
Severe sore throat (potential strep) with fever
Open wounds
Pink eye with fever, or severe irritation to student
Head lice (notify, but do not need to be picked up)
Recurring headache
Possible medication reaction
Rash with persistent itching
Known allergies and reactions to "triggers" (ie bee stings, food exposure)
Diabetic reactions
Seizures
Rest, return to class; returns to health services, still not healthy; or after two visits to health services in one day
Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

Minor playground injuries - scratches, scrapes, and monkey bar blisters
Small slivers
Band-aid application or changes
Temperatures under 100 degrees without other symptoms
Minor aches (stomach, throat), pains, and rash
Minor Head Injuries (bumping heads, no persistent symptoms)
Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
Change of clothing due to toileting accident, unless notices a pattern and questions infection

EMERGENCY CARE

The staff is certified in Basic Red Cross First Aid and CPR. A record will be kept in the class of any accidents that may happen. A log of fire drills, lock downs and tornado drills will be kept in the building.

SCHOOL BAG/BACKPACKS

Children are requested to bring a backpack and shoes every day. The backpack is to protect school projects on the way home; it will contain communication from the preschool. **No rolling backpacks, please.** Please label the bag and folder with your child's name.

SCHOOL SUPPLIES

A list of supplies will be provided to families before the beginning of the school year and can be found on the Central Public Schools website under Central Public Preschool. If you need assistance or are unable to provide the requested supplies, please let us know. We will work with you to ensure your child has what is needed.

Kids Company Family Handbook



Care Coordinator: Phil Hendrycks

Community Ed. 952-467-7391
Phil Hendrycks 952-467-7395

Dear Parents,

The District #108 Community Education staff would like to take this opportunity to welcome you and your family to our Kids Company child care program. This family handbook outlines the Kids Company programs policies and procedures. Please know that Kids Company reserves the right to amend its policies and procedures at any time. Program staff will update the Kids Company Handbook in a timely manner in the case of any policy and/or procedure changes.

MISSON

Kids Company's mission is to create a relaxed, trusting atmosphere where children are encouraged to pursue their own interests, develop friendships, grow in independence, and show respect for themselves and others. Kids CO provides support to families by offering a safe, nurturing, and enriching environment for children during regular school hours or when school is not in session.

CHILDREN SERVED

Kids' Company serves elementary students from preschool through fifth grade. We accept children with special needs (physical, emotional, or mental disabilities) as long as the staff is able to provide adequately for the child. The Kids' Company Coordinator will meet with the Special Education staff to determine program modifications and any evaluations that need to be made. *Students needing full time management aides will be evaluated on an individual basis.* Kids' Company does not discriminate on the basis of race, creed, or national origin in our enrollment policies.

REGISTRATION

To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

*Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
*Non-refundable registration fee
*A valid and frequently checked email address

HOW TO MAKE A PAYMENT

Your family will be billed bi-weekly via email. Payments can be made online (isd108.ce.eleyo.com/) or brought to the Community Ed office. Please make your payment within 5 days.

LATE PAYMENT

If your payment is not received within 5 days after the billing has been emailed, a $10.00 late fee will be applied.

HOURS

Kids' Company opens at 6 a.m. and close at 5:30 p.m.

SICK/ABSENT DAYS

If your child is going to be absent from Kids' Company for the day, please go online isd108.ce.eleyo.com/ to make changes to your childcare calendar as well as sending an email to phendrycks@isd108.org. You must also contact the elementary office if your child is absent (952-467-7300).

SCHOOL CLOSINGS

School Closed for the Day: Program Closed
School Delayed: Program will open two hours late
Early School Closing: Program will close two hours following school closing time
School Delayed and then Closed: When the decision to close school is made, parents/guardians will receive a call stating that Kids Company students must be picked up within two hours of notification

DROP OFF/PICK UP POLICIES

When arriving at Kids' Company or Extended we ask that parents walk their child into the school. We also ask that an email or phone call if a child is being picked up by someone outside of the immediate family or authorized persons. Kids' Company closes at 5:30 p.m. Any person arriving after 5:30 p.m. must pay a fine of $1.00 per minute. Kids' Company opens at 6:00 a.m. Children may not be dropped off before 6:00 a.m.

SIGN IN/OUT TABLE

Families will enter the elementary through the Community Ed entrance. Families will use the iPad located in the entrance to sign in/out and then use the walkie talkie to call for their child or announced that they have arrived. A staff member will acknowledge you and send your child to you when picking up. If dropping off, a staff member will radio you on their location and your child will walk down to that space. Kids Co staff are unable to release children to walk or ride a bike home.

AUTHORIZED PICK-UPS

Kids Co will not release children to anyone who is not listed as an authorized pick up on your child's eleyo account you created. If someone is not on the authorized pick up list, please email or call the Child Care Coordinator.

COURT ORDERS

Kids Co is obligated to release children to either parent unless otherwise informed by a court order. When registering families must indicate if there is a court order in place and provide a copy to the Child Care Coordinator. Program staff will follow the custody arrangements outlined in the court order provided.

PROGRAM DISMISSAL

Expulsion from the Kids' Company program required if:

1. Parent/guardian refusal to follow Kids CO policies and procedures

2. Child's inability to adapt to Kids Co rules

3. Non-payment of Kids Co fees/charges

ILLNESS

If your child appears to be ill while at Kids Co, we will take their temperature to determine the next steps. If your child has a temperature of 100 degrees or above, staff will contact the parent so the child can be picked up. If a parent can not be reached, staff will then contact those provided on the emergency contact list provided by the parent. A child should not attend Kids Co with any of the following symptoms:

*Fever of 100 degrees or higher before fever reducing medication is administered. The child cannot return to Kids CO until they are symptom free without medication for 24 hours.
*Vomiting or diarrhea. The child cannot return to Kids Co until they are symptom free for 24 hours.
*AN undiagnosed rash that is associated with a fever or behavior change.
*Any contagious condition. A child may not return to Kids CO until they have been on antibiotics for 24 hours or a doctor's note has been received stating they are no longer contagious.
*Lice. The child cannot return to Kids Co until treatment has been administered and there are no live nits.

FIRST AID

Kids Co staff are certified in First Aid & CPR. IN the case of any injury, basic first aid will be administered. Any time first aid is administered parents will receive an email or phone call about the injury. If serious injury occurs that requires advanced medical attention, 911 will be called immediately. Children will be taken to the nearest hospital if deemed necessary by EMT's and parents will be notified as quickly as possible. Expenses incurred will be the responsibility of the family.

MEALS & SNACKS

BREAKFAST

During the school year, children have the option of purchasing a school breakfast daily at 7:30 a.m. through their Food Service account. During the summer, breakfast must be provided from home.

SNACKS

School year and summer snacks is provided by families. Two snacks are needed daily for the summer.

LUNCH

During the school year, preschool child care has the option to choose a school lunch or bring a lunch from home. During the summer, Kids Co families will bring a lunch and snacks from home.

LOCATION

Both school year and summer Kids Company take place at the elementary school.

BEHAVIOR EXPECTATIONS

When working with children, we are often faced with the task of managing behaviors in a group setting. We have developed a list of rules and guidelines that we ask to be followed by children attending the Kids' Company program.

EXPECTATIONS

Kids Co abides by the behavior policies established by Dist. 108 Central Schools. Families can request the complete Dist. 108 behavioral policy plan. The basic expectations for students to remember are:

- We respect ourselves, others, and property.
- We behave in a safe and orderly way.
- We act as responsible citizens
- We will follow directions and respect the staff members.

UNACCEPTABLE EXPECTATIONS

- Any violation of District Policy
- Minor and major violations of the above expectations
- Examples of unacceptable behaviors:
  *Fighting which is verbally abusive or physically aggressive
  *Destruction of property.
  *Leaving the group without staff approval
  *Hitting/spitting, throwing objects
  *Disrespectful/inappropriate language

CONSEQUENCES

The Kids Co staff may initiate any or all of the following actions:

- Loss of Kids Co privileges/activities
- Meeting with the Kids Co staff and Child Care Coordinator to discuss inappropriate behavior
- Parent notification
- Temporary removal from the Kids Co program
- Permanent removal from the Kids Co program

REWARDS FOR POSITIVE BEHAVIOR

Verbal encouragement
Certificates of Achievement
Special Privileges
Prizes

SUMMER KIDS CO

LOCATION
Summer Kids Co is based at the elementary school and utilizes classrooms for our groups.

CALENDAR
A summer care calendar will be emailed out to registered families with the start and end date, holiday closed dates as well as upcoming field trips.

REGISTRATION
To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

*Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
*Non-refundable registration fee
*A valid and frequently checked email address

SCHEDULE
Families will use the online care calendar to select their summer dates. Adjustments made under 24 hours prior to the next day must be emailed to the Child Care Coordinator for approval.

ENRICHMENT CLASSES
If a summer Kids Co student is signed up for a Dist.108 Community Education class, staff will get them to and from the event.

FIELD TRIPS
All children and staff will attend field trips and therefore, no children are able to stay behind. If you prefer your child not attend the field trip, you will need to make alternative care arrangements for the day. All children should wear the Kids Co summer field trip shirt provided by Community Ed on field trip days. Unless specified by the Child Care Coordinator, money should not be sent with your child for field trips. Children must exhibit safe behavior while on field trips to continue to participate in upcoming field trips.

PHONE LIST

Phil Hendrycks (Care Coordinator)	467-7395 (Office) 952-200-8119 (Cell)
Community Ed Office	467-7391
Elementary Office	467-7300
District Office	467-7000

Central Elementary School



Parent/Student Handbook
2025-2026

Dear Central Elementary Families:

It is exciting to welcome you to Central Elementary School! We are honored to have you and your child as a part of our school community. At Central Elementary School, you will find a highly talented group of caring and dedicated employees who set high expectations for themselves and our students. Their commitment to our students is evident in the hard work that has been done over the summer as we continue our professional growth and improvement while also preparing to meet the needs of every one of our students.

As a staff, we are committed to our district's Mission, Vision, and Values, as we use them to drive all that we do to educate our students. We are ready to live up to our mission statement, which is to **"Educate, Inspire, Empower - Every Student, Every Day."** The Central Elementary School staff is eager to partner with you and your child in providing a meaningful learning experience. We know that this partnership is essential to delivering the genuinely world-class experience that each child deserves. As a parent, we encourage you to become involved through volunteering, working with your student at home, maintaining regular communication with your student's teachers, and having daily conversations about school with your student.

This parent handbook contains many of the expectations and procedures that we will follow this school year. They result from a concerted effort on the part of the staff and the administration and will be an aid in helping you become an integral part of the elementary school. We suggest that you keep a copy of the handbook for reference purposes should a question arise. In addition, newsletters and various memos should help keep you informed. Please feel free to contact me with any questions.

Central Elementary is a wonderful place for students to learn and grow. We have a terrific community of parents and businesses that provide support for all of our activities. As principal, I am looking forward to meeting our students and helping provide them with what they need to reach their fullest potential.

This is going to be a great year!

Ron Erpenbach

Mr. Ron Erpenbach
Principal
Central Elementary School
(952)467-7301
rerepenbach@isd108.org

CENTRAL SCHOOLS MISSION, VISION AND VALUES STATEMENTS:

"Ready, Set Thrive!"

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Vision:
Ensuring the next generation will identify ways to positively impact our communities

Value Definitions:
Community - Collaborating together to share our success and accomplish our goals

Kindness - Genuine effort to show compassion for others and realize the value and potential of all

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others

Innovation - Discovering creative opportunities and solutions for purposeful improvement

Relationships - Creating positive connections that last a lifetime

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL:

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

a. Effort and attention will be given to the basic skills.

b. Educational programs and classroom instructional activities need to be tailored individually to fit the needs of the student.

c. The goals of self-concept development and a feeling of self-worth are of utmost importance.

d. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and teachers teach to those different learning styles. Therefore, the staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts

Table of Contents

INTRODUCTION ……..……..……...2

CENTRAL SCHOOLS MISSION STATEMENT…3

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL……3

TABLE OF CONTENTS……...4

ELEMENTARY STAFF…….....5

OTHER IMPORTANT CONTACT INFORMATION.....6

2024-2025 CENTRAL ELEMENTARY

TENTATIVE SCHOOL CALENDAR….....7

EDUCATIONAL PROGRAMS …..….….....8

STUDENT ASSESSMENT AND PROGRESS REPORTING..……...……..….....10

SCHOOL PROCEDURES …...……...…...…….11

PARENTAL INVOLVEMENT ……....14

BUS RULES AND PROCEDURES…...…….15

HEALTH SERVICES……..16

FOOD SERVICE.…….....20

STUDENT DISCIPLINE…...……..….....21

Roles and Responsibilities…….21

Removal of Student from Class……..…..…23

Discipline Plan…….……....24

Raiders Pride P.B.I.S. Rubric……...…..……...27

Behavior Management Tools...…….28

DISTRICT POLICIES AND GUIDELINES...….....29

Bullying/Cyberbullying…….……..…….29

Attendance Regulations/Policy……..…...30f

Minnesota Statutes Regarding Truancy…….....32

Wellness Policy…….....33

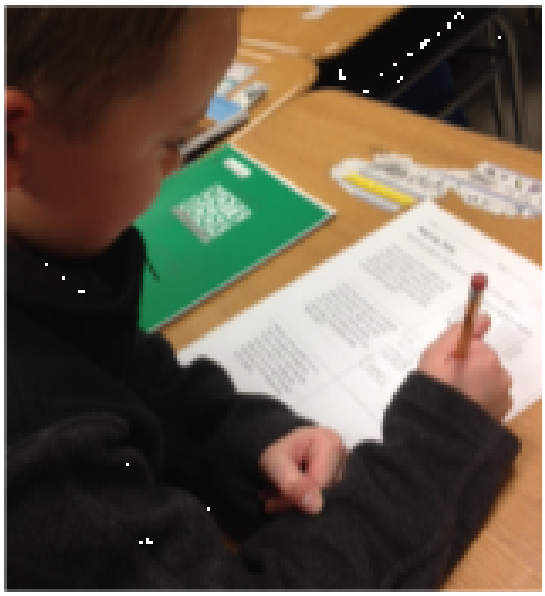
Food and Beverage Guidelines…….…....36

Nutrition Education Guidelines……....37

Physical Activity and Education Guidelines…….....38

Hazing Policy……38

Harassment (Bullying) and Violence Policy.…39



2024-2025 School Year Central Elementary Staff Phone Numbers/ Email Addresses

All extensions begin with (952) 467- ####. Teachers will not be available to answer their phones during the school day but will respond to messages promptly.

Office
Ron Erpenbach 7301 rerpenbach@isd108.org
Janet Sykes 7302 jsykes@isd108.org

Health Office
Karina Niemczyk 7306 kniemczyk@isd108.org
Cindy Schmidt 7110 cschmidt@isd108.org

Special Education
Becca Braun 7119 bbraun@isd108.org
Heather Heuer 7061 hheuer@isd108.org
Julie Gesinger 7188 jgesinger@isd108.org
Kelly Sawyer 7052 ksawyer@isd108.org
Allison Cruse 7176 acruse@isd108.org108.org
Lindsay Hanish 7063 lhanish@isd108.org

ECSE
Jessica Solberg 7047 jsolberg@isd108.org
Lisa Stiele 7048 lstiele@isd108.org
Allison Cruse 7176 acruse@isd108.org

Counselor
Sarah Beadling 7108 sbeadling@isd108.org

Title I
Monica Turner 7046 mturner@isd108.org
Kathy Dvorak 7045 kdvorak@isd108.org

Curriculum Leader
Andrea Kolstad 7310 akolstad@isd108.org

Media Center
Kelly Street 7113 kstreet@isd108.org

Music
Tori Herrboldt 7132 therrboldt@isd108.org

Band
Adam Halpaus 7143 ahalpaus@isd108.org

Physical Education
Darrin Fox 7039 dfox@isd108.org

Psychologist
Leah Hjelseth 7111 lhjrlseth@isd108.org

Kindergarten
Ann Hendel 7022 ahendel@isd108.org
Lisa Heckert 7020 lheckert@isd108.org
Devon Ruberg 7021 druberg@isd108.org

Grade 1
Rebecca Hoffman 7024 rhoffman@isd108.org
Sarah Thomason 7023 sthomason@isd108.org
Angie Honkomp 7025 ahonkomp@isd108.org

Grade 2
Tara Schoeder 7030 tschroeder@isd108.org
Rachelle Jensen 7029 rjensen@isd108.org
Tina Ackermann 7031 tackermann@isd108.org

Grade 3
Alissa Friend 7026 afriend@isd108.org
Jennifer Daugs 7027 jdaugs@isd108.org
Abbey Schwob 7028 aschwob@isd108.org

Grade 4
Kyle Evenski 7033 kevenski@isd108.org
Tony Kley 7032 tkley@isd108.org
Jacob Schrupp 7034 jschrupp@isd108.org

Grade 5
Grace Kosek 7035 gkosek@isd108.org
David Rauch 7036 drauch@isd108.org

Community Ed
Brooke Raether 7391 brather@isd108.org
Reid Stacken 7390 rstacken@isd108.org
Phil Hendrycks 7395 phendrycks@isd108.org

Maintenance
Cody Anderson 7008 canderson@isd108.org

Kitchen 7016
Chantelle Eshleman 7147 ceshleman@isd108.org

Steve Anderson 7070 sanderson@isd108.org

Other Important Contact Information

The following telephone numbers may be helpful to you if you need to reach someone at the Elementary, Secondary, District Office or Community Education.

Central Public Schools website: http://isd108.org

Elementary School Office:	952-467-7300
Principal (Ron Erpenbach):	952-467-7301
Elementary Fax:	952-467-7303
Elementary Attendance Line:	952-467-7304
School Nurse:	952-467-7306
Taher Food Service (Chantelle Eshleman):	952-467-7147
Transportation:	952-467-7009
Pre-School Screening:	952-467-7390
District Office:	952-467-7000
Secondary Office:	952-467-7100
Secondary Attendance:	952-467-7104
Community Education:	952-467-7391
Technology Director (Steve Anderson):	952-467-7070

2024-2025 Central Elementary School Calendar

Please use the following tentative schedule to help you plan for family vacations, shopping trips, dental/doctor appointments, or other obligations that may prevent your child from attending school.

Aug 25-28	Teacher Workshop Days
Aug 27 & 28	Assessment Day K-5 by appointment
Sept 3	No School; Labor Day
Sept 3	First Day of School; K-5
Oct 16-17	No School; Fall Recess
Oct 31	End of the First Quarter; Early Release
Nov 3	No School; Staff Development
Nov 4 & 6	K-5 Conferences
Nov 26-28	No School; Thanksgiving Break
Dec 22-Jan 2	No School; Winter Break
Jan 5	School Resumes
Jan 16	End of Second Quarter; Early Release
Jan 19	No School; Staff Development
Feb 5	25-26 Kindergarten Registration
Feb 13	No School; Staff Development
Feb 19 & 24	K-5 Conferences
Mar 20	End of the Third Quarter; Early Release
Mar 23-27	No School; Spring Break
Apr 3	No School
Apr 24	No School
May 29	Last Day of School; Early Release
May 29	High School Graduation

EDUCATIONAL PROGRAMS

Students who attend Central Elementary School work hard and consistently achieve above the state average. Because we view our students as individuals, various instructional methods are offered, and we strive to find the best strategies for each child. Reading/Language Arts, Math, and Science are emphasized, and our curriculum's core is rooted in developing a solid foundation.

Reading/Language Arts: Expectations for literacy instruction are defined by the Central Elementary School Literacy Guidelines and utilize a balanced literacy approach focusing on the five literacy pillars. These pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students will have access daily to grade-level instruction through the core curriculum. Students will also be provided small group or individualized instruction regularly. Additionally, students will receive robust modeling of fluent reading while being encouraged to develop a lifelong love for reading. Grades K-5 use the Amplify CKLA, which was purchased in 2023. This curriculum focuses on the science of reading.

Mathematics Program: Central Elementary students are provided a strong foundation in the standards set by the National Council for the Teachers of Mathematics and the State of Minnesota. All teachers in grades K-5 use Houghton-Mifflin Expressions, which was adopted in June 2016. Students are active participants in their learning and growth through a combination of direct instruction and discovery. Teaching encompasses the exploration of mathematics and knowledge to discover new and creative ways to approach problems. Real-life problem-solving and group work are emphasized while students learn how to express their mathematical thinking verbally.

Science: emphasizes knowledge and the process of science through a hands-on approach. Scientific attitudes and thinking processes are learned through classroom, field, and lab experiences using various materials to carry out the planned scope and sequence. All students in grades K-5 use the 2020 edition of Foss Next Generation curriculum materials.

Health: instruction uses primary health goals, which include several objective areas. The student goals include developing the ability to make decisions, cope, communicate, solve problems, plan, evaluate, and act to have optimum health. In addition, the program's goals include consumer, dental, mental, and environmental health, health services, fitness, wellness, and nutrition. Also included are safety and first aid, disease prevention, growth and development, and substance use and abuse.

Social Studies: focuses on American history and includes studying the geography, culture, and peoples of the United States and the world. Global and current events emphasis is also recognized. Grades K-5 use the Harcourt Social Studies Curriculum

STEAM: Central's STEAM Lab is a JOY-filled place where students cultivate 21st-century skills using exploration, which leads to lasting community impact. Students visit the STEAM lab regularly to receive hands-on instruction to further their understanding of core concepts. Students can learn coding, robotics, engineering design, digital citizenship, and other important 21st century skills.

Physical Education: is taught by a specialist to students in grades K-5. Physical activities occur in units of games and cooperative significant group movement. The emphasis in physical education is on lifelong physical fitness and developing skills toward that goal. Students are required to wear athletic shoes to physical education classes for the safety and health of the student and the protection of the gym floor.

Elementary Music: is taught by a specialist to students in grades K-5. The students address the national standards in music. Some of these experiences will include singing alone and with others, playing classroom instruments, studying masterworks, and playing folk song games. All students in grades K-5 will perform in one program per school year. Some grade levels will perform together. Kindergarten and first grade will perform individually. Second grade is paired with third grade, and fourth grade is paired with fifth grade.

Art: instruction is taught through activities incorporated into another curriculum and in special art studies. Our art curriculum was developed to provide students with an organized, well-balanced introduction to the world of art. In the same lesson, students learn specific art terms, concepts, and skills by combining art appreciation and production. For example, a new art element or principle is often introduced by teaching students to recognize and describe it in the environment and carefully select famous works of art that are clear examples of that concept or skill. Students are then asked to apply their new knowledge to a related art project. These assignments also allow ample room for exploration, creativity, and self-expression. Through this program, students learn how to create art and look at, understand, and appreciate art in the world around them.

Overdue/Lost Books: Students with an overdue book(s) of 60 days or more will no longer be allowed to check out additional library books. The overdue book must be returned, replaced, or paid for if they wish to resume-library privileges. If a student has not returned or paid for a book by the end of the year, s/he will not be allowed to check out books the following school year.

Title I: Students who are not making the expected progress at their grade level may be offered help by (Federally funded) certified teaching staff. This program serves students needing additional reading comprehension support in grades K-5.

Special Education: Services are offered to all students who are determined, through testing, to be physically, emotionally, or academically impaired. Students receive help from specially certified teachers in direct service (individually or in small groups) or supplemental services. Parent decisions are an integral component of the services and programs offered.

Early Childhood Special Education: Children from birth through 5 years of age are identified through screening as needing early intervention. Once identified, licensed special education and speech teachers serve students through a preschool program.

Community Education: offers classes in languages, hobbies, crafts, and varied skills. These classes are offered after school, evenings, and throughout the summer. Please read the available Community Ed brochure for current offerings.

- **Connections:** an after-school program from 3:00 – 4:15 p.m. / 2 days a week that offers extra help to students in grades 2-5 during November through March.
- **Kids Company:** offers before and after school child care for children in grades K-5.
- **Kurious Kids Preschool:** an early childhood program designed to promote a child's physical, social, emotional, and cognitive growth. This program fosters curiosity, self-esteem, cooperation, creativity, learning, and fun.
- **Early Childhood Screening:** All children entering into kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes.**

*** Contact Community Education for more information about any of these programs.**

Student Support Services: Central Elementary has a licensed School Nurse, a School Counselor, and a School Psychologist. This is important for our students' health, education, and special needs. In addition, they can serve as a resource to staff, students, and families in these areas and the areas of abuse, dependency, family life education, testing, truancy/absences, ill health, and injuries. To assist all of our students in reaching their full potential and maintaining their learning opportunities, we offer a full complement of supplemental and direct service programs to students with various physical, social, emotional, and intellectual needs.

STUDENT ASSESSMENT AND PROGRESS REPORTING

Reporting/Testing: Students in grades 3, 4, and 5 will take the M.N. Comprehensives Tests in April. In addition, students in grades 1-5 will take the Fast Assessment quarterly. The testing results will provide a general assessment of individual student achievement. Data will also report comparisons with state and national averages and indicate the amount of growth our students make. This will help identify successes and needs in curricular areas. In addition, parents may request to look at any material in their child/ren's cumulative record folder. Test results by grade level may also be shared publicly. In addition, student progress is shared with parents at a parent-teacher conference in October and February (see calendar page).

Conferences: Grades K-5 will have parent-teacher conferences in the fall on November 4 and 6 from 3:30-8:00 p.m. Conferences will be held again on February 19 and 24 from 3:30 – 8:00 p.m. Parents or guardians will visit their child/ren's teacher(s) for a conference at a scheduled time. This will allow the parents and teachers to monitor students' learning and share information. Teachers may call parents/guardians

for other conferences, and parents may also request a meeting at any time to discuss their child's progress in school.

Student Record Information: The school district recognizes its responsibility concerning 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.

Student records contain the following information:

- Student's name
- Address
- Telephone number
- Date of birth
- Attendance

Identifying information on a student's religion, race, color, or nationality is omitted.

- The above information shall be public information the school district may disclose from a student's education records.
- Should the parent or the student desire, any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- To make any or all of the directory information listed above "private" (i.e., subject to consent before disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice.

This written request must include the following information:

1. Name of Student
2. Home Address
3. Parent legal relationship to student (if applicable)
4. Specific directory information should not be made public without the parent's prior written consent.

SCHOOL PROCEDURES

Pledge of Allegiance: Elementary students are taught the "Pledge of Allegiance" and flag courtesy. Students begin each day reciting the Pledge of Allegiance. Anyone who does not wish to participate in reciting the Pledge of Allegiance for personal reasons may elect not to do so; however, students must respect another person's right to make that choice. M.N. Statute 121A.11

Classroom Placement: Professional staff members are responsible for forming appropriate instructional groups that reflect students' needs. We aim to create balanced groups to enable every child to achieve the school's educational goals. Parents/guardians may provide information to assist the school in this process. Examples include

- Learning styles (such as interests at home, preference for specific kinds of activities, and interactions with other children, etc.).
- Type of learning environment that is most helpful (less structured, more structured, etc.).
- Unique personality traits of the child (compassionate, talkative, quiet, etc.).

- Specific needs (hearing, vision, speech, etc.)
- Any other relevant information.
- Specific names of staff should not be listed.

The school will attempt to honor this request in the best interest of your child and within the educational program philosophy of the district. The school cannot, however, guarantee the honoring of specific parent/guardian requests.

Student Placement forms are available to all parents/guardians during the spring of the school year to allow a scheduling process to make out class lists. Parents/guardians having specific questions should contact the building principal.

School Closing: The school will be in session except as indicated on the calendar. When school is to be closed early or canceled because of an emergency or the weather, the official announcement will be made over radio station 830 AM – W.C.C.O. as well as through local television stations. The district office will also send a courtesy call to all contacts provided. Please make arrangements for your child(ren) in advance so your child will know where to go if school should be dismissed due to an emergency or severe weather.

Use of the Telephone: Students must get the teacher's permission to use the school phone**. Approval** will be granted only in cases of emergencies. Phone use will not be permitted for such things as arranging to go home with a friend after school. We would appreciate it if parents would ensure their child/ren has homework, band instruments, lunch money, etc., and know where to go after school before leaving home in the morning**.**

Cell Phones: Cell phones are **not** allowed during the day. If a student brings a cell phone to school, it is NOT to be used during the school day hours (8:00 – 3:00 p.m.) The phone will be kept in the child's locker and turned off.

Friends: No school-age friends can visit more than one school day yearly. Prior approval from the principal is required. Visitations during the first or last two weeks of school are discouraged.

Pets: We know pets are essential to our families, and students are excited to share them with their classmates and teachers. Because of allergies and student fears, we do not allow them to visit our classrooms. We do, however, encourage students to share pictures and stories.

Student's Personal Property at School: Students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure their safety.

The school district's policy is that students shall be responsible for their personal property. Therefore, neither the school district nor its employees shall be liable for ensuring a student's property security.

- Central Elementary students cannot *buy, sell, or trade* items on the school bus or property.

Classroom Movies: (Movies, as used in this policy, shall mean full-length commercial movies or made-for-TV movies but shall not include educational films whose function is to inform.)

Teachers utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, they are evaluated based on their ratings, age appropriateness, and recommendation. Therefore, no "R" or "PG-13" films will be shown.

- A parent or student may request that the student be excused from viewing any movie. However, the student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

Care of Textbooks/Materials: Materials, such as books and equipment, are the property of the School District. Students use these books on a loan basis. They are responsible for the care and use of the materials. Textbooks and library books will be examined at the end of the school year for damage in the following areas:

- writing in books
- damaged binding
- torn pages
- water damage
- missing pages, etc.

Upon identification of damage, the student will be responsible for its correction. If the damage to the book cannot be corrected, the student will be required to make restitution. Fines will be based on the following schedule.

Books with two or more missing pages, mutilated or lost.

- **1st year of use:** 100% of the cost
- **2nd year of use:** 75% of the cost
- **3rd year of use:** 50% of the cost
- **4th year +:** 50% of the cost (if the book is still used in the classroom or library)

Classroom Treats: On occasion, students bring treats to their classrooms. Due to health concerns and policies, the District asks that only commercially prepared and packaged food be brought to school **(no homemade goodies**). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to students' allergies. This will ensure safe and healthy snacks. Thank you for your cooperation.

Snack Lists: Students may eat healthy snacks brought from home with milk breaks. Healthy snacks are fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students with healthy snacks vs. junk foods. The cooperation of each family and classroom is appreciated.

Acceptable snack examples:

Popcorn	Cheese and Crackers	Banana or Date Bread
Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Pretzels
Raisins		

Unacceptable snack examples:

Cookies/Pudding	Cake	Potato Chips
Cheese Balls	Rice Krispie Bars	Marshmallows
Twinkies or any kind of Snack Cake	Kool-Aid or Pop	Peanuts (Due to allergies)

Appropriate Dress: We ask that students dress appropriately - considering the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when the weather is inclement. In addition, shirts and caps with inappropriate language are not permitted in school or at school events. Finally, students are not allowed to wear hats inside the building. They should be removed when the student enters the building.

Students play outside before school from 7:45-8:00 a.m. and at noontime. Supervision is provided. When the weather is inclement, students stay inside the building. Inclement weather is rain, snow, temperature, or wind chill below zero. Would you please try to have your child dressed according to weather conditions?

Primary teachers require the marking of a child's boots. This saves time and confusion since many students wear the same type and color. Some students also have trouble recognizing lost items. To encourage wise decision-making in chemical use by students, it is inappropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

Noon Recess: will be held outdoors unless the weather is inclement. When it is raining, or the temperature is too cold, noon recess will be conducted in the atrium. If a child is recuperating from an illness and a parent/guardian wishes to have them stay inside, please indicate this by sending a doctor's note with your child. All children will play outdoors ***unless they bring a doctor's note***. Be sure your child/ren is appropriately dressed in cold weather (boots, mittens, scarves, caps, warm jackets, etc.).

Background Checks: According to Minnesota Statute, Central Schools administer a background check for all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

PARENTAL INVOLVEMENT

Parent-Teacher Association (P.T.A.):

Mission: The Central Elementary School Parent-Teacher Association is committed to engaging and connecting students, families, staff, and the community to work together to enhance and enrich student educational experiences.

The PTA consists of any interested parents/guardians from families whose children attend Central Schools.

The PTA meeting schedule is available on the Central Elementary School calendar located on the website.

Central Elementary Volunteers: Volunteers play a crucial role at Central Elementary. They assist classroom teachers and specialists in many areas. If you have some extra time and would like to share it with our school, please contact the elementary office (952-467-7300).

School Visitors (Parents, Volunteers, & Friends): Parents are encouraged to actively participate in their child's education and visit the school frequently. However, all people entering our building must report to the elementary office to sign in and pick up a visitor's badge before entering any classroom. After your visit, please sign out in the office. If a student leaves school before the end of the day, an adult must sign the student out. Staff members will ask anyone not wearing a visitor's badge to report to the office. Everyone is to enter the building at the main front entrance. All other doors are locked. We hope that any inconvenience this may cause will be offset by knowing that your child's safety is our primary concern.

NOTE: ***Only parents/guardians will be allowed to visit a child or pick a child up from school unless the parent/guardian has given specific permission.***

BUS RULES AND PROCEDURES

The District provides transportation for all students in Central Elementary. Bus stops are published in the Norwood Times before the start of the school year. Any student who wishes to get off at a stop other than their regular bus stop must have **written** permission. If your child is bringing friends home on the bus (3 or more), prior approval must be obtained from the bus driver. If you have any questions about busing, please call Luke Wolter at 952-467-7009 between 8:00-11:00 a.m. Students receive instruction in Bus Safety in the fall of the year.

NOTE: If your child does not ride a bus to school, they **CANNOT ARRIVE BEFORE 7:45 A.M.** ***School supervision does not begin until 7:45 A.M***. Please ensure your child arrives promptly. **The school day will start at 8:00 A.M. and end at 3:03. Expectations of students riding the bus are to follow these bus rules:**

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain on the bus at all times.
5. Students may not leave the bus except at their assigned bus stop or school without prior approval and the bus driver's knowledge.
6. Prior approval should be obtained from the bus driver if your child brings friends home on the bus (more than 3).

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above.

Violations of these rules typically will be dealt with using the following guideline (administrator discretion will be used):

1st Offense: The first note is only a **WARNING** that the bus violation has occurred. This note must be signed and returned to the bus driver for the student to ride the bus the following morning.

2nd Offense: The second note will bring **DISCIPLINARY ACTION** resulting in the suspension of bus riding privileges. Parents must contact the Transportation Director (952-467-7009) to see if a solution to the problem can be reached. If no contact is made, the student cannot ride the bus.

3rd Offense: The third note will result in **SUSPENSION** from riding the bus. The parents or guardian must meet with the Transportation Director if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out will the student be allowed to ride the bus again.

4th Offense: The fourth note will suspend riding privileges for the remainder of the semester.

HEALTH SERVICES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date **BEFORE** of school entrance. These can be completed by your family physician or through Carver County Public Health Services (952-361-1329). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Illness causing Exclusion: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Communicable Disease & Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)

- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- **Prescription medications** can be administered under these circumstances:
    - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
        - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
    - A current written physician's order. Must be received for **ALL** prescription and controlled medications
    - (i.e. ADD or ADHD). Written order must include: Student name, diagnosis, medication name, dose, route, and time of administration, possible side effects, physician signature
    - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
    - Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- **Non-prescription medications and/or Over-the-Counter Medications(OTC)** (ie Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:

- A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website: https://www.raiders.central.k12.mn.us/page/health-office under "Health Forms".
  - This form authorizes the School Nurse to administer the medication to comply with the manufacturing label. The School Nurse can delegate medication administration to a trained school personnel.
- Non-prescription medications and/or Over-the-Counter Medications(OTC) must be sent in the original manufacture container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer's label.
- Non-prescription medications and/or Over-the-Counter Medications(OTC) should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.

- Elementary students will not be allowed to self-administer medications. (Inhalers are exempt.) Medications must be administered by the School Nurse or trained school personnel while the student is at school.
  - If a student can demonstrate the ability to self-carry/administer an inhaler appropriately, an "Authorization to Self-Carry/Self-Administer Medication Form" can be signed by the parent, student, and School Nurse in the Health Officer.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Completing hearing and vision screening early in the fall is recommended. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

- Temperature on or greater than 100 degrees
- Vomiting and/or Diarrhea with or without fever
- Severe persistent coughing
- Asthma attacks not improving after inhaler
- Head Injury (persistent symptoms or significant fall/injury)

- Upset stomach with flushed cheeks, headache, without fever
- Severe sore throat (potential strep) with fever
- Open wounds
- Pink eye with fever, or severe irritation to student
- Head lice (notify, but do not need to be picked up)
- Recurring headache
- Possible medication reaction
- Rash with persistent itching
- Known allergies and reactions to "triggers" (ie bee stings, food exposure)
- Diabetic reactions
- Seizures
- Rest, return to class; returns to health services, still not healthy; or after two visits to health services in
- one day
- Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

- Minor playground injuries - scratches, scrapes, and monkey bar blisters
- Small slivers
- Band-aid application or changes
- Temperatures under 100 degrees without other symptoms
- Minor aches (stomach, throat), pains, and rashes which are not recurring
- Minor Head Injuries (bumping heads, no persistent symptoms)
- Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
- Change of clothing due to toileting accident, unless health assistant notices a pattern and questions infection

FOOD SERVICE

Taher Inc. provides lunch and breakfast to our students in all of the Central Public Schools. They aim to provide a healthy, tasty breakfast and lunch option. We participate in the State of Minnesota's Free School Meals for Kids Program. This legislation provides a free breakfast and lunch to all students. *For more information on this program, please visit the* Minnesota Department of Education *website*.

Breakfast: Central Elementary provides free breakfast for all students through the Minnesota Free School Meals for Kids program. Kindergarten & 1st grades are served breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom. *An additional breakfast or milk is available for purchase.*

Lunch: Central Elementary provides free lunch for all students through the Minnesota Free School Meals for Kids program. *An additional lunch or milk is available for purchase.*

Note: Single item purchases and non-reimbursable meals are not free. Some examples include: carton of milk, snack items, second entrée, a second breakfast or a second lunch, meals that do not meet the minimum requirements and meals served to teachers, staff, and other adults.

The cost for an adult meal or for a student to purchase a second complete breakfast or complete lunch will be $2.40 for a breakfast, $5.00 for a lunch and an additional milk can be purchased for $.60.

As a convenience to our families, Central Elementary School and Taher Foods offers a snack and milk/juice option for our K-5 th grade students, mid-morning. Students that participate in this program have multiple choices daily that include options such as whole fruit, raisins, Craisins, Cheez Its, Chocolate Elf Grahams, and Scooby Bones.

Snack Options:*
Snacks Only - $30 for first semester, or $60 for both semesters
Milk/Juice Only** - $45 for first semester, or $90 for both semesters
Both Snacks & Milk/Juice - $75 for first semester, or $150 for both semesters

Those who choose not to participate in the snack and milk program are still welcome to send water bottles and healthy snacks from home.

****Kindergarten students do not need to purchase milk as this is provided free of charge through a government program.** If you chose to participate in the snack program, please select Snacks Only and milk will be automatically given to the kindergarten students if they want it.

Please use our Payment Portal via https://isd108.revtrak.net/ to deposit funds into your child's account for food related purchases. Click on "**Lunch Account**" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and on "**Child Nutrition**" for our snack program. NOTE: ***Snack options can ***ONLY*** be paid through the payment portal (we cannot accept cash or check for snacks).*
If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front. Checks should be made payable to Central Public Schools.

It is still important for families to complete the Application for Educational Benefits form. Applications for Educational Benefits determine how much funding your child's school receives for educational programs and supports. Additionally, eligible families can qualify for other benefits. See the Minnesota Department of Education https://education.mn.gov/MDE/dse/FNS/SNP/free/ for additional information. You can access this form on the Central Public School website via Application for Educational Benefits or forms can be obtained in the District or Elementary Offices. Completed forms should be returned to the District Office.

Please contact finance@isd108.org with any payment portal questions. If you have any additional questions, please contact Taher Food Service at 952-467-7147 or the Elementary Office at 952-467-7300.

STUDENT DISCIPLINE

Roles and Responsibilities Related to Student Behavior and Discipline

Students: Students are responsible for how their rights are exercised and for not violating the rights of others and must accept the consequences of any actions they take that are outside the boundaries of their rights or that violate the rights of others.

Parents and Guardians: Parents and Guardians are legally responsible for their children's behavior as determined by the law and community practice. They are expected to promote their child's self-discipline and educational progress and discourage their children from disrupting the school's educational program.

Parents and guardians are responsible for ensuring that their children attend school regularly and supporting district and school policies, regulations, and rules. In addition, parents and guardians are expected to notify the school through a telephone call or written note whenever their children will be absent because of illness, a medical appointment, or other excused absences.

Since cooperation between parents and guardians and school staff is essential in helping students work to the best of their ability and have a good school experience, parents and guardians are responsible for helping maintain communication with the school by participating in school-community activities such as orientation events and parent-teacher conferences and to bring questions and matters of concern to the attention of the teacher, principal or appropriate staff member.

Board of Education: The Board of Education sets policies for the District. It manages and controls the school district acting through the superintendent. The School Board holds school employees responsible for supervising student behavior and student safety while the students are legally under school supervision. It has the authority to expel and exclude students from school. The Board of Education is an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Superintendent: The superintendent establishes necessary regulations, rules, and procedures to efficiently implement Board of Education policies relating to standards of student behavior, is responsible to the Board for discipline in the schools, gives support to principals and staff, as needed; keeps the Board informed about serious behavior problems in the school and assistance which has been given principals in correcting such issues and recommends student expulsion and exclusion to the Board of Education. The superintendent is also an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Principals: Principals are responsible to the superintendent for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, and for the total operation of the school, within the framework of rules and procedures established by the superintendent.

Principals are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff, and effectively communicating with staff, parents, students, and the community.

Principals have the responsibility and authority to formulate, establish, and implement fair and objective rules and regulations that govern students' conduct for the school, consistent with state statutes, board of education policies, and administrative management. The principal will discuss rules and rights with the instructional staff before the beginning of each new school year and with new instructional staff when they are hired.

Principals have the authority to suspend students, consistent with the Pupil Fair Dismissal Act guidelines, for failure to comply with district and school policies, regulations, and rules. In addition, principals may recommend excluding or expelling a student to the superintendent.

Teachers: Teachers are responsible to the principal for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, for knowing school and district regulations, rules, and procedures on student behavior, and for making sure that all students are informed of the standards of conduct required by the teacher, the school and the district. Teachers are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff as individuals, and effectively communicating with staff, parents, students, and the community.

Teachers have the authority to use such reasonable measures as are necessary to maintain student control in school buildings, on school grounds and at school events. These measures include removal of a student from class, consultation with the principal, denying a student certain classroom privileges, assigning a student extra classroom obligations, giving a student particular tasks related to the misbehavior, and requesting a parent conference.

Teachers are responsible for recording and reporting severe behavior problems to a school administrator and referring a student to a school administrator if the teacher's efforts to resolve the behavior problem are unsuccessful.

Other School District Personnel: All school district personnel shall contribute 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 another agent of a school district in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

REMOVAL OF A STUDENT FROM CLASS

Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail or the teacher determines it is otherwise inappropriate, based on the student's conduct, the teacher shall have the authority to remove the student from the classroom according 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 for a period of time not to exceed five (5) days, according to this discipline policy.

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

1. Willful conduct that disrupts the rights of others to an education, including behavior 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 the school's property.
3. Willful violation of school rules, regulations, policies, or procedures.
4. Other conduct, which is at the teacher's or administration's discretion, requires removing the student from class.

Procedures for Removal of a Student from a Class:

1. A teacher may remove a student from class. The teacher should inform the office that the student has been removed and expect the student's arrival.
2. Removal of a student for an extended period of time will require principal/designee approval.
3. Documentation providing reasons for removal will be given to the principal by the removing teacher. Parent notification will be done by the teacher removing the student or by the office.

Responsibility for and Custody of a Student Removed from class:

1. Any student removed from class must report to the office immediately.

2. Students sent to the office may do so unattended ***if there are no safety concerns.*** However, if safety is an issue, teachers must contact the office, and the principal or designee will come to the room to escort the student to the office.

3. The student will complete assigned work while in the office for removal from class. Teachers will have work available for the student during this time.

4. While the student is removed from class, the principal/designee will be in charge of the student.

Procedure for Student to Return to Class:

If the student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, the student, parent, teacher, and principal must meet to discuss a readmission plan.

Procedures for Notification:

1. At the beginning of each school year, the Parent/Student Handbook is posted online under Parent Resources, which explains the rules of conduct and associated procedures. In addition, during the year, disciplinary notices, phone calls, and letters will be used to contact parents about violations.

2. Any violation that results in a student being removed from class will result in the parent being notified by the teacher and principal/designee.

Disabled Students – Special Provisions

Any consideration as to whether there is a need to review procedures for assessment, current I.E.P. 's, or appropriate referral of a student in need of special education services will be done by the school's Student Assistance Team (S.A.T.). Any parent or staff member may make referrals to the S.A.T. for child study to determine appropriate services.

Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises:

1. The school's Student Assistance Team will serve as the chemical abuse pre-assessment team according to Minn. Stat.121A.26.
2. The District's Safe and Drug-Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (S.A.T.).

DISCIPLINE PLAN

Statement of Purpose: Every child has a right to a climate conducive to learning. The school's discipline plan is intended to be fair and equitable for all children. The plan will be viewed as a tool that seeks to maximize student growth and nurture each student's healthy self-respect. All of us, parents, students, and school staff, must share the responsibility of working toward this belief.

Student Expectations: Listed below are the five main student expectations. The specific behavior related to each expectation will be discussed with students periodically by the school's staff.

1) Positive words and actions
2) Responsibility for self
3) Integrity and honor
4) Display self-control
5) Excellence in everything

Principal Involvement: The principal shall be involved with a student's positive or negative behavior upon conferring with the classroom teacher.

Playground Rules:

1) No Fighting, pushing, throwing to the ground, kicking, hitting, etc.
2) No inappropriate language, name-calling, swearing, etc.
3) Use all playground equipment safely.
4) All students must stay within the playground boundaries.

5) Students are not permitted to use hard balls. (baseballs, etc.)
6) No tackling. Only two-hand touch football.
7) No Snowballs.

All students are to treat each other and the playground supervisors with respect.

Students are not allowed to bring: roller blades, skates, skateboards, sleds (in winter), toy guns of any kind, etc. Students may bring from home: jump ropes, tennis balls, rubber balls, etc. They are responsible for their personal property.

Distribution of Policy: The school district will notify students and parents of the existence and contents of this policy in such a 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 all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

Overview: The consequences for misbehavior described on the following pages are designed to be fair, firm, and consistent for all students. They apply to students in any school or other district building, district property, district vehicles, and school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students.)

Student Behavior Expectations: Please read and discuss this information with your child. A Positive Behavior Intervention and Support Plan was developed per District Policy 108: Student Discipline. The purpose of this plan is to ensure that students are aware of and comply with the school district's expectations for student conduct. At Central Elementary School, we have high expectations for our community and call it "Raider Pride." We need a positive, safe, and orderly school for learning to thrive. School is a social setting in which students learn individual and group responsibilities. Students learn to make decisions about their behaviors. Clear expectations help students know appropriate behaviors for school and other public places. This includes halls, bathrooms, playground, cafeteria, and bus. Proper behavior is expected everywhere on school property as well as on the bus.

Example Behaviors and Consequences:

Major Offenses:

Examples:

- Fighting
- Stealing
- Hitting, spitting, kicking, biting
- Possessing offensive, dangerous or inappropriate items

- Refusing to comply with directions given by an adult
- Continued repetition of minor infractions

Potential Consequences

- Removal from setting
- The student will talk with the principal or counselor
- A parent will be contacted via phone call and behavior slip
- One or more quiet lunch period(s), in-school suspension, or out of school suspension, depending on the severity
- Restitution

Minor Offenses:

Examples:

- Pushing/running
- Disrespectful language/swearing
- Disruption in class or other areas
- Throwing items
- Inappropriate bathroom/sink use

Potential Consequences

- Dealt with individually
- One quiet lunch period, if warranted
- Parents contacted by phone or behavior slip
- Expectations of school behavior are clearly explained to the student
- Restitution

Raider Pride P.B.I.S. Rubric

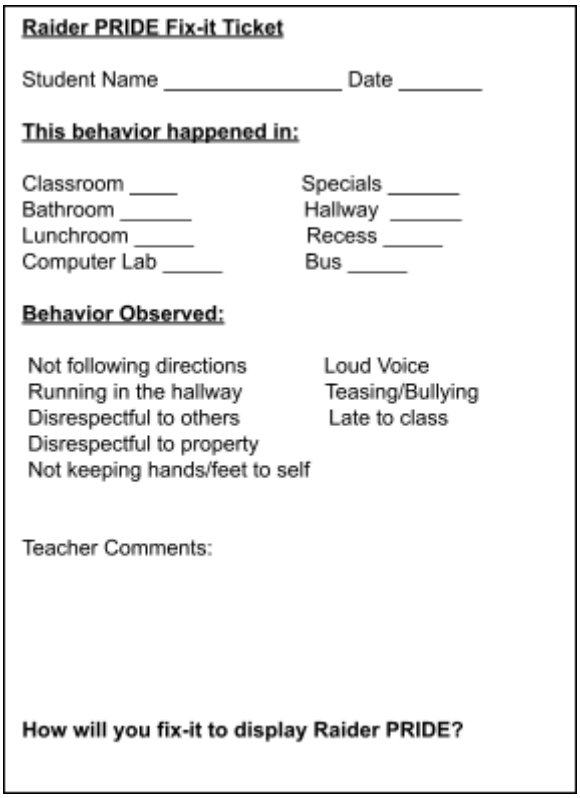
	P Positive words and actions	**R** Responsibility for self	**I** Integrity and honor	**D** Display self-control	**E** Excellence in Everything
Bathroom	Respect others' privacy	Wash hands after using the bathroom Level 2 Voice	Be a positive role model Report any problems	Feet on floor Hands to self Two pumps-two pushes	Be a positive role model
Hallway	Thumbs-up	Walk Level 1 voices Walk on right	Pick up any trash	Friendly wave Keep hands at the side	Be a positive role model
Cafeteria	Say please & thank you Sit on pockets	Put tray away Clean up mess Wash before and after	Report big spills	Hands and feet to self Level 3 voices Stand calmly in line	Be a positive role model
Playground	Line-up when told Respectful language share	Return equipment Bring in belongings	Include others Report bullying and accidents	Use problem-solving skills Peaceful contact	Be a positive role model
Assembly	Sit central style Polite clapping	Listen to speakers Hands and feet to self	Audience etiquette	Eyes on speaker Level 1 voices	Be a positive role model
Media Center	Respect property	Return books on time Return materials to correct location	Wait turn Report damaged materials	Level 2 voices Use time wisely Hands and feet to self	Be a positive role model
Dismissal	Go straight to bus Walk Stay on sidewalk Use crosswalk	Be Safe Have all belongings Note from home indicating a change	Help others	Hands and feet to self Level 2 voices	Be a positive role model
Lockers or Desk	Shut quietly Keep clean	Be prepared Neatness/organized	Respect property and privacy	Keep hands and feet to self	Be a positive role model
Steam Room	Follow acceptable usage procedures	Follow directions Return materials	Respect property and privacy Report problems	Hands and feet to self Level 1-2 voices	Be a positive role model
Bus	Respectful language Sit on pockets	Follow directions Be at the stop on time Watch for your stop	Respect property and privacy	Keep hands to self Keep feet in front of you Level 3 voices	Be a positive role model

Behavior Management Tools

Central Elementary School has two types of Behavior Management tools in use. They are as follows:

Fix-It Ticket: All staff members may use this slip to help alleviate what constitutes "minor" behavior problems. Staff will give 1 – 2 verbal warnings about appropriate behavior choices. A "Fix It Ticket" will be issued after the warnings. The homeroom teacher will document Fix-It Ticket offenses and parents will be notified after the third offense.

Office Referrals: After the 3rd Fix-It Ticket in a month or if more serious behavior occurs, it will result in an office referral. A student may be sent to the office for hitting, kicking, pushing/shoving, stealing, swearing, or any other behavior deemed inappropriate or dangerous to themself or others.



Raider PRIDE Fix-it Ticket

Student Name _____ Date _____

This behavior happened in:

Classroom ____ Specials _____
Bathroom _____ Hallway _____
Lunchroom _____ Recess _____
Computer Lab _____ Bus _____

Behavior Observed:

Not following directions
Running in the hallway
Disrespectful to others
Disrespectful to property
Not keeping hands/feet to self
Loud Voice
Teasing/Bullying
Late to class

Teacher Comments:

How will you fix-it to display Raider PRIDE?

The following process will take place if this happens;

1) An office referral slip will be generated by the appropriate staff.
2) The student is called to the office to discuss the behavior with the administrator.
3) One or more of the following steps are then taken:
    - The administrator calls the parent and explains the behavior.
    - The student calls the parent and explains their behavior.
    - A parent conference is required

Suspension/Expulsion: A student may be suspended or expelled depending upon the severity of the situation, on the following grounds:

1) Willful violation of any reasonable school regulation
2) Willful conduct which disrupts the rights of others
3) Willful conduct which endangers the student, others or property

The school supports the terms of The Pupil Fair Dismissal Act of 1974.

Severe Clause: More severe behaviors (i.e., when the student's behavior endangers themselves or others, or chronic repeat offenders) may require further action. The actions we have in place are the following:

- In-School Suspension
- After-School Detention (parent or guardian will be responsible for picking the student up after detention)
- Out-of-School Suspension (followed by a re-entry meeting)

District Policies and Guidelines

*A complete District Policy Manual can be found in the District Office.

Bullying/Cyberbullying

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

"Bullying" means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or

2. Materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions, activities or receive school benefits, services, or privileges.

"Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network internet web site or forum, transmitted through a computer, cell phone, or other electronic devices, that causes a substantial disruption to the educational environment at Central Elementary Schools.

ATTENDANCE REGULATIONS / POLICY

Enrollment: Under the existing school policy, a child must be five years of age before September 1st of the current school year to be enrolled in kindergarten. A child must be six years of age before September 1st of the current school year to register in first grade.

Withdrawals: If you are moving out of the District, the school should be notified at least a week in advance to prepare the proper transfer of records and the child's supplies collected before the transfer.

Attendance: The Board of Education, administration, and faculty believe that all students should benefit from the educational opportunities, programs, and activities available at school. Minnesota state law and the Department of Education require daily attendance. The student's obligation for regular and continuous attendance is the joint responsibility of the parent, the student, and the school. If attendance is irregular, the student loses the benefits of constant instruction, allowing for steady and meaningful growth.

All students at Central Elementary School will be expected to be diligent and punctual in their attendance. All students will be held accountable for missed days of school. Students in our elementary school will be considered absent for a half-day if they arrive after 9:00 a.m. or leave before 2:00 p.m. Classes for grades K-5 will start at 8:00 a.m. and end at 3:03 p.m.

If your child is picked up during the day, it is the person's responsibility to pick up the child to sign them out in the office. Likewise, when a student returns to school or arrives late, they sign in at the office and give the classroom teacher their tardy slip when returning to class. The policy provided herein shall apply to individual class attendance.

Absence Reporting Procedure: When an absence is necessary, the parent/guardian should notify the school by 8:30 a.m. stating the reason for the student's absence. Our attendance line (952-467-7304) is available 24 hours a day for your convenience. Contact the office (952-467-7300) if there are extenuating circumstances.

Make-up Work: If your child is absent for a day, make-up work will be taken care of upon return to school. If the absence is for an extended period, we suggest that a parent calls for the make-up work before or after school. Two days will be allowed for the completion of make-up work unless the classroom teacher provides an extension.

General Statement of Policy:

Responsibilities:

1. Student's Responsibility
   It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and be aware of and follow the correct procedures when absent from any class. Finally, it is the student's responsibility to request any missing work.
2. Parent or Guardian's Responsibility
   It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student's absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.
3. Teacher's Responsibility
   The teacher's responsibility is to take daily attendance and maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and apply them uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher's responsibility is to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Attendance Procedures

1. Regular attendance is the responsibility that parents share with students and the school.
2. The School Board considers the following as "excused" absences:
   a. Illness
   b. Serious illness in the student's immediate family
   c. A death in the student's immediate family, relative or close friend
   d. Medical or dental treatment
   e. Court appearances occasioned by family or personal action
   f. Religious instruction not to exceed three hours in any week
   g. Physical emergency conditions such as fire, flood, storm, etc.
   h. Official school field trips or other school-sponsored outings
   i. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences, and students will be permitted to complete make-up work.

3. Unexcused absences may have parental approval but are not designated as legal absences in the above section. This would include sleeping in, skipping school, shopping, or babysitting a younger sibling.
4. Truant absence is any absence of part or all of one or more days from school during which the school administrative assistant, principal, or teacher has not been notified of the reason for the student's absence by a parent or guardian.

Tardy Procedure: Students are expected to be in their classroom at the beginning of the day. Failure to do so constitutes tardiness. Families will receive a letter from the school reminding them of the importance of being at school on time if/when tardiness becomes a pattern.

Communications & Enforcement: The principal will review student attendance records monthly or at the teacher's request.

1. Upon a student's absence of 3 consecutive days, the school nurse will contact the parent/guardian to review with the parent the reason for such absence.
2. When a student's unexcused absenteeism reaches three days, a letter will be sent to the family.
3. When the student's unexcused absenteeism reaches seven days, the student and family will be referred to the Carver County Social Services for truancy referral.

Section 7. Pupil Fair Dismissal Act: All school personnel will abide by the "Pupil Fair Dismissal Act" of 1974, M.S. 127.26-127.39, which is in keeping with the due process for students.

MINNESOTA STATUTES REGARDING TRUANCY

Continuing Truant (M.N. Stat. 260A.02)

"Continuing Truant" means a child who is absent from instruction in a school without a valid excuse within a single school year for:

1. Three days if the child is in elementary school or
2. Three or more class periods on three days – if the child is in middle school or high school.

Notice to Parent or Guardian When A Child is a Continuing Truant (M.N. Stat. 260A.03)

Upon a child's initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child's parent or legal guardian by first-class mail or other reasonable means of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Section 120A.22, and parents or guardians who fail to meet this obligation may be subject to prosecution under Section 120A.34;
4. That this notification serves as the notification required by Section 120A.34;

5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Chapter 260C
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restrictions, or delay of the child's driving privilege pursuant to 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant/Child in Need of Protection or Services (CHIPS) M.N. Stat. 260C.007 Child who is in need of protection or services" means a child who is in need of protection or services because the child...(14) is a habitual truant.

Subd. 10 Habitual Truant . . ." Habitual Truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for *seven* school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school . . . or high school, or a child who is 17 years of age who is absent from attendance without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Truancy in Regards to Open Enrolled Students: The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat 124D.03) or Enrollment in Nonresident District (Minn. Stat.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 sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to ensure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that healthful eating and physical activity can have a positive impact on student behavior.
B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. The school district encourages students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
E. All students in grades K-l2 will have opportunities, support, and encouragement to be physically active regularly.
F. The qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide a clean, safe, and pleasant setting and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. All foods and beverages available on campus during the school day (including concessions and a la carte cafeteria items) will be consistent with the current U.S.D.A. Dietary Guidelines for Americans.
2. The food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all federal, state, and local laws and guidelines.
3. Foodservice personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to and prevent the overt identification of students eligible for free and reduced-price school meals.
5. The school district will allow students access to handwashing or hand sanitizing before eating meals or snacks, and students should be encouraged to use such facilities.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and make every effort to schedule meal periods during the school day.
7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students eat during such activities.

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with federal, state, and local statutes and regulations.
2. The school district shall designate the Food Service Director to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current U.S.D.A. Dietary Guidelines for Americans. The school board will appoint a School District Nutrition Advisory Committee to advise the Food Service Director with these responsibilities.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:

   a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.

   b. role of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

   c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age-appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands during the school day.
3. Schools will not use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individualized education plan or behavior intervention play) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parent's efforts to provide a healthy diet and daily activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities. In addition, it will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

A. After approval by the school board, the wellness policy will be implemented throughout the school district.
B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selecting all foods made available on campus.
D. The superintendent or designee will ensure compliance with the Wellness Policy.

Legal References
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources
Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org

FOOD AND BEVERAGE GUIDELINES

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole-grain products and fiber-rich fruits and vegetables to provide students with various choices to maintain a balanced diet.

2. Foods and beverages available during the school day should include various healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.

3. Foods and beverages available during the school day should minimize trans and saturated fats, sodium, and sugar as defined by the Dietary Guidelines for Americans.

4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle, and high school students, respectively.

5. If a la carte foods are available, they should include various nutritious foods, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods.

6. Nutrition information for products offered in snack bars, activity concessions stands, a la carte, vending, and school stores should be available, when possible. In addition, healthy food and beverage choices should be available at these locations.

7. Carbonated beverages should not be available to elementary, middle school, and high school students during the school day.

8. Beverage vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, no carbonated beverages, regular or diet, will be sold out of any district vending machine. Teachers' lounges may be exempt from this requirement.

9. School sites will encourage healthy choices for snacks in the classroom, on field trips, and at school picnics and outings.

10. Classroom celebrations should encourage healthy choices and portion control.

11. Schools should encourage fundraisers that promote positive, healthy habits, such as the sale of non-food and nutritious food items and fundraising to support physical activity events.

12. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

13. Food brought into schools to be served to students must be commercially prepared food items during the school day.

14. No carbonated beverages will be allowed in classrooms during the regular school day.

NUTRITION EDUCATION GUIDELINES

1. School programs should ensure that students in pre-kindergarten through grade 12 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; caloric, sugar, and fat intake; healthy cooking methods; the role of diet in preventing health problems; the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.

2. Nutrition concepts should be reinforced by all school personnel.

3. Nutrition education should include reinforcing the importance of physical activity and the health risks associated with a sedentary lifestyle.

4. Staff primarily responsible for nutrition education should be adequately trained and regularly participate

in professional development activities to deliver quality nutrition education effectively.

5. School districts should provide educational information and encourage healthy eating and physical activity for families, both within and outside the home. In addition, family members should be a critical part of the team responsible for teaching children about health and nutrition.

PHYSICAL ACTIVITY AND EDUCATION GUIDELINES

1. Students from kindergarten through grade 10 will receive regular, age-appropriate physical education.

2. Physical education should be designed to build interest and proficiency skills, knowledge, and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out throughout students' lives.

3. The physical education curriculum should be coordinated with the health education curriculum.

4. Physical education should provide safe and satisfying physical activity for all students, including those with special needs.

5. Whenever possible, elementary schools should provide daily recess that encourages physical activity.

6. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

HAZING POLICY

I. PURPOSE

This policy aims to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the school district's educational goals and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or another district employee shall plan, direct, encourage aid, or engage in hazing.
B. No teacher, administrator, volunteer, contractor, or another district employee shall permit, condone, or tolerate hazing.
C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
D. This policy applies to behavior that occurs on or off school property and during and after school hours.

E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for the action.
F. The school district will investigate all complaints of hazing. It will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or another employee of the school district who is found to have violated this policy.

III. DEFINITION

A. "Hazing" means doing something or making another student do something that creates a risk or harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of the time or place it occurs.

1. Any physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or adversely affects the student's mental or physical health or safety.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health or safety.
4. Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, embarrassment, shame, or humiliation, adversely affects the student's mental health or dignity, or discourages the student from remaining in school.
5. Any activity that caused or required the student to perform a task involving a violation of state or federal law or school district policies or regulations.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence based on race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.

B. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel through conduct or communication based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation, or disability as defined by this policy.

C. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

CENTRAL PUBLIC SCHOOLS
ACTIVITIES HANDBOOK
GRADES 7-12



2025 - 2026

TABLE OF CONTENTS

VISION, MISSION STATEMENT & VALUES 5
BOARD OF DIRECTORS 2025-2026 5
ACTIVITIES AND FEES 6
FINE ARTS AND ORGANIZATIONS 7
HIGH SCHOOL ACTIVITIES DIRECTORY 7
FFA 7
Jim Mesik jmesik@isd108.org 952-467-7144 7
KNOWLEDGE BOWL ADVISOR 7
Taylor Gort tgort@isd108.org 952-467-7136 7
NATIONAL HONOR SOCIETY 7
Chris Ludford cludford@isd108.org 952-467-7128 7
ONE ACT PLAY DIRECTOR 7
Sarah Thomason sthomason@isd108.org 952-467-7025 7
PLAY/MUSICAL DIRECTOR 7
Lauren Scherer lscherer@isd108.org 952-467-7129 7
SPEECH ADVISOR 8
Laura Hanson lhanson@isd108.org 952-467-7181 8
STUDENT COUNCIL 8
VOCAL 8
INTERNATIONAL CLUB 8
PROM ADVISORS 8
CORONATION ADVISOR 8
SCHOOL YEARBOOK ADVISOR 8
Kelly Street kstreet@isd108.org 952-467-7113 8
"C" CLUB CONSTITUTION 8
PREAMBLE: 8
ARTICLE I – NAME 8
ARTICLE II – OFFICERS 8
ARTICLE III – MEETING 8
ARTICLE IV – MEMBERSHIP 8
ARTICLE V – VOTING 9
ARTICLE VI – VETO POWER 9
ARTICLE VII – IMPEACHMENT 9
ARTICLE VIII – POWERS AND DUTIES OF THE "C" CLUB 9
ARTICLE IX – AWARDS 9
ARTICLE X – ADVISOR 9
ARTICLE XI - STANDARDS FOR LETTERING 10
ARTICLE XII - LETTERING INELIGIBILITY 10
ARTICLE XIII – AMENDMENTS 10
FINE ARTS LETTERING CRITERIA 10

BAND 11
"C" CLUB 11
CHOIR 11
DRAMA 11
FUTURE FARMERS OF AMERICA (FFA) 12
INTERNATIONAL CLUB 12
KNOWLEDGE BOWL 12
NATIONAL HONOR SOCIETY 13
PEERS – NOT CURRENTLY OFFERED 13
ROBOTICS – Team number 5626 14
SPEECH 14
STUDENT COUNCIL 15
TRAP TEAM 15
Season begins/ends: _____ 15
YEARBOOK 15
ACADEMIC LETTERING CRITERIA 16
SELECTION POLICY FOR VARSITY AND B TEAMS 16
A. RESPONSIBILITY: 16
B. PROCEDURE: 16
PLAYER/PLAYING PRIVILEGES 17
PLAYING TIME 17
CAPTAINS/OFFICERS/AWARDS ELIGIBILITY 17
CAPTAINS AND OFFICERS 17
AWARDS 17
PARENT RESPONSIBILITIES 17
STUDENT RECORDS 18
PROTECTION AND PRIVACY OF PUPIL RECORDS 18
DIRECTORY INFORMATION 18
MILITARY RECRUITER ACCESS TO STUDENT DATA 18
COMMUNICATIONS 18
PARENT MEETINGS 18
EXPECTATIONS OF COACHES, PARENTS, OFFICIALS, AND PARTICIPANTS 19
GUIDELINES FOR CONCERNS REGARDING SPORTS/FINE ARTS ACTIVITY PROGRAMS 19
BEHAVIOR 20
DETENTION 20
ATTENDANCE 20
ACADEMICS 20
MSHSL RULES 21
GUILTY BY ASSOCIATION 21
ATHLETIC/FINE ARTS ELIGIBILITY 21
STUDENT CODE OF RESPONSIBILITIES 21
BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial

Penalty") 22
CATEGORY I ACTIVITIES INCLUDE ALL MSHSL SPONSORED ACTIVITIES 22
CATEGORY II ACTIVITIES APPLY TO FALL PLAY/MUSICAL 23
HAZING POLICY **23**
HARASSMENT AND VIOLENCE POLICY **25**
I. PURPOSE 25
II. GENERAL STATEMENT OF POLICY 25
III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED 25
IV. REPORTING PROCEDURES 27
V. INVESTIGATION 27
VI. SCHOOL DISTRICT ACTION 28
VII. REPRISAL 28
VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES 28
IX. HARASSMENT OR VIOLENCE AS ABUSE 28
X. DISSEMINATION OF POLICY AND TRAINING 29
HARASSMENT AND VIOLENCE CONSEQUENCES 29
HOMECOMING ELIGIBILITY POLICY **29**
PHILOSOPHY AND CODE OF SPORTSMANSHIP **30**
2025- 2026 ACTIVITIES ONLINE REGISTRATION **30**
TRANSPORTATION AND SCHOOL ACTIVITIES POLICY **32**
WRIGHT COUNTY CONFERENCE ATHLETIC AND FINE ARTS SPORTSMANSHIP POLICY **32**
I. PROGRAM GOALS/EXPECTATIONS: 32
II. TARGET AUDIENCE: 32
III. SPORTSMANSHIP COMMITTEE MEMBERSHIP: 33
IV. THE WRIGHT COUNTY CONFERENCE SPORTSMANSHIP RESOLUTION 33
V. CODE OF CONDUCT 33
VI. CODE OF ETHICS: 34
CONSEQUENCES FOR ACTS OF MISCONDUCT - 35

VISION, MISSION STATEMENT & VALUES

Vision:
Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:
Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community - Collaborating together to share our success and accomplish our goals.

Kindness - Genuine effort to show compassion for others and realize the value and potential of all.

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation - Discovering creative opportunities and solutions for purposeful improvement.

Relationships - Creating positive connections that last a lifetime.

BOARD OF DIRECTORS 2025-2026

Sara Eischens - Chair
14850 154th Street
Hamburg, MN 55339
Phone:(Home) 952-467-9490
e-mail: seischens@isd108.org

Shelby Erickson - Vice Chair
660 Preserve Blvd.
NYA, MN 55397
Phone:(Cell) 612-619-1502
e-mail: serickson@isd108.org

Emily Perlbachs - Treasurer
427 Park Circle
NYA, MN 55368
Phone:(Cell) 612-298-0808
e-mail: eperlbachs@isd108.org

Josh Kroells - Clerk
531 Morse St
NYA, MN 55368
Phone:(Cell) 952-994-2427
e-mail: jkroells@isd108.org

Tony Bentz
860 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 612-810-1322
e-mail: tbentz@isd108.org

Spencer Kelly
580 Preserve Blvd
NYA, MN 55397
Phone:(Cell) 630-843-1351
e-mail: skelly@isd108.org

Troy Krueger
622 West Elm St
NYA, MN 55368
Phone:(Cell) 952-212-2636
e-mail: tkrueger@isd108.org

ACTIVITIES AND FEES

Students are encouraged to participate in the many extra-curricular activities available at Central Public Schools.

Athletic and Fine Arts participation fees must be paid BEFORE the first day of practice/start of season in order to practice. A refund will be given if the participant quits within the first week of practice.

Athletes must also have a current sports physical on file BEFORE they are allowed to practice with the team. They may attend team meetings, but will not be allowed to participate in practice until the physical is current. Annual Sports Health Questionnaire

Contact Information

Activities Director	Joe Kley	jkley@isd108.org	952-467-7106
Activities Admin. Asst.	Kari Crown	kcrown@isd108.org	952-467-7112

SENIOR HIGH SPORTS

ACTIVITY	HEAD COACH	PARTICIPATION FEE
Football	Chris Goodwin	$175.00
Volleyball	Alex Swanson	$175.00
Boys' & Girls' Cross Country	Mark Lagergren	$175.00
Boys' Soccer (7-12)	Co-op with Sibley East	$175.00
Girls' Soccer (7-12)	Joseph Perez	$175.00
Wrestling (7-12)	Jordan Voigt	$175.00
Boys' Basketball	Keegan Oak	$175.00
Girls' Basketball	Wade Degler	$175.00
Gymnastics (7-12)	Co-op with GSL	$175.00
Girls' Hockey (7-12)	Co-op with Waconia	$175.00
Softball	TBD	$175.00
Baseball	Jon Wroge	$175.00
Boys' & Girls' Track	Jacob Schrupp	$175.00
Golf (7-12)	Jordan Mahrer	$175.00

JUNIOR HIGH SPORTS

Football	Angelo Katasse/Charlie Gove	$100.00
Volleyball	Jon Wroge/Mary Wroge	$100.00
Boys' & Girls' Cross Country	Jordan Mahrer	$100.00
Boys' Basketball	Jon Wroge/Jacob Schrupp	$100.00
Girls' Basketball	Jon Wroge/Jacob Schrupp	$100.00
Softball	Brooke Raether/Shawn Erickson	$100.00
Baseball	Tony Kley/Dave Rauch	$100.00
Boys' & Girls' Track	Ashley Raduenz	$100.00

FINE ARTS AND ORGANIZATIONS

ACTIVITY	HEAD COACH/ADVISOR	PARTICIPATION FEE
FFA	Jim Mesik	$80.00
International Club	TBD	$80.00
Knowledge Bowl	Taylor Gort/BJ DeBoer	$80.00
One-Act Play	Sarah Thomason	$80.00
Play/Musical	Lauren Scherer	$80.00
Robotics	TBD	$100.00
Speech	Laura Hanson	$100.00
Jazz Band	Adam Halpaus	$80.00
Trap Team	Dan Fero	$ TBD
ESports	Tim Schochenmaier	$80.00

Maximum of $700.00 per Family.

ATHLETIC ACTIVITY PASS (Non-Transferable) Sold through Vanco Events Online

- ~~**Students** - Central students grades 7-12 attend for free with student ID~~
- **Single Adult** - $80
- **K - 12 Student** - $40
- ~~**Family Pass** - $250~~

HIGH SCHOOL ACTIVITIES DIRECTORY

BAND
Adam Halpaus ahalpaus@isd108.org 952-467-7143

FFA
Jim Mesik jmesik@isd108.org 952-467-7144

KNOWLEDGE BOWL ADVISOR
Taylor Gort tgort@isd108.org 952-467-7136

NATIONAL HONOR SOCIETY
Chris Ludford cludford@isd108.org 952-467-7128

ONE ACT PLAY DIRECTOR
Sarah Thomason sthomason@isd108.org 952-467-7025

PLAY/MUSICAL DIRECTOR
Lauren Scherer lscherer@isd108.org 952-467-7129

ROBOTICS
~~Lynn Panning lpanning@isd108.org use school office number per Lynn's request~~

SPEECH ADVISOR
Laura Hanson lhanson@isd108.org 952-467-7181

STUDENT COUNCIL
Sarah Hammers shammers@isd108.org 952-467-7127

TRAP TEAM
Dan Fero dandfero@gmail.com 612-490-3364

VOCAL
Jaron Gross jgross@isd108.org 952-467-7209

~~**INTERNATIONAL CLUB**~~
~~Jennifer Schramm jschramm@isd108.org 467-7141~~

~~**PROM ADVISORS**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**CORONATION ADVISOR**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**SCHOOL YEARBOOK ADVISOR**~~
~~Kelly Street kstreet@isd108.org 952-467-7113~~

~~**Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)**~~

"C" CLUB CONSTITUTION

PREAMBLE:
We, the athletics of Central, in order to promote athletics within the limits of the school and to establish closer relationship and cooperation among its members do hereby draw up the said "C" Club Constitution.

ARTICLE I – NAME
The name of this organization shall be the Central High School "C" Club.

ARTICLE II – OFFICERS
The advisor will assume all administrative authority.

ARTICLE III – MEETING
The "C" Club shall meet at the administrative authority.

ARTICLE IV – MEMBERSHIP
Every student who has earned a letter or is recognized as a manager in a said sport is duly recognized as a member of the "C" Club.

ARTICLE V – VOTING

Every member may have one vote. A quorum shall consist of 2/3 of the total membership. No voting shall be conducted unless a quorum is present, and a majority of the quorum shall be necessary to pass any issue at hand except amendments.

ARTICLE VI – VETO POWER

The advisor, coaches and administration reserve the right of absolute power of veto over any and all of the activities of "C" Club.

ARTICLE VII – IMPEACHMENT

The "Club" shall have the sole power of impeachment of its members. (2/3 vote)

ARTICLE VIII – POWERS AND DUTIES OF THE "C" CLUB

The power and duties shall be for the betterment of Central High School Athletics.

ARTICLE IX – AWARDS

Section I – Outstanding Senior Athlete Award.

Awards for the outstanding senior male and female athlete have been established.

Points for the Outstanding Athlete Award are earned as follows:

3 points for each letter earned in a Varsity sport (grades 7 - 12)
3 points for each letter earned as Captain (senior year only)
3 points for each letter earned as Manager
5 points for All Conference/All District honor
1 point for All Conference/All District Honorable Mention

- Points are cumulative from grades 9 -12 (thru winter season of senior year)
- Athlete must not have any violations of MSHSL Bylaws
- Tie Breaker:
    - Number of sports participated in;
    - Head coaches vote to end the tie.
- No student may earn points as manager and letter in another sport in the same season.
- Standards of participation for eligibility are determined by the Athletic Director and High School Principal.

Section II – Awards for championships

Patches for jackets can be purchased for letter winners of teams who have completed championship or co-championship seasons in the conference or section tournament play.

Section III – All Conference Honors – by the conference

All-conference awards given to each all-conference selection. In track and wrestling, a like award will be given if the athlete takes first place in the conference meet or tournament meets.

Section IV – Award for Managers

Any award given to a championship team will also be given to the manager(s) of said team. No more than two managers per sport are permitted. Lettering will be determined by the coach.

Section V – Award for Coaches

An award given to a championship team will also be given to the head and assistant coaches of said team.

ARTICLE X – ADVISOR

The advisor shall be selected by the administration.

ARTICLE XI - STANDARDS FOR LETTERING

All decisions regarding lettering procedures are determined by the athletic director, coaches, and administration collectively. The lettering qualifications are:

- **Football** – Played in 1 1⁄2 quarters for each game played – exclusive of section tournament.
- **Volleyball** – Played in ½ of the total games played during the regular season play.
- **Cross Country** – a) Placed among the top twenty runners in 1/3 of all regularly scheduled meets; b) competed at the varsity level in 70% of all of the regularly scheduled meets; or c) are on the varsity team that competes in the Section meet.
- **Soccer -** Played in ½ of the total games played during the regular season play.
- **Basketball** – Boys and Girls - Played in one half for each game played – exclusive of section tournament.
- **Wrestling** – Earned 22 points throughout the entire season, and/or placed in the conference or section tournament.
- **Baseball** – Played in one inning for each game played – exclusive of section tournament.
- **Softball** – Played in one inning for each game played – exclusive of section tournament.
- **Track** – Boys and Girls – a) Placed 1st, 2nd, or 3rd in conference track meet; b) placed 1st, 2nd, 3rd, 4th, or 5th in Subsection meet; or c) placed in 5 meets during the regular season.
- **Cheerleading** – Completed one year of successful cheerleading as determined by the coach.
- **Dance line** – Competed in at least ½ of the seasons scheduled competitions.

**** **Injury Clause** – A letter may be awarded if up to the time of injury the athlete had met the lettering requirements.*

Coaches have the following prerogatives:

- They may letter a senior if they have participated for two years and would not otherwise letter.
- They may letter an athlete on the basis of tournament play.
- They may also letter athletes who they believe have contributed significantly to the success of their program.

ARTICLE XII - LETTERING INELIGIBILITY

No athlete may letter if they violate any MSHSL bylaw during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

ARTICLE XIII – AMENDMENTS

Amendments shall be passed by 2/3 of total membership of said organization.

FINE ARTS LETTERING CRITERIA

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills

exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12, shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance in the areas listed below by meeting the given lettering criteria.

No Fine Arts participant may letter if they violate any MSHSL rule on alcohol, tobacco, or drugs during their current season of participation or if not currently participating, the consequence will be applied to their next season of participation.

BAND
Season begins/ends: School Year

Lettering criteria: Students must earn 300 points for the first letter. 250 points for additional bars. Students earn points by performing in concerts, jazz band, pep band, band lessons, summer band lessons, solo & ensemble contest, all-state band, or as an elected officer. What is the point accrual??

Central High School Band (curricular)
* Jazz Band * Honor Band * Pep Band

Students must be enrolled in CHS Band to be eligible to participate in special performances and contests (Solo & Ensemble contests and Large Group Contest) throughout the school year. Students may be chosen to be part of honor bands (Gustavus, Winona, Luther). Students may also audition to play in Minnesota All State Groups, All State Band, Jazz Ensemble or Orchestra.

Practices for Jazz Band - Monday and Wednesday mornings from 7:30 – 8:00.

Several fundraisers are conducted each year to raise money for bi-annual band tours.

"C" CLUB
- ~~Currently Inactive~~

CHOIR
Season begins/ends: School Year

Lettering criteria: Students must earn 200 points for the first letter. 100 points each letter thereafter. Students earn points by performing in concerts, major ensembles, solo and ensemble contests, all-state choir, musicals, accompanists, attending concerts, church or community choirs, set-up and take-down at concerts and lessons. What is the point accrual??

Central High School (curricular)
* Honor Choir * Solo & Ensemble * All State Choir * Dorian Festival * Gustavus Festival

Students must be enrolled in CHS Choir to be eligible to participate in special performances and contests throughout the school year. Students may also audition to participate in contests.

Practice for contests - before or after school.

Three fundraisers are conducted per year for choir trips, tours, and choir activities.

DRAMA
Fall Play/Musical

Season begins/ends: September – November

One-Act Play
Season begins/ends: December - February

Lettering criteria: Students must accumulate a total of 25 points in Drama to achieve their first letter. Each additional letter requires 15 points. Points are awarded based on participation in one of the yearly school sponsored productions. The number of points given per student depends on the role they performed in the show. ***Points can be accumulated from year to year and are cumulative between all drama productions.***

- 10 points - Major Acting Role; Stage Manager
- 8 points - Supporting Role
- 7 points - Assistant Stage Manager
- 6 points - Musician; Crew (includes set, lights, costume etc.)
- 5 points - Minor Role or Chorus
- 4 points - Lights/Sound Board Operator
- 2 points - Refreshments/Tickets/Ushers; if parents help with production

Students must participate in auditions for parts; sign up for crew, etc.

Practices - after school and/or evenings, some Saturdays.

All points awarded are dependent upon attendance at all scheduled rehearsals. **Students who miss more than two rehearsals will lose points.**

FUTURE FARMERS OF AMERICA (FFA)
Season begins/ends: two weeks prior to the end of a given school year and continues until that same time of the next year.

Lettering criteria: FFA members who meet the established active membership criteria relating to meeting attendance, event participation, and service hours will earn an FFA letter. A point system is clearly outlined, including information on the minimum requirements of each category relating to lettering. See FFA advisor for more information on different categories with explanations and lettering requirements.

Purpose of FFA Lettering System:
This system is developed and designed to encourage and award active participation for all FFA members. Ideally, this system will motivate members to be a part of a variety of events and strive to find success in what they do in FFA. This will further help students build skills, experiences, and knowledge for a successful future during and after high school.

INTERNATIONAL CLUB
Season begins/ends: School Year

No letters awarded

This group meets on an as needed basis after school hours to plan projects and activities.
There are fall and spring fundraisers for trips to Europe and language camps.

Students **do not** have to be enrolled in a language class to participate.

KNOWLEDGE BOWL
Season begins/ends: December – April

Lettering criteria: The requirements to earn a letter for high school knowledge bowl are based on participation, cooperation and achievement. 600 points are needed to letter, with points accumulating from year to year.

- 50 points - each meet at which a student serves as a reader, judge or computer operator.
- 10 points - each complete practice attended.
- 1 point - each point scored by the student's team at a high school knowledge bowl meet.

The advisor shall also have the discretion of awarding a letter to any student on a team that advances to state competition. Additional service bars will accumulate on a 600 point basis. No more than 1 letter will be awarded per student per year.

* 5 meets per year * Compete with area schools * Sub-regional meet in April.

Students will miss up to 5 days of classroom instruction.

NATIONAL HONOR SOCIETY
Season begins/ends: School Year and Summer

Lettering criteria: Points are earned by attending meetings and participating in community service and/or school projects throughout the year. Students must be a sophomore or junior to apply and must have a GPA of 3.5 or higher. Points are earned by completing:
- 40 service hours
- Club activities
- Community service projects

* See advisor for a more detailed lettering policy.

Students may not have any MSHSL violations one year prior to application.

If invited, students apply by supplying an activity form, teacher recommendations, community recommendations and written paragraphs on chosen topics. Inductees are voted on by a faculty council.

Various fundraisers are conducted each year.

Meetings are the 1st and 3rd Friday's each month at 7:30 am, otherwise, as needed.

PEERS – NOT CURRENTLY OFFERED
Season begins/ends: School year

10th – 12th Graders

Nine student representatives elected at the onset of sophomore year. Participation in PEERS is a 3-year commitment.

Lettering criteria: will remain flexible each year due to changes in activity level and focus of the group. Points are earned by:
1. PEERS must attend 80% of mods.
2. Attend both 7th grade courage retreat and the 9th grade respect retreat.
3. Participate in at least 80% of classroom activities and retreat follow up activities.
4. Involvement in at least two chemical health week activities and one national smoke-out activity.
5. Involvement in Pledge Against Gun Violence, Seat-Belt Checks, Random Acts of Kindness.

PEERS are a diverse student elected group with the direct purpose in mind to serve the student body. PEERS were founded to help foster a positive non-judgmental and safe environment for Central Students. Each year PEERS sponsors Chemical Health Week. Seventh Grade Courage

Retreat, Ninth Grade Respect Retreat, as well as educating students about seat belt use, non-violence, and positive decision making.

PEERS must agree on a higher standard of behavior than that stated in the Minnesota State High School League rules. All PEERS sign an agreement to abstain from chemical use and other illegal activities and forfeit involvement and lettering possibilities if they admit wrongdoing.

Two mod meetings/month, plus activities.

ROBOTICS – Team number 5626
Season begins/ends: _____

The mission of our FIRST Robotics program is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. The purpose of this lettering system is to encourage and award active participation in the robotics program while helping students collaborate with their peers to work towards a common goal.

Lettering Criteria:
- Attend all mandatory team meetings.
- Attend the FIRST Robotics Kickoff Event.
- Participate in a minimum of 80 percent of team practices/builds.
- Full attendance at all regional and/or state competitions is required.
- Students are expected to maintain passing grades in all classes and are subject to the Central Public Schools Academic Eligibility Policy.
- Excused absences must be communicated with the FIRST Robotics advisor prior to a student missing the scheduled event.
- Student behavior must exhibit a positive character, with students receiving no MSHSL or code of conduct violations.

An Override of any requirement may be made at the advisor's discretion in emergency situations, including but not limited to, severe illness, death in a family or extreme financial hardship or other absences deemed "excused."

SPEECH
Season begins/ends: Jan - April

Lettering criteria:
- Attend and perform at the Team Dress Rehearsal, the Section Meet, and the Speech Friends and Family Night.
- Attend and perform at 80% of the scheduled High School Speech Meets.
- Earn 175 lettering points.
- Lettering points may be earned in the following ways:
    - 5 Points (each time) - practicing with Mrs. Hanson, practicing at a Captain's practice, competing at Meets, being the "Speechie of the Meet"
    - 5 points (each friend) - bringing a friend to the Speech Category Mash up. If the friend becomes a competing speech member, an extra 10 points will be added.
    - 3 points (each time) - Leading Team Warm Ups
    - 25 points - being voted and performing the duties of captain
    - Placing at meets:
        1st place = 10 points
        2nd place = 9 points
        3rd place = 8 points
        4th place = 7 points

5th place = 6 points
6th place = 5 points
Honorable mention = 3 points

STUDENT COUNCIL
Season begins/ends: School Year

Lettering criteria:
- Attend Meetings
- Co-Chair two events and help with other projects throughout the year. New Student Orientation
- New Student Orientation
- Monthly Assignments

**See advisor for possible projects and specific lettering criteria.

TRAP TEAM
Season begins/ends: _____

Qualifications and Requirements Lettering criteria
- Athletes must be a student in grades 7-12. If you are in the program for three years you will receive a letter after the 9th grade season as long as you were in it your 7th, 8th, and 9th grade seasons.
- Athlete must abide by ISD #108 and the Minnesota State High School Clay Target League activity requirements. Athletes must also adhere to all school district rules, policies and requirements concerning student activities including but not limited to attendance, conduct, scholastic standing and other eligibility requirements.
- Athletes must average 19 or more points per round in competition play at the end of the season.
- Athletes must not miss any competition weeks during the season.
- Athletes that shoot 25 straight at any conference or state meet.
- Athlete that is a member of a team that wins a State Championship at any level.
- Athletes that participate in the club for three or more years.
- Athletes that letter through trapshooting will not be eligible for the athlete of the year award.

If a student athlete fails to adhere to the qualifications and requirement for lettering, the athlete forfeits the right to letter for that season.

YEARBOOK
Season begins/ends: School Year

Lettering criteria: 250 points needed to letter. Points earned by:
- 100 points - Editor
- 50 points - attend Staff WIN times, write stories and captions, take pictures at school events

Students produce a hardbound 100+ page book of photos and stories from the school year. No experience is needed. Photography or writing abilities are a plus. Must be able to meet deadlines.

ACADEMIC LETTERING CRITERIA

In order to promote academic excellence and to recognize those students who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

Lettering criteria:

- Grades 9 – 12 eligible.
- Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
- Senior academic letters are awarded based on an average of semester 1 grades and "in progress" grades at the time of the awards ceremony.
- Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
- Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5 credits.
- Students will not have any "D" or "F" grades for any quarter.

SELECTION POLICY FOR VARSITY AND B TEAMS

A. RESPONSIBILITY:

- Choosing the members of athletic squads is the responsibility of the coaches of those squads.
- Prior to trying out, the coach shall provide the following information to all candidates to the team:
    - extent of try-out
    - criteria used to select the team
    - number to be selected
    - practice commitment if they make the team
    - game commitments

B. PROCEDURE:

- When a squad number is limited, the process will include three important elements. Each candidate shall:
    - Have an opportunity to participate in a minimum of (5) practices.
    - Have performed in at least one intra-squad scrimmage/game/session.
    - Be personally informed of the reason why the candidate was not chosen by the coach.
    - Candidates not chosen for the squad will NOT BE POSTED.
    - Participation fees collected from athletes will be fully refunded to those not selected.
    - Athletes not selected to the squads will not be allowed to practice due to space.
    - Athletes not selected will be encouraged to be a part of the team through management positions.
    - Coaches will discuss alternative possibilities for participation in the sport, or other areas in the activities program.

PLAYER/PLAYING PRIVILEGES

PLAYING TIME:

- Game/activity participation is a privilege not a right.
- The amount of playing time is at the discretion of the coach/advisor.
- Playing time is earned and determined based on performance and attitude in practice.
- Paying your activity fee merely secures your opportunity to practice. It does not ensure that you will play.

CAPTAINS/OFFICERS/AWARDS ELIGIBILITY

CAPTAINS AND OFFICERS

- If a current captain or officer gets a MSHSL infraction/violation or becomes academically ineligible that student will be relieved of his/her duties and position as a captain or officer.
- If a student gets his/her second MSHSL infraction/violation, the student is no longer eligible to serve as a captain or officer of any organization.
- Coaches may impose stiffer consequences for their individual programs.

AWARDS

- If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive an all-conference award during the season of participation in which the

infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.
    - Exception: A student who wins a Conference Cross Country Meet, Conference Wrestling Meet, or Conference Track Meet
- If a student has a MSHSL infraction/violation for alcohol, tobacco, or drugs, he/she is not eligible to receive any local team awards during the season of participation in which the infraction/violation occurred or if not currently participating, this consequence will apply to the next season of participation.
- Lettering policies are listed in the C-Club Constitution (for students who have a MSHSL infraction/violation).
- Activity seasons end at the conclusion of the individual Activity Award program/banquet or at the conclusion of the MSHSL Tournament (whichever is later)

PARENT RESPONSIBILITIES

Parents are expected to encourage their sons/daughters to perform to the best of their abilities both athletically and academically. They should be a source of support for the student athlete and the program in which they are participating.

We would like all of our parents to be role models for our student athletes and set a good example for all of our students at Central Middle/High School. As such, they will exemplify good attitudes by treating all players, coaches, fans, officials and other parents with respect and dignity. Parents must insist that athletes abide by rules established by the coach, the school district, Section 2A and the Minnesota State High School League.

Parents should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar, racial, derogatory or disparaging remarks are NEVER appropriate. Parents should allow their athletes to enjoy the benefits of competition, remembering that not everyone can be the star, be on the first team, or have equal playing time.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline spectators for violation of MSHSL, Section 2A, and/or local school rules. Disciplinary action may include removal from a contest and/or permanent removal from MSHSL or Central School sponsored events.

STUDENT RECORDS

PROTECTION AND PRIVACY OF PUPIL RECORDS

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.

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

- The information listed above shall be public information which the school district may disclose from the education records of a student.

- Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" form. This written request must include the following information:
- Name of student;
- Home address;
- School presently attended by student;
- Parent legal relationship to student, if applicable;
- Specific category or categories of directory information which is not to be made public without the parent or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires schools to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of the current school year. Call the high school office for a "Right of Refusal" form.

COMMUNICATIONS

PARENT MEETINGS

- Each season (fall, winter, spring), coaches/advisors may have a parents' meeting with recommended attendance by the parent(s)/guardian(s) and the participant(s) – one for the season's athletic events and one for the season's fine arts events.
- If parent(s)/guardian(s) are unable to attend the scheduled meeting, it will be the responsibility of the parent(s)/guardian(s) to contact the coaches/advisors to receive any necessary handouts/information.

Add section regarding ongoing communications??? rSchool notification, Remind/coach apps, etc.??

EXPECTATIONS OF COACHES, PARENTS, OFFICIALS, AND PARTICIPANTS

- Participants play
- Coaches coach
- Officials officiate
- Parents support participants, coaches, and officials.

GUIDELINES FOR CONCERNS REGARDING SPORTS/FINE ARTS ACTIVITY PROGRAMS

GENERAL INFORMATION:

- As coaches/advisors we are professionals and are expected to conduct ourselves in a professional manner.
- We cannot promise that all of your concerns can be resolved to your liking, but we can promise that we will listen to your concerns and respond to the best of our ability.
- In order for our programs to be successful we must all work together – parent, coach, and participant.
- We all want to do what is best for each individual student-athlete whenever possible.

- As coaches/advisors we care a great deal about your son or daughter and want to contribute to their individual development in a positive way.

HOW TO HANDLE A PROBLEM OR CONCERN:
If a conflict does arise, these are the proper channels to follow to resolve the question or area of concern:

- Player talks to coach
- Parent talk to coach
- Contact Mr. Kley at (952) 467-7106.
- Parents are not to approach a coach with a complaint after an activity. If you want to speak with school personnel, call the next school day.

GUIDELINES FOR CONTACTING COACHES:

- When participants need to talk to their coach or advisor, after practice is best, or set up a time to talk with the coach (maybe during school the following day).
- Other than to request a meeting or to ask that the coach call you, do not approach the coach in a public setting. This can put both of you in a difficult position.
- It is best to first call (or write) the coach. If a personal meeting is desired this can be requested. Calling first will allow such a meeting to be scheduled in a private setting and at an appropriate time.
- If possible, call the coach at school during the day. If the coach cannot be reached, leave a message for him/her – through the office at the high school. The coach will then return the call.
- At the coach's request, the Athletic Director's involvement may be needed before any personal meeting will be set up with a parent.

BEHAVIOR

DETENTION

- If a student is assigned detention, he/she will serve assigned detention before going to practice.
- Students will be expected to go to practice following detention.
- Coach and/or High School Principal will determine consequences if a student fails to serve detention, up to and including missing events.
- Any student athlete or fine arts participant who does not make up detention when assigned, will be in violation of the "Student Code of Responsibilities" and subject to additional consequences.

ATTENDANCE

- A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval by the principal for a medical, dental, or legal appointment or a college visit. This rule includes the lunch period.
    - Exception: If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment.
    - Example: Appointment card with time, date, and signature of office personnel.
- An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.
- No student athletes will be excused from school to run home and get any items needed for practice or event that same evening without permission of the principal or principal's designee.

ACADEMICS

Academic achievement and extra-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Central High School believe that <u>academics should take precedence</u>. For this reason and to

encourage student achievement in both curricular and extra-curricular areas, the following academic standards and eligibility guidelines have been established:

In order to be academically eligible for extra-curricular events sponsored by the Minnesota State High School League; in addition, FFA, Knowledge Bowl and the Fall Play/Musical:

- As it relates to grades, a student must have no failing grades in any class at the end of each grading period ~~(quarter in Middle School/semester in High School)~~ in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.
  Exceptions
  - Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater
  - Wrestling triangular or tournament will serve as 2 events.
- Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.
- Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.
- Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
- Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

MSHSL RULES

- All MSHSL rules are the minimum standards of behavior to be abided by CHS students.
- Additions to the MSHSL rules have been adopted by the I.S.D. #108 Board of Education.

GUILTY BY ASSOCIATION

Guilt by Association means a student remains in the presence of another high school student who is using, consuming, or has possession of a beverage containing alcohol or who is using, consuming, has possession of, is buying, selling, or giving away any controlled substance. The Guilt by Association Policy is in effect for all students in grades 7-12 during the entire calendar year.

- After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
- After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties (two weeks or two events - whichever is longer).

ATHLETIC/FINE ARTS ELIGIBILITY

STUDENT CODE OF RESPONSIBILITIES

Some years ago, principals were given significant authority to discipline students involved in High School League activities. League rules create minimum penalties for violations of the rules established by its board. A general catch-all provision was drafted giving principals additional authority.

Students are governed by six responsibilities. These are:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.

- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the rights and property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- Assault on any person will not be condoned by the League and will be dealt with by the school administration and the local authorities.

"Any allegation of sexual, racial, religious harassment violence and/or hazing may also constitute a violation of the Student Code of Responsibilities."

The section contains a significant penalty, more severe than those contained in League rules. The penalty provision states: "A student who is dismissed or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time **as determined by the school principal**, acting on the authority of the local board of education. The League specifically recognizes by this policy that certain conduct requires penalties that may exceed those penalties typically imposed for first violations." All Code of Responsibilities violations are appealable to the Superintendent of the school.

Note that the penalty creates two classes of students. One who is "dismissed" and "one who violates the Student Code of Responsibilities." Dismissal refers to suspension or expulsion as those terms are used in the Pupil Fair Dismissal Act. The second category refers to violations of the "responsibilities" in the code. Under this provision principals can remove students from athletic and fine arts participation for any appropriate length of time for misbehavior. **CENTRAL HIGH SCHOOL HAS ADOPTED THESE STUDENT RESPONSIBILITIES FOR ALL MSHSL AND NON-MSHSL ACTIVITIES.**

The following local rules have priority over MSHSL rules that cover the same area. When local rules do not exist to cover an area, the MSHSL rules apply. The consequences for rules are those of the MSHSL, except where specifically noted.

BYLAW 205.00 CHEMICAL ELIGIBILITY Cross Reference: Bylaw 304.2 ("Denial Penalty")

- At any time during the calendar year, a student shall not, regardless of the quantity:
    - use or consume, have in possession a beverage containing alcohol;
    - use or consume, have in possession tobacco; or,
    - use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
    - use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals.

"Tobacco products" means; any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.

    - Use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substance addressed by Minnesota or Federal Law.

- If a student/athlete finds themselves in a setting where alcohol or other controlled substances are being used he/she is expected to leave the setting in a safe and timely manner.

- The following circumstances are specific exceptions to the above rules:
    - Attendance at a home gathering with parents/guardians present where alcohol is being used but the student is not using or possessing.
    - Attendance at a celebration (wedding dance, graduation, etc.) where alcohol is being used but the student and other minors are not using or possessing.
    - Attendance at an eating or recreational establishment where alcohol is served, but the student or any other minors in attendance are not using or possessing (except as a part of lawful employment).
    - Attendance at a county fair, city, county, or state celebration in which alcohol is being served, but the student is not using or possessing.
    - Public and private dances other than those that are in conjunction with b and d above are not exceptions to the rule at any time during the calendar year unless parents/guardians are present and the student is not using or possessing.

- These rules are in effect the entire calendar year. There is no summer time off.

CATEGORY I ACTIVITIES INCLUDE ALL MSHSL SPONSORED ACTIVITIES

Consequences

- ***1st offense (if in attendance but not using)*** - warning with parental notification
- **1st offense - (if possessing or using or 2nd offense if in attendance)** - 2 weeks or 2 events, whichever is greater.
- **2nd offense** - 3 weeks or 6 events, whichever is greater.
- ***3rd and any subsequent offenses*** - 4 weeks or 12 events, whichever is greater and referral for assessment for possible chemical abuse or misuse.
    - After the 3rd and subsequent offenses, the student must complete a drug/alcohol treatment program before becoming eligible to participate in any school activities.

CATEGORY II ACTIVITIES APPLY TO FALL PLAY/MUSICAL

- Each member school shall develop penalties that it will apply to the participants in these activities.
- Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity.
    - 1st Offense: After confirmation of the violation, the parent or guardian will be notified, and the student will participate in a formalized counseling program. In order to regain eligibility, the counseling program must be successfully in progress or completed. The students will lose one-fourth of the required letter points in each Fine Arts activity. Refusal to serve a Category II penalty would invoke a Category I penalty.
    - 2nd and 3rd Offense: After confirmation of the 2nd and 3rd violations, the student will be removed from the contest event which least affects the other students in the performance.
    - 4th and Subsequent Offenses: After confirmation of the fourth or subsequent violations, The student shall lose eligibility for the next two MSHSL events in which he/she is currently involved.
- The penalty should affect only the student involved if at all possible. The Drama Director in consultation with the High School Principal will determine appropriate consequences. If no consensus is reached, the student will be removed from the next MSHSL activity. The student will reenter a counseling program. The student will lose one-fourth of the required letter points.
- Some squads, teams, or organizations may have rules and regulations specific to their activity that may exceed those identified in this handbook.

HAZING POLICY

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.
- Engaging in any behavior which constitutes "hazing" is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

- "Hazing" means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.
    - Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
    - Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
    - Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
    - Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- The school district may take immediate steps, as its discretion, to protect the complainant, mreporter, students, or others pending completion of an investigation of hazing.
- Upon completion of the investigation, the school district will take appropriate action.
- Such action may include, but is not limited to, warning, suspension, exclusion, transfer, remediation, termination or discharge.
- Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.
- School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. DISSEMINATION OF POLICY

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).
This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)
Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)

Cross Reference: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).
- It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

Sexual harassment may include but is not limited to:

- sexting: (See definition on page 40).
- unwelcome verbal harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- unwelcome behavior or words directed at an individual because of gender.

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

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

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

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:

- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a

sexual act on another; or threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

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

Religious violence is a physical act of affection or assault upon another because of, or in a manner reasonably related to, religion.

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

IV. REPORTING PROCEDURES

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not

insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

In the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

- The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- Use of formal reporting forms is not mandatory.
- The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action

may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn.
    - Stat. 626.556 may be applicable.
- Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- This policy shall appear in the student handbook.
- The school district will develop a method of discussing this policy with students and employees.
- This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:	Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy) Minn. Stat. Ch. 363 (Minnesota Human Rights Act) Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)
Cross References:	MSBA Model Policy 102 (Equal Educational Opportunity) MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees) MSBA Model Policy 406 (Public and Private Personnel Data) MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

First Offense:

- Verbal and/or written warning with parent notification

- Student/Parent/Administration Conference
- 1-3 day out of school suspension

Second Offense:
- Student/Parent/Administration Conference
- 2-5 day out of school suspension
- Counseling with school personnel or outside resources
- Will be reported to Sheriff's Department or Social Services
- Harassment education through School Support Services Department

Third Offense:
- Student/Parent/Administration Conference
- 5-10 day out of school suspension
- Counseling by School Support Services Personnel

Fourth Offense:
- Recommendation for Expulsion

HOMECOMING ELIGIBILITY POLICY

- Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a "Master of Ceremonies" during their sophomore, junior, or senior year.
- Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.
- Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.
- Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker

PHILOSOPHY AND CODE OF SPORTSMANSHIP

PHILOSOPHY
- We believe that students will learn important lessons from making the effort to be successful in extra-curricular programs, which cannot be learned in a classroom setting.
- Participating in extra-curricular activities at CHS is a privilege not a right.

CODE OF SPORTSMANSHIP
All CHS/CMS extra-curricular participants will:
- Show respect for all home and visiting coaches, officials, fans, and players.
- Respect the property of others.
- Respect and obey the rules of CHS, the MSHSL, and host schools.
- Show respect to those who are responsible for enforcing the rules of CHS, the MSHSL, and host schools.
- Display a thorough knowledge of the rules of his/her event.
- Will be fully responsible for his/her own actions and the consequences of his/her actions.
- Remember that an extra-curricular game/event is only a game/event – not a matter of life or death for player, coach, school, fan, or community.

2025- 2026 ACTIVITIES ONLINE REGISTRATION

Registration is **online only** for grades 7-12 activities and athletics. All required documentation to sign electronically per the Minnesota State High School League and Central Schools can be found at:

https://isd108.revtrak.net/

Online Registration Steps:
- To get registered for athletics please complete the following steps! To get started, you can go to our Central Public Schools website (https://www.isd108.org/) and click on the payment portal at the top right of the page or you can go to our district's RevTrak Web Store (isd108.revtrak.net).

1. On the top right of the screen you will see an "Athletics" button. If you click on this button it will bring you to a second page where you can see all of the activities offerings at Central. Simply click on the sport that you want to register for!

2. Please fill out all of the information on the registration forms. We realize that this can be a lot of information for you to fill out, but this form meets all of the MSHSL requirements and more.

3. When you have finished up the forms please click on the "Add to Cart" button located at the bottom of the page and finish the checkout process. If everything goes through you should see a receipt and get a confirmation email from RevTrak.

- If you are registered but have not seen your fees come through yet you need to add your student under the student fees tab. To do so, please follow these instructions.

To get started, just follow these simple steps:
1. Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student".

2. You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

- The Activities Assistant will review all submissions and verify sports physicals on file. Then they will assign fees to be paid.

TRANSPORTATION AND SCHOOL ACTIVITIES POLICY

"School activities begin and end at school."

The Norwood Young America Schools is aware of its responsibility to provide safe transportation for student groups that represent the school at activities in other communities. In this regard, the principle "school activities begin and end at school" will be followed. Participating students shall be required to ride both to and from out of town activities using school provided transportation. This policy also applies to activities at the Norwood Sports Complex.

An exception to this policy may be permitted by providing a Release Form completed online with registration and signed by the parent. With completed online registration, a parent or legal guardian may request that they be permitted to drive their son/daughter to and/or from the activity.

Release Form (Included on the Activities Registration website)

☑ I hereby request that my student named above, be permitted to ride with me to and/or, from Central Schools to any games or activities for the 2025-2026 school year.

☑ I hereby warrant and covenant that I will defend, identify, and save the school district and its employees harmless from any or all actions, suits, claims, damages, judgment, and executions or other forms of liability, liquidated, or unliquidated, which any person may have or claims to have, now or in the future, arising out of or by reason of my transporting my student to and/or from this activity.

Students who do not adhere to this policy will be subjected to the following consequence:

Ineligible for the next scheduled event. If infraction takes place at the last event, students will be suspended for one day. In addition, if the driver is one of our students, the driver will also be suspended for one day.

WRIGHT COUNTY CONFERENCE ATHLETIC AND FINE ARTS SPORTSMANSHIP POLICY

I. PROGRAM GOALS/EXPECTATIONS:

It is the vision of the Wright County Conference Schools to call upon the school community of: teachers, coaches, students, parents and directors of music, speech, debate and drama; to strive for sportsmanship in everything they do by teaching the values, long thought inherent in interscholastic activities. The Wright County Conference views this policy as an effort to instill: values, personal responsibility, good sportsmanship and good citizenship in our students, coaches, and fans. It is the belief of the Wright County Conference Schools that students can believe in and live by the values of: dignity, respect, equity, fairness, scholarship and sportsmanship.

The expectations of the Wright County Conference are to provide an environment where:

- Coaches lead by example through respect of officials and acceptance of the outcome of the event, without criticism.
- Spectators support the efforts of their team through attendance at events and avoid abusive sideline coaching and criticism of game officials.
- Students demonstrate the model of sportsmanship whether completing or being a spectator.

II. TARGET AUDIENCE:

The Sportsmanship Policy of the Wright County Conference Schools is aimed at our students, coaches, parents, and fans. Through on-going sportsmanship programs and activities, the Wright County Conference will present its policy throughout the communities of the W.C.C.

III. SPORTSMANSHIP COMMITTEE MEMBERSHIP:

The Wright County Conference Schools will form an WCC Advisor Sportsmanship Committee consisting of the WCC athletic directors.

It shall be the duty of the committee to revise the Sportsmanship Policy and promote school sponsored programs that encourage sportsmanship at the Wright County Conference Schools.

IV. THE WRIGHT COUNTY CONFERENCE SPORTSMANSHIP RESOLUTION

Recognizing that participation in interscholastic activities is a privilege, the Wright County Conference requires that conduct of student participants be exemplary at all times. Participants are representatives of the Wright County Conference and their school and must conduct themselves appropriately both while in school and out of school. Student participants who violate this policy are subject to being removed from the activity at the discretion of the coach, athletic director, or building principal.

The building principal, with input from coaches, parents, teachers and students shall develop rules or conduct codes for all participants consistent with this policy and the rules adopted by the Minnesota State High School League. These rules should contain a notice to participants that failure to abide by them could result in removal from the activity. The rules and conduct codes shall be reviewed by the building principal and the athletic director periodically and presented to the school board.

V. CODE OF CONDUCT

SCHOOL BOARD –

- Adopt policies/resolutions that promote the ideals of good sportsmanship, ethics, and integrity.
- Serve as positive role models and expect the same from parents, fans, participants, coaches, and other school personnel.
- Support and reward participants, coaches, school administrators and fans that display good sportsmanship.
- Recognize the value of school activities as a vital part of education.
- Attend and enjoy school activities.

SCHOOL ADMINISTRATORS –

- Develop a program for teaching and promoting sportsmanship.
- Provide appropriate supervisory personnel for each interscholastic event.
- Support participants, coaches and fans that teach and display good sportsmanship.
- Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches and fans.
- Attend events whenever possible and function as a model of good sportsmanship.

COACHES –

- Follow the rules of the sport during the progress of the contest.
- Accept the decisions of contest officials and show respect for those decisions.
- Avoid unsports-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Avoid excessive public display of criticism in front of participants or spectators.
- Teach sportsmanship and reward players that are good sports.
- Avoid any contact with officials immediately following games.

STUDENT ATHLETES –

- Show respect for opponents by shaking hands with them.
- Accept the decisions of the contest officials.
- Avoid unsports-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Learn the rules of the games.

- Show respect for opposing coaches, players and fans.

SPECTATORS –
- Take part in cheers with the cheerleaders and applaud good performances.
- Work cooperatively with contest officials and supervisors in keeping order.
- Refrain from crowd booing, foot stomping or making negative comments about officials or participants.
- Stay off the playing floor or contest area at all times.
- Show respect for public property.
- Show respect for the coach's decisions during and after games.
- Be positive and refrain from negative comments.

CHEERLEADERS –
- Use discretion in selecting the time to cheer.
- Encourage support for any injured participant.
- Show respect for opposing cheerleaders.
- Learn the rules of the game.
- Lead positive cheers, which praise your team without antagonizing the opponent.
- Encourage a positive crowd alternative when booing or inappropriate chants begin by starting a popular cheer.

BANDS –
- Choose appropriate music and time for performing.
- Show respect at all times for officials, opponents and spectators.
- Stay off the playing floor or contest area at all times.

OFFICIALS –
- Accept your role in an unassuming manner.
- Maintain confidence and poise, controlling the contest from start to finish.
- Know the rules of the game thoroughly and abide by the established Code of Ethics.
- Publicly shake hands with coaches or both teams before the contest.
- Never exhibit emotions or argue with participants and coaches when enforcing rules.
- When watching a game as a spectator, give the officials the same respect you expect to receive when working a contest.
- Be prompt for all coaches.

MEDIA –
- Report act of sports-like behavior without giving undue publicity to unsports-like conduct.
- Refrain from making negative comments toward participants, coaches or contest officials.
- Recognize the efforts of all who participate in the contest.
- Report facts without demonstrating partiality to either team.
- Film and report from school designated areas.

VI. CODE OF ETHICS:

COACH –

A coach will be in violation of the standards or good sports established by the Minnesota State High School League by:
- Making degrading or critical remarks about officials during or after a contest either on the field of play from the bench or through any public news media.
- Arguing with officials or going through motions indicating dislike/destain for a decision.

- Detaining the officials following the contest to request a ruling or explanation of actions taken by the official.
- Being ejected from any contest.

PLAYERS –

As a student participant of the Wright County Conference interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of the Wright County Conference and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.
- I will show respect for the calls of the officials and refrain from any actions or comments, which are disrespectful.

CONSEQUENCES FOR ACTS OF MISCONDUCT -

Acts of misconduct will be dealt with on an individual basis. Depending on the severity of the misconduct; players, coaches, and spectators could:

- Receive oral reprimands.
- Be asked to leave the event.
- Be removed from the playing event.
- Serve a one game suspension or more.
- Further legal ramifications could apply to personal behavior deemed inappropriate.

~~***VII. PROMOTION STRATEGIES***~~

~~**IDEAS FOR PROMOTING THE "GOOD SPORT PROGRAM" ????**~~

~~Throughout the school year, the Sportsmanship Committee will establish ideas for promoting the "Good Sport Program" at the Wright County Conference. The "Good Sport Program" at the Wright County Conference will include, but not limited to the following:~~

~~● Creation of a "warning ticket" to hand to those who exhibit poor sportsmanship in the stands.~~

~~● Development of a speaker's bureau: Administrators and coaches and selected student athletes could talk with local adult civic organizations about the "Be a Good Sport" campaign. Student athletes could deliver talks to students in the junior high and elementary schools to stress good sportsmanship.~~

~~● Have the school board develop a policy that stresses that attendance at an athletic event is a privilege, and that inappropriate behavior by any party will be dealt with appropriately.~~

~~● Send local media press releases stating that the Wright County Conference has joined the "Be A Good Sport" campaign to promote food sportsmanship.~~

~~● Use the "Be A Good Sport" logo and ads in the Wright County Conference publications.~~

~~● Create banners and posters that convey the messages of good sportsmanship and welcome opponents to the Wright County Conference.~~

~~● If the Wright County Conference and its spectators and athletes receive good sportsmanship from opponents, write letters to the principal or athletic director of that school. The end result is that both parties are encouraged to practice good sportsmanship.~~

~~● Have the Wright County Conference public address announcer read a pregame statement encouraging sportsmanship and proper respect for the opponents and game officials.~~

~~**REWARDS FOR GOOD SPORTS BEHAVIOR –**~~

~~Throughout the school year, the Sportsmanship Committee will establish ideas for rewarding sportsmanship at the Wright County Conference. The "Good Sport Program" at the Wright County Conference will include, but not limited to the following:~~

~~● Have administrators, coaches and cheerleaders note examples of good sportsmanship. Those individuals will be recognized in a "Good Sport Recognition" program.~~

~~● Handout sportsmanship rewards at home events.~~

VIII. ***EVALUATION PROCEDURES:***

During the course of the school year, the Wright County Conference will evaluate the effectiveness of our sportsmanship program. Things to evaluate will include:

- Promotional activities.
- Team and fan behavior.
- School procedures to handle conflicts.
- Recognition programs to reward good sports behavior.
- Crowd control plans.

STUDENT DATA SPECIALIST CONTRACT

CENTRAL PUBLIC SCHOOLS

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and Kelli Perlich during the duration of this Agreement.

I. Basic Service:

The employee shall perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duration:

The conditions of employment shall remain in full force and effect, commencing July 1, 2025 through June 30, 2027, except if modified by mutual consent of the School Board and Student Data Specialist or unless terminated by written resignation.

Probationary Period
An employee under the provisions of this Agreement shall serve a probationary period of nine (9) calendar months of service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; during this probationary period, the employee shall have no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated.

III. Duty Year and Leaves:

Section 1. - Basic Work Year:

The employee's duty year shall be twelve (12) months and the employee shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines.

Section 2. – Vacation:

The employee shall earn vacation annually at a rate of 25 days per year. Employee may carry no more than 10 days from one fiscal year to the other.

Section 3. – Holidays:

~~The employee shall be entitled to eleven (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, President's Day, Good Friday, Memorial Day and Juneteenth.~~

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the employee under this provision will be guaranteed eleven (12) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.

IV. Leaves of Absence:

Section 1. - Sick Leave:

Subd. 1 - The employee shall earn sick leave with full pay at the rate of fifteen (15) days annually. Unused sick leave days may accumulate to a maximum of one-hundred twenty (120) days

Subd. 2 - Sick leave may be used for illness of immediate family. A maximum of ten (10) days annually will be allowed for this leave.

~~Subd. 3 In the event of an emergency, a phone request may be granted, then within two (2) days of the employees return, the necessary forms must be completed. Leaves granted under this section shall be deducted from sick leave.~~

Section 2. - Bereavement Leave:

There will be an allowance of six (6) days annually for absence because of death of relatives and friends. Leaves granted under this section shall be deducted from sick leave.

Section 3. - Business Leave:

Subd. 1 – One (1) business leave day during any one school year may be used for necessary absence required for the transaction of personal business which cannot be completed outside school duty hours. Request for business leave must be made in writing at least three (3) days in advance, except in the cases of emergency.

Subd. 2. - Leaves granted under this section shall be deducted from the annual sick leave.

Section 4. - Family Care Leave

Upon school board approval, an employee may take up to one (1) year leave of absence without pay or fringe benefits for the purpose of providing care to his or her child, spouse or parent.

Upon return from family care leave the employee shall be reinstated to his or her original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, benefit status and other advantages accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave. Employee may participate in insurance at own expense while on leave.

Section 6. Personal Leave:

Subd. 1. Employee shall be granted two (2) personal leave days per contract year with pay.

Subd. 2. One day of personal leave may be accumulated; the maximum personal leave days an employee may take in a school year is three.

Subd. 3. Request for a personal day must be made in writing to the supervisor at least three days in advance of taking the day, unless there is an emergency.

Subd. 4. Any employee who does not use or accumulate their personal days shall be paid for an unused accumulated day at the employees' rate of pay effective June. 30. This payment will be made in July of the succeeding school year.

V. Worker's Compensation:

Section 1. - Payment:

Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's accumulated sick leave and/or vacation pay.

Section 2. - Accumulated Leave:

A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portions of days of sick leave or vacation time which is used to supplement worker's compensation.

Section 3. - Disability:

Such payment shall be paid by the School District to the employee only during the period of disability.

Section 4. - Normal Compensation:

In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Section 5. - Sick Leave or Vacation Pay:

An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photo-copying prior to receiving allowable payment from the School District.

VI. Group Insurance:

Section 1 - Eligibility.

Health and hospitalization insurance benefits shall be provided for all employees whose assignments require that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Subd. 1. - Individual Coverage. Effective July 1, 2025, the School District shall contribute a sum not to exceed $510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be born by the employee and paid by payroll deduction.

Subd. 2. Family Coverage. Effective July 1, 2025, the School District shall contribute a sum not to exceed $1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be born by the employee and paid by payroll deduction.

Subd. 3. Insurance Increase. For the duration of this contract, if the MSEA or CEA groups get an increase in their district contributions for health insurance, the Student Data Specialist will recieve the same contributions with retroactive pay.

Subd. 4. When retiring from the District, the employee, if at least 55 years of age and having at least ten years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the age of Medicare or the expiration of five years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. Long Term Disability:

The School District shall provide a long term disability insurance plan for the employee providing a benefit of 66 2/3% of the employee's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the employee reaches the age of 65 and as long as the employee remains disabled.

Section 3. Life Insurance:

The district shall pay the premium for term life insurance in the amount $60,000 provided such insurance is available for this employee under a group insurance plan to be provided for the school district.

If term life insurance is available the effective date shall be the first of the month following approval by the insurance carrier.

Section 4. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for. If the employee elects not to take insurance through the District, the district shall apply the full single amount to their ~~HCSP~~ HRA.

VII. Other Benefits:

Section 1. Tax Sheltered Annuities:

The employee will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

Section 2

Tax Sheltered Annuities: The group shall 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. The school district shall contribute up to $~~1000~~ 2000 in matching funds each year into the 403(b) matching fund on behalf of the group and as described and allowed by Minnesota Statute.

This provision would have a lifetime cap of $20,000 district contribution.

Section 3. Retirement Severance:

50% of the employee's annual salary as severance pay if the employee has 20 years of service in the School District.

Severance payments to an employee under the provisions of this Section shall be reduced by any amounts which have been contributed on behalf of the employee pursuant to Article VII hereof; 403(b) matching fund.

If the employee dies after separation from the School District, but prior to the payment of any severance pay due hereunder, any remaining payments shall be paid to the employee's named beneficiary, if any, or otherwise to the employee's estate.

VIII. Salary:

Section 1: The District Office Confidential Employees will be paid an annual salary as follows:

	~~2023-24~~ 2025-26	~~2024-25~~ 2026-27
Student Data Specialist	~~26.50~~ $28.76 per hour	~~27.86~~ $29.48 per hour

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, I have subscribed my signature this

_____day of_____,2025

_____

_____

IN WITNESS THEREOF, we have subscribed our signature this

_____day of_____,2025

_____

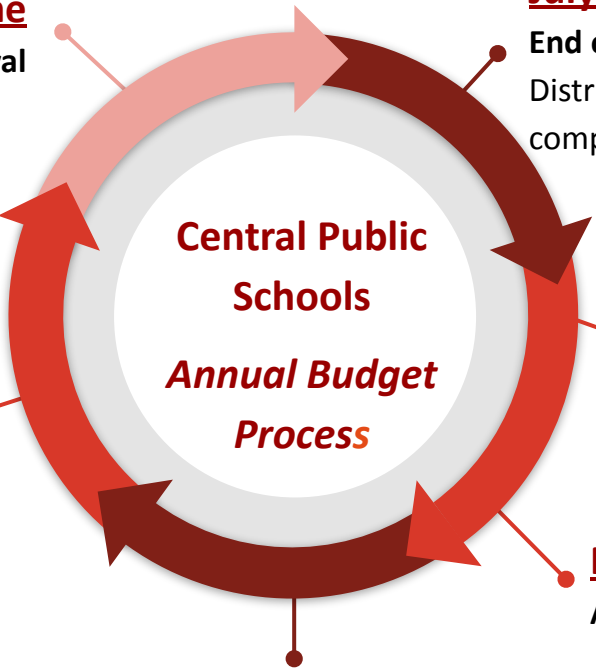
Chairperson

_____

Clerk

FY26 Preliminary Budget

May 19, 2025



June

Preliminary Budget Approval

May 19 - board discussion

July - October

End of Year Audit Process

District's Independent auditor completes prior year audit

September

Initial preliminary tax levy calculated by MDE

November - December

Audit Report to School Board

December - January

Truth in Taxation Hearing (Dec)

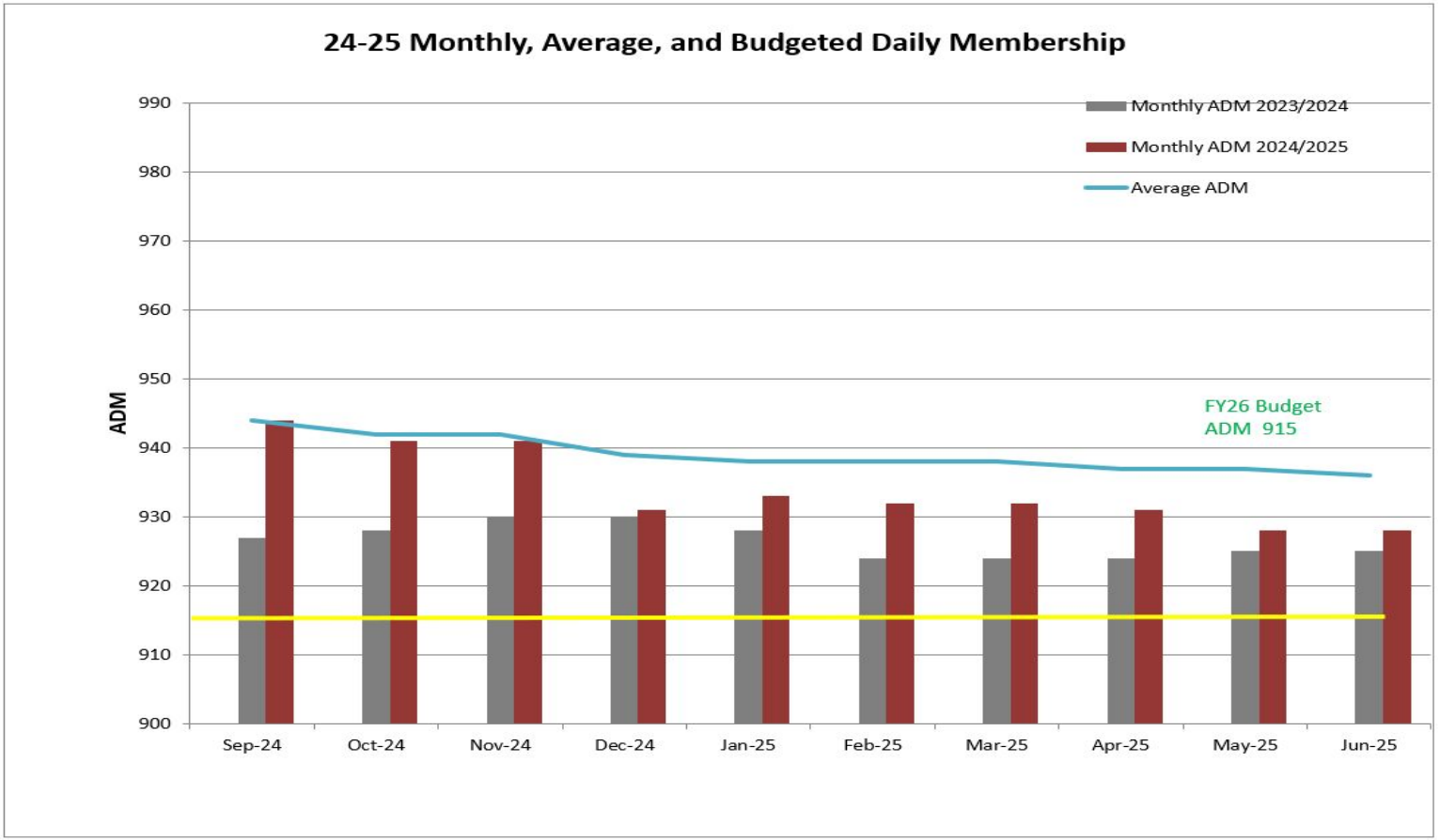
Levy set for the coming year

Mid-Year budget adjustments

January - March

Mid-Year budget adjustments and projected budget for next fiscal year

Enrollment by Month



FY26 General Fund Comparison

General Fund	FY26 Preliminary	FY25 Revised	Difference
Levy	2,844,168	2,861,580	(17,412)
Misc Local Revenue	263,300	298,885	(35,585)
State Aid	10,730,769	10,256,921	473,848
Federal Aid	425,000	418,344	6,656
TOTALS	**14,263,237**	**13,835,730**	**427,507**

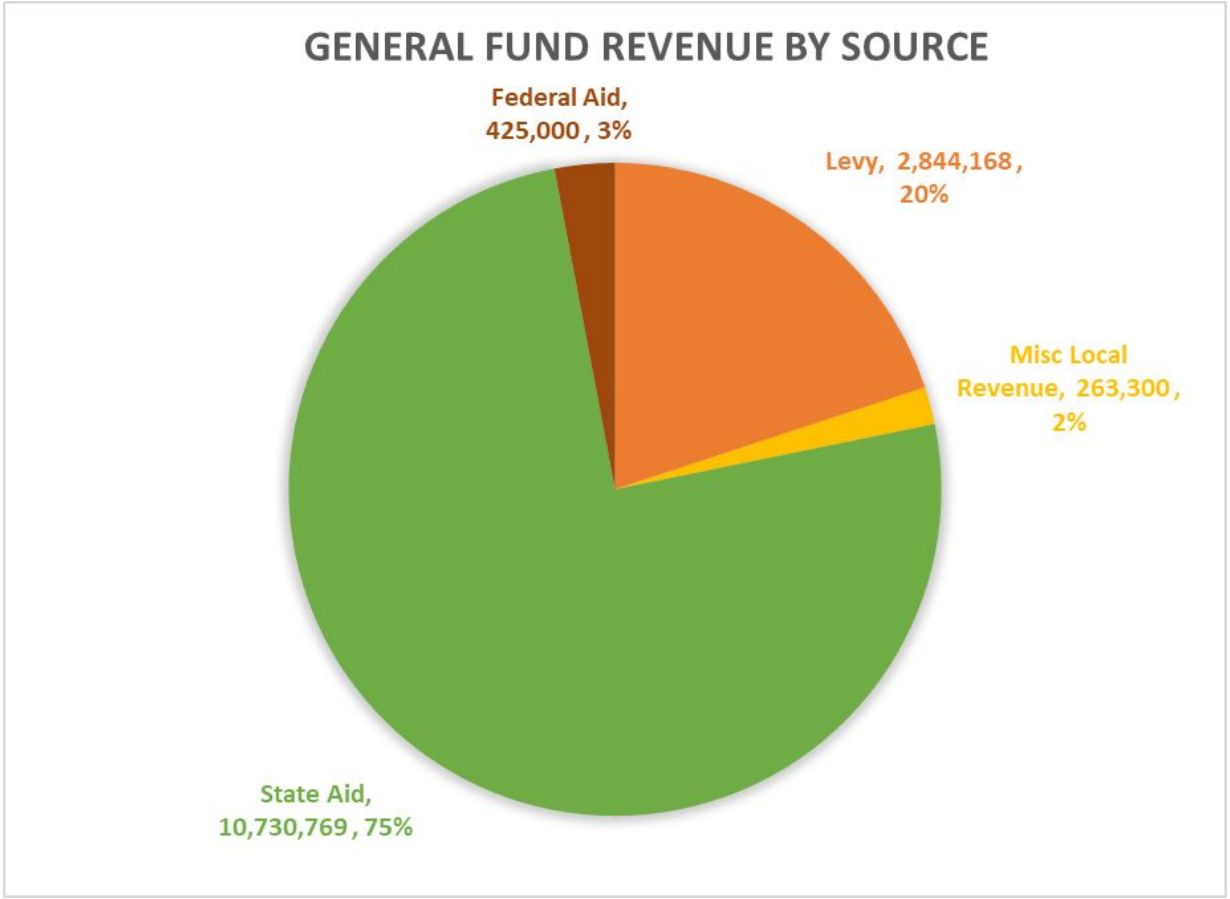
Genreal Fund	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	7,255,576	6,945,576	310,000
Employee Benefits	2,092,757	1,948,999	143,758
Purchased Services	3,377,180	3,297,385	79,795
Supplies & Materials	929,225	938,530	(9,305)
Capital Expenditures	181,961	635,000	(453,039)
Other Expenses	66,560	66,460	100
Other Financing Uses	226,792	223,689	3,103
TOTALS	**14,130,051**	**14,055,639**	**74,412**

Difference	**133,186**	**(219,909)**	

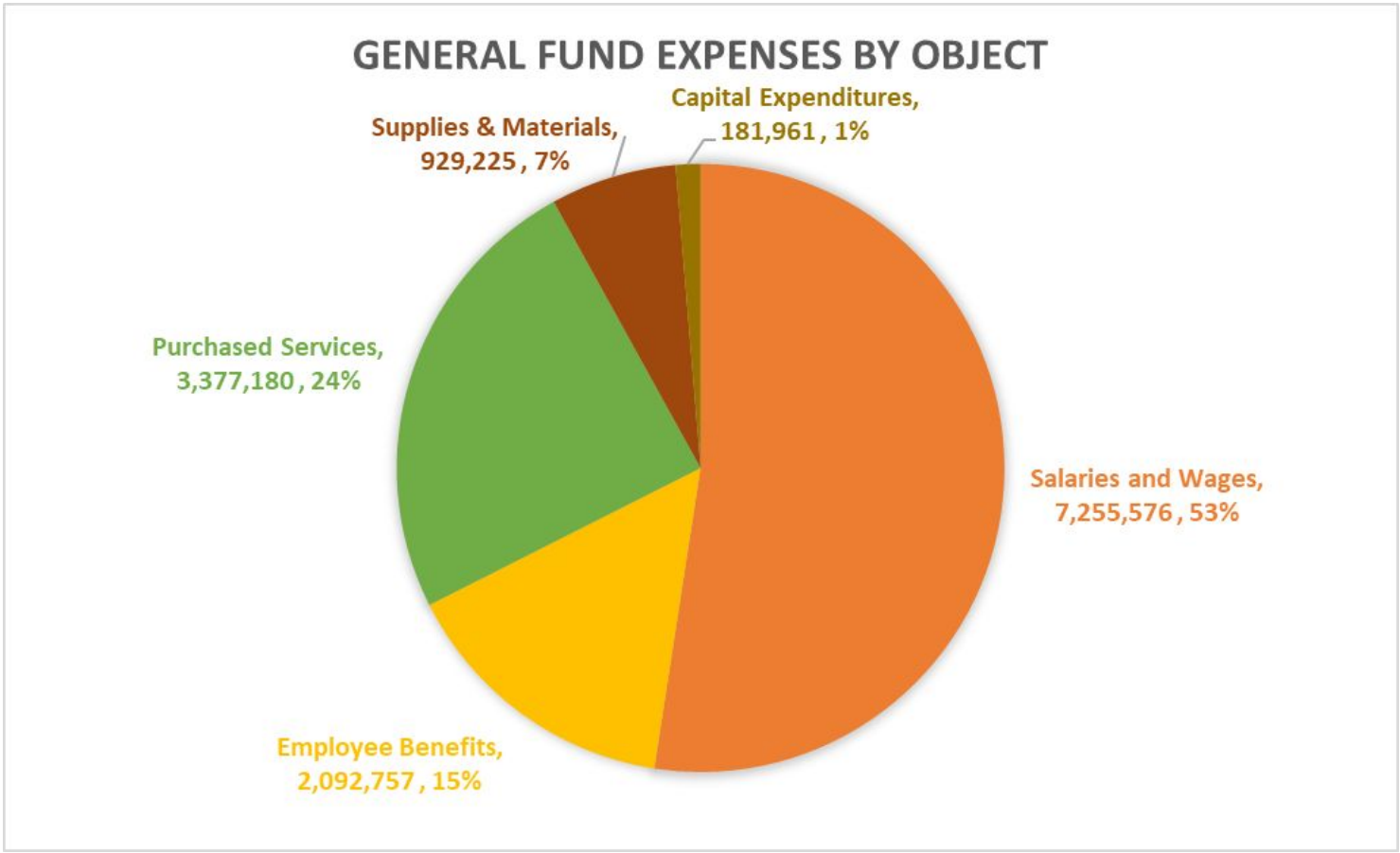
FY26 General Fund Balance

GENERAL FUND - 01	6/30/25 ESTIMATED BALANCE	6/30/26 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	6/30/26 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/2026 ESTIMATED BALANCE
Unassigned	$ 1,204,645	$ 12,496,774		$ 12,508,428	$ 59,257	$ 1,133,734
Assigned	$ 292,161					$ 292,161
Qcomp		$ 242,250	$ 59,257	$ 301,507		$ -
Total Assigned and Unassigned	**$ 1,496,806**	**$ 12,739,024**	**$ 59,257**	**$ 12,809,935**	**$ 59,257**	**$ 1,425,895**
RESTRICTED FUNDS						
Nonspendable	$ 43,766					$ 43,766
Student Activities	$ 66,314	$ 60,850		$ 58,750		$ 68,414
Scholarships	$ 31,311	$ 6,100		$ 6,000		$ 31,411
Staff Development	$ -	$ 68,000		$ 68,000		$ -
Capital Projects Levy	$ 63,780	$ 556,554		$ 557,466		$ 62,868
Operating Capital	$ 30,825	$ 238,553		$ 236,460		$ 32,918
Basic Skills/EL/Extended Time	$ 318,836	$ 382,481		$ 237,880		$ 463,437
Gifted and Talented	$ -	$ 13,320		$ 13,320		$ -
LTFM	$ 189,950	$ 93,315		$ 91,200		$ 192,065
Safe Schools	$ -	$ 45,040		$ 45,040		$ -
Medical Assistance/3rd Party Billing	$ 115,822	$ 60,000		$ 6,000		$ 169,822
Total Restricted	**$ 860,604**	**$ 1,524,213**	**$ -**	**$ 1,320,116**	**$ -**	**$ 1,064,701**
Total All Revenues	**$ 2,357,410**	**$ 14,263,237**	**$ 59,257**	**$ 14,130,051**	**$ 59,257**	**$ 2,490,596**

FY26 Preliminary Budget Revenue Source



FY26 Preliminary Budget Expense



FY26 CE Preliminary Budget Overview

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Levy	155,799	164,595	(8,796)
Misc Local Revenue	661,000	651,500	9,500
State Aid	200,772	201,921	(1,149)
Federal Aid			-
TOTALS	**1,017,571**	**1,018,016**	**(445)**

Community Ed	FY26 Preliminary	FY25 Revised	Difference
Salaries and Wages	579,044	600,134	(21,090)
Employee Benefits	112,135	138,144	(26,009)
Purchased Services	184,020	172,005	12,015
Supplies & Materials	63,000	52,668	10,332
Capital Expenditures			-
Other Expenses			-
TOTALS	**938,199**	**962,951**	**(24,752)**

Difference	**79,372**	**55,065**	

FY26 Preliminary Budget Overview

REVENUES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Levy	2,844,168		155,799	3,218,330		
Misc Local Revenue	263,300	91,500	661,000	226,762	6,100	60,850
State Aid	10,730,769	374,200	200,772	32,524		
Federal Aid	425,000	230,000				
TOTALS	14,263,237	695,700	1,017,571	3,477,616	6,100	60,850.00

EXPENDITURES						
	General Fund	Food Service	Community Service	Debt Service	Trust	Student Activities
Salaries and Wages	7,255,576	12,000	579,044			
Employee Benefits	2,092,757	2,000	112,135			
Purchased Services	3,377,180	350,000	184,020			24,750
Supplies & Materials	929,225	321,800	63,000			33,600
Capital Expenditures	181,961					
Other Expenses	66,560			3,326,285	6,000	400
Other Financing Uses	226,792					
TOTALS	**14,130,051**	**685,800**	**938,199**	**3,326,285**	**6,000**	**58,750**

Budget Balance	133,186	9,900	79,372	151,331	100	2,100

FY24 Preliminary Budget Overview

Questions?

2025-2026 Organization Items –June 2025

Rate of Pay: School Board Members – $65 per meeting

Mileage rate: Federal IRS Rate

Facilities designated as official depositories for the District are Citizens State Bank of NYA, Old National Bank, Security Bank, MN School District Liquid Asset Fund, Bremer Bank, and MN Trust.

Designation of Amy Groschen and Lynn Peterson to have authority to make Electronic Fund Transfers (EFT) for financial and payroll purposes.

Regular Board meetings: Fourth (4th) Monday of each month at 6:00 PM, Central High School

Official school newspaper: Sun Patriot

Committees remain in place until January 2026 Board Meeting and we will add a Facilities Committee with Kroells and Krueger.

Non-Certified Substitute Rate for 2025-2026 School Service Employee General Salary Schedule, Level 1, Minimum

2025-2026 Substitute Pay for Certified Teachers: $125 per day

2025-2026 Meet & Confer Dates and Time:
September 25, 2025, November 13, 2025, February 19, 2026.

2025-2026 Lunch Prices

	Elementary	Middle & High School
Breakfast	$2.40	$2.40
Lunch	$5.00	$5.00
Milk	$0.60	$0.60
Adult Breakfast	$2.40	$2.40
Adult Lunch	$5.00	$5.00

****Please note Breakfast and Lunch are free for students, these prices reflect a 2nd meal/Adult meal/extra milk**

****The USDA sets prices at the end of July. This will not change any regular meal prices, but it may change the adult meal and second meal price.**

2025-2026 Admission Fee Schedule

Gate Admissions:

- Adult - $7
- Students/Senior Citizens (65+) - $5
- Central High school students in grades 7-12 - free admission with student ID
- Preschool Student – Free with adult
- Golden Age Pass – Free to all persons 65+ years

Athletic Activity Pass (Non-transferable)

- Single Adult - $80
- K-12 Student - $40
- ~~Family Pass - $250~~

Other Event Admissions:

Other events such as Triple A, Prom, Homecoming, and Concerts, will be charged an admission or a free-will offering collected. (School age and up, till age 65.)

Free Activity Passes:

Anyone who is a non-paid volunteer for any extra-curricular activity for District #108, including Community Education, will receive one single person Central Raider free activity pass. This pass will allow these individuals free admission into any and all school extra-curricular activities, excluding tournaments. This pass will be issued to individuals who are termed “regular volunteers” and will be given out to those who help out more than twice in an activity. These passes will be good for the entire school year and will be given out once the volunteers are determined by the Community Education Director, Activities Director, or building Principal.

A Central Activity pass will be provided for any staff members upon request from a building principal. These passes will be issued with the purpose of encouraging attendance at Central activities and basic supervision of students.

2025-2026 Participation Fees:

High School Athletics

All activities listed are $175

- Football
- Volleyball
- Cross Country
- Boys Soccer (7-12)
- Girls Soccer (7-12)
- Boys Basketball
- Girls Basketball
- Wrestling (7-12)
- Golf (7-12)
- Baseball
- Softball
- Track
- Gymnastics (7-12)

Middle School Athletics

All activities listed are $125

- 7th & 8th Grade Football
- 7th & 8th Grade Volleyball
- 7th & 8th Grade Boys Basketball
- 7th & 8th Grade Girls Basketball
- 7th & 8th Grade Baseball
- 7th & 8th Grade Softball
- 7th & 8th Grade Track
- 7th & 8th Grade Cross Country

Other Activities

- Knowledge Bowl - $80
- Musical/Play - $80
- Speech - $100
- One Act Play- $80
- Robotics - $100
- E-Sports - $80

★ **Maximum Per Family – $875 or 6 HS athletics - or remove max**
★ **All fees must be paid by the conclusion of the first week of practice**

2025-2026 Auxiliary Pay Schedule

Football

- One Timekeeper/Scoreboard Operator - $50/person
- One Announcer - $40
- Chains Worker: $15/person/per game
- Student Worker: $10.85/hr.

Soccer

- One Announcer - $40
- One Scorebook - $50
- One Student Worker $10.85/hour

Basketball (Boys and Girls, A&B games)

- One Timekeeper/Scoreboard Operator - $50/person
- One Scorer - $50
- One Announcer $50
- One Shot clock operator - $50
- The same person will work both A&B matches
- Student Worker: $10.85/hr.

Wrestling (A & B games)

- Two people at the table - $50/person
- The same person will work both A&B matches
- Student Worker: $10.85/hr.

Volleyball (A&B games)

- One Timekeeper - $50
- One Scoreboard Operator - $50
- Libero Tracker - $50
- The same person will work both A&B games
- Two adults on the line for both A&B - $25/person/match
- Student Worker: $10.85/hr.

Track

- One Starter - $135/meet or a negotiated amount
- Timers - $45/meet
- Field Events - $45/meet
- Student Workers - $10.85/hr.

Cross Country

- Adult Workers - $50/meet
- Student Workers - $10.85/hr.

Speech

- Judge - pay decided by host school

Softball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Baseball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Athletic Officials

- “B” Squad - $65/game/official or negotiated amount
- “C” Squad - $60/game/official or negotiated amount
- 8th Grade - $55/game/official or negotiated amount
- 7th Grade - $55/game/official or negotiated amount
- Community Education - $35 an hour or previous rate for returning officals
- *Umpires and Referees negotiable*

Ticket Takers

- $40.00 per night

Post-Season Athletic Activities

- Bus Chaperone $75/person

BACKGROUND:

According to Minnesota Statutes § 275.14, the population of a school district must be certified by the Department of Education from the most recent federal census. In any year in which no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board can pass a resolution by June 30, 2025, of the updated population of the district as determined by the state demographer.

According to estimates from the state demographer, the district population increased from 8,697 in 2020 to 9,044 in 2024. This population increase will impact the revenue the community education programs receive based on the current funding calculation, which uses the district population to determine total funding.

Increased Revenue by Program Area

General Comm Ed - Census Increase x $6.35
Youth Service - Census Increase x $1
Adults With Disabilities - Census Increase x $.34
Youth After-School Enrichment - Census Increase x $1.85
(1) $1.85 times the greater of 1,335 or the population of the district, as defined in section 275.14, not to exceed 10,000; and
(2) $0.43 times the population of the district, as defined in section 275.14, in excess of 10,000. Youth after-school enrichment revenue must be reserved for youth after-school enrichment programs.

Certification of Updated District Population Estimate (Sample Resolution)

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2025 PAYABLE 2026 LEVY OF INDEPENDENT SCHOOL DISTRICT #108.

WHEREAS, the Independent School District #108 has experienced an increase in population from the 2020 census figure of 8,697, to the current census figure of 9,044 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #108 that the census figure of 9,044 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk

_____

_____

Once the resolution is formally approved at a June 2025 school board meeting, please scan and email the signed copy to.
megan.dayton@state.mn.us
and

susan.brower@state.mn.us

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. ____, State of Minnesota, was held on _____, at _____pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S APPLICATION FOR SAFE SCHOOL REVENUE

BE IT RESOLVED by the School Board of District No. ____, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the Fiscal Year 2027 in the amount of **$214,125**. The various components of the program budget include costs for a School Resource Officer, safety equipment, and non-instructional technology hardware.

2. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe School program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe School costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.

3. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:_____

And the following voted against the same:_____

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. ____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. ____ , held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2025

_____
Clerk

School District No. _____

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. ____, State of Minnesota, was held on _____, at _____pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Long-Term Facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. ____, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the Fiscal Year 2027 in the amount of **$168,957**. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)

2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programing its long-term facility maintenance revenue application.

3. The proportionate share of the cost of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue

application for the fiscal year 2027 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. ____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. ____ , held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2025

_____

Clerk

School District No. _____

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

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2023, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	SouthWest Metro Intermediate District	Date:	7/17/2024
District Number:	0288	Email:	bfell@swmetro288.org
District Contact Name:	Brian Fell		
Contact Phone #	952-567-8103		

Expenditure Categories		Fiscal Year (FY) Ending June 30									
		2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.											
Finance Code	**Category (1)**										
347	Physical Hazards	$0	$10,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000
349	Other Hazardous Materials	$0	$12,000	$0	$0	$0	$0	$0	$0	$5,000	$5,000
352	Environmental Health and Safety Management	$6,000	$13,000	$5,000	$5,000	$6,000	$8,000	$10,000	$10,000	$10,000	$10,000
358	Asbestos Removal and Encapsulation	$5,000	$12,000	$5,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$10,000
363	Fire Safety	$10,000	$23,930	$10,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$25,000
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects	$21,000	$70,930	$20,000	$15,000	$11,000	$24,000	$30,000	$30,000	$40,000	$55,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue											
Finance Code	**Category (2)**										
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151											
Finance Code	**Category 3 (a)**										
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms											
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***										
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility											
Finance Code	**Category (4)**										
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects											
Finance Code	**Category (5)**										
368	Building Envelope	$10,000	$20,000	$15,000	$10,000	$10,000	$10,000	$10,000	$5,000	$25,000	$25,000
369	Building Hardware and Equipment	$5,000	$0	$5,000	$5,000	$10,000	$15,000	$10,000	$5,000	$25,000	$25,000
370	Electrical	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
379	Interior Surfaces	$10,000	$10,000	$10,000	$6,000	$10,000	$15,000	$5,000	$5,000	$0	$0
380	Mechanical Systems	$4,000	$20,000	$5,000	$5,000	$5,000	$15,000	$5,000	$5,000	$49,000	$17,000
381	Plumbing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems	$0	$200,000	$110,000	$100,000	$100,000	$100,000	$125,000	$200,000	$100,000	$100,000
384	Site Projects	$0	$20,000	$0	$0	$50,000	$40,000	$100,000	$0	$100,000	$100,000
	Total Deferred Capital Expense and Maintenance	$29,000	$270,000	$145,000	$126,000	$185,000	$195,000	$255,000	$220,000	$299,000	$267,000
	Total Annual 10-Year Plan Expenditures	**$50,000**	**$340,930**	**$165,000**	**$141,000**	**$196,000**	**$219,000**	**$285,000**	**$250,000**	**$339,000**	**$322,000**
Fund Balance Section											
	Fund 01										
	Beginning Fund Balance 01-467-XX	$174,743	$227,498	$13,633	$698	$36,763	$42,828	$50,893	$17,958	$45,023	$8,088
	LTFM Fiscal Year Revenue - Levy	$102,755	$127,065	$152,065	$177,065	$202,065	$227,065	$252,065	$277,065	$302,065	$352,065
	LTFM Fiscal Year Revenue - AID if Applicable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$50,000	$340,930	$165,000	$141,000	$196,000	$219,000	$285,000	$250,000	$339,000	$322,000
	Ending Fiscal Year Fund Balance 01-467-XX	**$227,498**	**$13,633**	**$698**	**$36,763**	**$42,828**	**$50,893**	**$17,958**	**$45,023**	**$8,088**	**$38,153**
	Fund 06										
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	ED - 02478-10

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minn

District Info.	(REQUIRED) Enter Information
District Name:	SouthWest Metro Intermediate District
District Number:	0288
District Contact Name:	Brian Fell
Contact Phone #	952-567-8103

Expenditure Categories		2034
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.		
Finance Code	**Category (1)**	
347	Physical Hazards	$5,000
349	Other Hazardous Materials	$5,000
352	Environmental Health and Safety Management	$10,000
358	Asbestos Removal and Encapsulation	$10,000
363	Fire Safety	$25,000
366	Indoor Air Quality	$0
	Total Health and Safety Capital Projects	$55,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue		
Finance Code	**Category (2)**	
358	Asbestos Removal and Encapsulation	$0
363	Fire Safety	$0
366	Indoor Air Quality	$0
	Total Health and Safety Capital Projects $100,000 or More	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151		
Finance Code	**Category 3 (a)**	
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0
	Total Remodeling for Approved Voluntary Pre-K Projects	$0
Remodeling for Gender-Neutral Single-User Restrooms		
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***	
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0
	Total Remodeling for Gender-Neutral Single User Projects	$0
Accessibility		
Finance Code	**Category (4)**	
367	Accessibility	$0
	Total Accessibility Projects	$0
Deferred Capital Expenditures and Maintenance Projects		
Finance Code	**Category (5)**	
368	Building Envelope	$40,000
369	Building Hardware and Equipment	$40,000
370	Electrical	$0
379	Interior Surfaces	$0
380	Mechanical Systems	$47,000
381	Plumbing	$0
382	Professional Services and Salary	$0
383	Roof Systems	$200,000
384	Site Projects	$50,000
	Total Deferred Capital Expense and Maintenance	$377,000
	Total Annual 10-Year Plan Expenditures	**$432,000**
Fund Balance Section		
	Fund 01	
	Beginning Fund Balance 01-467-XX	$38,153
	LTFM Fiscal Year Revenue - **Levy**	$402,065
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0
	LTFM Fiscal Year Revenue Other	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0
	LTFM Estimated Fiscal Year Expenditures	$432,000
	Ending Fiscal Year Fund Balance 01-467-XX	**$8,218**
	Fund 06	
	Beginning Fund Balance 06-467-XX	$0
	LTFM Fiscal Year Bonded Revenue	$0
	LTFM Fiscal Year Revenue Other	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0
	Other Transfers	$0
	LTFM Estimated Fiscal Year Expenditures	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**

SWMetro Intermediate District #288
2025 Pay 2026 for 2027
(For Fiscal School Year 2027)

Pay 26 Levy Amounts

District	School #	Usage	LTFM Levy	Lease Levy	Safe Schools Levy	Total
Norwood Young America	108	2.33%	$ 4,122.45	$ 10,804.18	$ 5,224.51	$ 20,151.15
Waconia	110	6.41%	$ 11,346.07	$ 29,735.95	$ 14,379.23	$ 55,461.26
Watertown-Mayer	111	3.14%	$ 5,554.58	$ 14,557.52	$ 7,039.49	$ 27,151.59
Eastern Carver County	112	14.09%	$ 24,952.55	$ 65,396.00	$ 31,623.15	$ 121,971.70
Burnsville (associate)	191	1.87%	$ 3,306.88	$ 8,666.71	$ 4,190.91	$ 16,164.49
Bloomington (associate)	271	2.71%	$ 4,800.67	$ 12,581.65	$ 6,084.04	$ 23,466.36
Belle Plaine	716	3.67%	$ 6,496.85	$ 17,027.03	$ 8,233.66	$ 31,757.54
Jordan	717	4.62%	$ 8,180.45	$ 21,439.44	$ 10,367.34	$ 39,987.23
Prior Lake-Savage	719	9.05%	$ 16,017.10	$ 41,977.85	$ 20,298.98	$ 78,293.93
Shakopee	720	26.65%	$ 47,191.61	$ 123,680.43	$ 59,807.40	$ 230,679.45
New Prague	721	5.43%	$ 9,618.03	$ 25,207.07	$ 12,189.23	$ 47,014.33
Buffalo-Hanover-Montrose	877	12.37%	$ 21,907.66	$ 57,415.90	$ 27,764.26	$ 107,087.83
Tri City United	2905	7.66%	$ 13,570.09	$ 35,564.68	$ 17,197.80	$ 66,332.57
Total		***100.00%***	***$ 177,065.00***	***$ 464,054.40***	***$ 224,400.00***	***$ 865,519.40***
			$ 177,065.00	*$ 464,054.40*	*$ 224,400.00*	*$ 865,519.40*
Pay 25 Amounts			***$ 152,065.00***	***$ 461,412.00***	***$ 224,400.00***	***$ 837,877.00***

Usage Calculation

SWMetro Usage	School #	FY25 SpEd Gen Ed Cost	FY25 CTE Tuition	Total	Usage %
Norwood Young America	108	$ 151,513.33	$ -	$ 151,513.33	2.328%
Waconia	110	$ 275,587.09	$ 141,417.50	$ 417,004.59	6.408%
Watertown-Mayer	111	$ 204,148.56	$ -	$ 204,148.56	3.137%
Eastern Carver County	112	$ 622,683.75	$ 294,402.50	$ 917,086.25	14.092%
Burnsville (associate)	191	$ 116,896.27	$ 4,642.00	$ 121,538.27	1.868%
Bloomington (associate)	271	$ 168,424.89	$ 8,015.00	$ 176,439.89	2.711%
Belle Plaine	716	$ 155,760.04	$ 83,020.00	$ 238,780.04	3.669%
Jordan	717	$ 221,330.80	$ 79,327.00	$ 300,657.80	4.620%
Prior Lake-Savage	719	$ 579,054.88	$ 9,625.00	$ 588,679.88	9.046%
Shakopee	720	$ 1,290,572.93	$ 443,870.00	$ 1,734,442.93	26.652%
New Prague	721	$ 346,090.91	$ 7,402.50	$ 353,493.41	5.432%
Buffalo-Hanover-Montrose	877	$ 805,176.73	$ -	$ 805,176.73	12.373%
Tri City United	2905	$ 498,744.27	$ -	$ 498,744.27	7.664%
Total		***$ 5,435,984.45***	***$ 1,071,721.50***	***$ 6,507,705.95***	***100.00%***

TECHNOLOGY DIRECTOR'S CONTRACT

CENTRAL PUBLIC SCHOOLS

The School Board of Independent School District No. 108, Norwood Young America, MN enters into this agreement with Steven Anderson, who agrees to perform the duties of Technology Director/Coordinator in the public schools of the District commencing July 1, 2025 through June 30, 2028.

I. Basic Service:

Director shall faithfully perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duty Year and Leaves:

1. Basic Work Year:

   The Director's normal duty year shall be for the entire year. The Director shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. He must notify the Superintendent beforehand.

2. Vacation:

   The Director shall earn twenty five (25) working days of annual paid vacation each contract year. Ten (10) days of unused vacation may be carried over for one full year. All other unused vacation must be taken within six months after the current contract year in which it is earned. No more than seven (7) days may be taken during the time school is in session.

3. Holidays:

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

~~The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the Director under this provision will be guaranteed eleven (11) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.~~

4. Sick Leave:

The Director shall earn sick leave at the rate of 15 days per year which may be accumulated to a maximum of one-hundred twenty (120) days.

5. Bereavement Leave:

There will be an allowance of two (2) days annually for absence because of death of relatives. Leaves granted under this section shall be deducted from the annual sick leave.

6. Emergency Leave:

The Director may be granted emergency leave during the contract year at the discretion of the Superintendent/or School Board. Leaves granted under this section shall be deducted from the annual sick leave.

7. Medical Leave:

If the Director is unable to perform his duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall, upon request, be granted a medical leave of absence up to one (1) year in duration without pay. The School Board may, in its discretion,

extend such a leave upon written request. A request for medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the conditions of health and estimated time at which the Director is expected to be able to assume his normal responsibilities. The Director, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

III. Insurance:

1. Health and Hospitalization Insurance

The School District shall provide the employee a single or family health and hospitalization fully funded insurance plan at the expense of the School District. This includes the cost of insurance premiums and funding the Health Savings Account or VEBA up to the IRS maximum. If the employee elects not to take insurance through the District, the district shall apply the full single amount to a Health Retirement Account that is chosen by the District.

2. Income Protection Insurance:

The School District shall provide a long term disability insurance plan for the Director. Benefits shall be payable upon ninety (90) calendar days after the day of disability at two-thirds (66 2/3%) of the annual contractual salary. Benefit payments shall continue until the age of (65) or until termination of the disability - whichever occurs first. The coverage shall include coverage for mental and emotional disturbance.

3. Claims Against the School District:

It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as

agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

4. Life Insurance

The School District shall provide a group term life insurance plan providing ~~$50,000.00~~ $60,000 of coverage for the Technology Director, payable to the Technology Director's named beneficiary, at the expense of the School District.

5. Duration of Insurance Contributions:

The Director is eligible for School Board contributions as provided in this Article as long as the directors employed by the School Board. Upon termination of employment, all Board participation and contribution shall cease, effective on the last working day.

6. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for.

IV. Other Benefits:

1. Tax Sheltered Annuities:

The Director will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

2. Car Expense:

The Director will be responsible to use his own vehicle for school purposes. He shall be reimbursed at the rate set by the School Board.

3. Conferences and Meetings:

The School District shall pay valid expenses for participation in professional conferences and seminars, and which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

4. 403b Plan

The district will match employee's contribution to a 403b plan up to an annual maximum of ~~$2,000~~ 3,000 with a lifetime maximum of $30,000.

5. Cell Phone Allowance

A $120 per month allowance for business cell phone shall be granted to the director.

V. Compensation

1. The Technology Director shall be paid an annual salary of:

~~2022-2023~~	2025-26	$69,792	$74,910
~~2023-2024~~	2026-27	$71,327	$76,960
~~2024-2025~~	2027-28	$72,896	$80,038

The Director shall engage in no other employment, consultant services or other activity for which honorarium is paid without receiving prior approval of the School Board, but shall devote full time and due diligence to the affairs and the activities of the School District.

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, I have subscribed my signature this

_____day of_____,2025

_____

Steven Anderson, Technology Director

IN WITNESS THEREOF, we have subscribed our signature this

_____day of_____,2025

_____

Board Chairperson

_____

Board Clerk

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only	ED - 02478-11

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Central Public Schools	Date:	7/1/2025
District Number:	0108-01	Email:	tschochenmaier@isd108.org
District Contact Name:	Timothy Schochenmaier		
Contact Phone #	952-467-7001		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$75,000	$75,000	$0	$0	$0	$0	$0	$0	$0	$0	$0
349	Other Hazardous Materials	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
352	Environmental Health and Safety Management	$35,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000
366	Indoor Air Quality	$2,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000
	Total Health and Safety Capital Projects - Category (1)	$117,000	$123,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000	$48,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
369	Building Hardware and Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
370	Electrical	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
379	Interior Surfaces	$0	$0	$0	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000
380	Mechanical Systems	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
381	Plumbing	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	**Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)**	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
384	Site Projects	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$50,000	$50,000	$50,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	$100,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year												
Finance Code	**Category (6)**			**EFFECTIVE FY 2027**								
383	**Roofing Systems -pending 2025 Legislation and if passed effective FY 2027**			$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Deferred Capital Expense and Maintenance - Category (6)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$167,000	$173,000	$98,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000	$148,000
Fund Balance Section												
	Fund 01	**FY 25 and 26 Revenue Projection Model Revenue**		**FY 27 Revenue Projection Model Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$189,950	$192,065	$117,927	$135,470	$155,966	$233,509	$258,700	$335,650	$377,285	$362,564	$344,598
	LTFM Fiscal Year Revenue - **Levy**	$93,315	$98,862	$98,267	$100,682	$208,727	$206,102	$209,357	$248,207	$243,482	$244,532	$319,344
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0	$0	$17,276	$18,314	$19,317	$20,089	$20,893	$21,728	$22,597	$23,501	$24,441
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 421	***LTFM Deduction for applicable Cooperative/Intermediate Member District Levy***	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$91,200	$173,000	$98,000	$98,500	$150,500	$201,000	$153,300	$228,300	$280,800	$286,000	$298,000
	Ending Fiscal Year Fund Balance 01-467-XX	$192,065	$117,927	$135,470	$155,966	$233,509	$258,700	$335,650	$377,285	$362,564	$344,598	$390,383
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
End of worksheet												