

Wrenshall Public School District
Monday, August 12, 2024 6:00 PM Central

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

Eric Ankrum: Present
Misty Bergman: Present
Mary Carlson: Present
Ben Johnson: Present
Alice Kloepfer: Absent
Nicole Krisak: Present

Present: 5, Absent: 1.

Director Ankrum participated remotely from his posted location. Director Kloepfer was absent with notice.

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Adoption of Agenda
5. Regular Business
 - 5.a. Approval of Minutes
 - 5.b. Accept Business Office Report
 - 5.c. Approval of Consent Agenda
6. Informational Items
 - 6.a. Principal's Report
 - 6.b. Community Education Report
 - 6.c. Enrollment Reports
 - 6.d. Superintendent's Report
 - 6.e. Board Director or Committee Reports
 - 6.f. Propane Bus Grant Award
 - 6.g. Grant Writing Considerations
 - 6.h. Developing Memoranda of Understanding for Earned Sick and Safe Time and READ Act.
7. Action Items
 - 7.a. Resolution to Open 4th Grade for Open Enrollment
 - 7.b. Approve School and Wren's Club Handbooks for the 2024-2025 School Year
 - 7.c. Set Adult Meal Prices for Fiscal Year 2025
 - 7.d. Approve Jumpstart to Kindergarten Agreement
 - 7.e. Set Superintendent Goals for Fiscal Year 2025
 - 7.f. Policy Review Cycle
 - 7.f.1. Policy for Immediate Approval
 - 7.f.2. Policy for First Reading
 - 7.g. Acceptance of Donations
 - 7.h. Hiring Requests

8. Future Meetings

9. Adjournment

Wrenshall Public School District
Monday, August 12, 2024 6:00 PM

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

Agenda

1. Call to Order

Speaker(s): Chairperson

2. Pledge of Allegiance

Speaker(s): Chairperson

3. Roll Call

Speaker(s): Chairperson

4. Adoption of Agenda

Speaker(s): Chairperson

5. Regular Business

Speaker(s): Chairperson

5.a. Approval of Minutes

Speaker(s): Chairperson

5.b. Accept Business Office Report

Speaker(s): Jeff Pesta

5.c. Approval of Consent Agenda

Speaker(s): Jeff Pesta

6. Informational Items

Speaker(s): Chairperson

6.a. Principal's Report

Speaker(s): Michelle Blanchard

6.b. Community Education Report

Speaker(s): Katie Beck

6.c. Enrollment Reports

Speaker(s): Jeff Pesta

6.d. Superintendent's Report

Speaker(s): Jeff Pesta

6.e. Board Director or Committee Reports

Speaker(s): Chairperson

6.f. Propane Bus Grant Award

Speaker(s): Ben Johnson

6.g. Grant Writing Considerations

Speaker(s): Mary Carlson and Ben Johnson

6.h. Developing Memoranda of Understanding for Earned Sick and Safe Time and READ Act.

Speaker(s): Mary Carlson

7. Action Items

Speaker(s): Chairperson

7.a. Resolution to Open 4th Grade for Open Enrollment

Speaker(s): Jeff Pesta

7.b. Approve School and Community Education Handbooks for the 2024-2025 School Year

Speaker(s): Michelle Blanchard and Katie Beck

7.c. Set Adult Meal Prices for Fiscal Year 2025

Speaker(s): Jeff Pesta

7.d. Approve Jumpstart to Kindergarten Agreement

Speaker(s): Jeff Pesta

7.e. Set Superintendent Goals for Fiscal Year 2025

Speaker(s): Mary Carlson

7.f. Policy Review Cycle

Speaker(s): Mary Carlson

7.f.1. Policy for Immediate Approval

Speaker(s): Mary Carlson

7.f.2. Policy for First Reading

Speaker(s): Mary Carlson

7.g. Acceptance of Donations

Speaker(s): Chairperson

7.h. Hiring Requests

Speaker(s): Jeff Pesta

8. Future Meetings

Speaker(s): Chairperson

9. Adjournment

Speaker(s): Chairperson

Wrenshall Board of Education
Monday, July 8, 2024 6:00 PM Central

Holyoke Town Hall
Carlton County Highway 8
Holyoke, MN 55749

Eric Ankrum: Present
Misty Bergman: Present
Mary Carlson: Present
Ben Johnson: Present
Alice Kloepfer: Present
Nicole Krisak: Present

Present: 6.

All six directors present.

1. Call to Order

The meeting was called to order by Chair Carlson at 6:00 p.m. A public comment period preceded the regular meeting at the Holyoke Township Hall at 5:30 p.m. Gary Butala and Jeff Bloom addressed the Board.

2. Pledge of Allegiance

3. Roll Call

4. Adoption of Agenda

Motion to approve. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

5. Regular Business

5.a. Approval of Minutes

Motion to approve official minutes as presented. This motion, made by Misty Bergman and seconded by Ben Johnson, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

5.b. Accept Business Office Report

Motion to accept business report as presented. This motion, made by Eric Ankrum and seconded by Alice Kloepfer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

5.c. Approval of Consent Agenda

Motion to approve. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

6. Informational Items

6.a. Principal's Report

6.b. Community Education Report

6.c. Enrollment Reports

The consensus of the Board was to post anticipated vacancies for Grade K-4 teachers to prepare for the possible splitting of the current sections.

6.d. Superintendent's Report

Superintendent Pesta noted that the District dental plan will have minimal increase and has been renewed for a two-year period. He informed the Board that E-Rate Category 2 allocations from the previous fiscal year for technology hardware were not used and will be reapplied for to enable the purchase of a new network firewall and switch. The Superintendent also emphasized the need to promptly organize a formal technology committee to provide strategic recommendations for future purchases of hardware aligned with instructional goals.

6.e. Board Director or Committee Reports

PIE - Director Bergman provided a positive update about the progression of the pollinator garden.

Consolidation - Chair Carlson shared that there was no official response received from the Carlton Board regarding a social meeting of the full boards.

6.f. Propane Bus Grant Award

Motion to add grant approval and propane bus purchase as Action Item 7.o. This motion, made by Eric Ankrum and seconded by Alice Kloepfer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

The consensus of the Board was to accept the \$35,000 EPA grant and to arrange a lease purchase with the first payment due November of 2024. This topic was added to the action agenda as Item 7.o.

6.g. Grant Writing Considerations

Motion to add the designation of general funds to support grant writing as Item 7.n. This motion, made by Nicole Krisak and seconded by Alice Kloepfer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

An extensive discussion was held regarding best options for supporting grant writing endeavors. The consensus of the Board was to assign \$1000 from the General Fund for a future Schedule D payment for teacher Chris Gustafson for summer work in submitting the affordable housing grant per timeline. The Board will develop further guidelines for grant development during the August 1 work session. This was added to the Action Agenda as Item 7.n.

6.h. Safety Inspection Update

The Superintendent has recommended adding a contract with IEA to conduct lead in drinking water testing and bleacher inspection in compliance with state statute to the LTFM plan to be approved in Action Item 7.e.

6.i. Consideration of Partnerships with City of Wrenshall

The Board engaged in an extensive discussion about the potential partnership opportunities with the City of Wrenshall. There was support to invite the City to provide a quote for snow removal this winter season. History of previous cooperative activity regarding fuel purchasing and storage was reviewed. Directors Johnson and Ankrum will attend the July 9 City Council meeting to represent the District. Further discussion on the topic is planned for the August 1 work session.

7. Action Items

7.a. Ratify Principal's Association Master Agreement

Motion to ratify master agreement. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea
Yea: 6, Nay: 0

7.b. Appoint Identified Official with Authority (IOwA)

Motion to introduce and approve the resolution. This motion, made by Eric Ankrum and seconded by Misty Bergman, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea
Yea: 6, Nay: 0

7.c. Carlton-Wrenshall Raptor Sports Cooperative Administrative Host Agreement

Motion to approve. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea
Yea: 6, Nay: 0

7.d. Minnesota State High School League Membership Annual Renewal

Motion to introduce and approve the resolution. This motion, made by Misty Bergman and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea
Yea: 6, Nay: 0

7.e. Approve Long Term Facilities Maintenance (LTFM) 10-Year Plan

Motion to introduce and approve the resolution. This motion, made by Ben Johnson and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.f. Resolution to Set Wait List Criteria for Grade Levels Closed for Open Enrollment

Motion to introduce and adopt the resolution. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.g. Approval of Family School Support Worker Services Agreement

Motion to approve. This motion, made by Ben Johnson and seconded by Alice Kloepfer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.h. Comprehensive Insurance Policy Renewal

Motion to approve comprehensive insurance policy renewal as presented. This motion, made by Misty Bergman and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.i. Resolution Calling the School District General Election

Motion to introduce and approve the resolution. This motion, made by Misty Bergman and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.j. Minnesota School Boards Association Annual Renewal

Motion to approve. This motion, made by Misty Bergman and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.k. Policy Review Cycle

7.1. Acceptance of Donations

Motion to introduce the resolution and approve to accept donations with gratitude. This motion, made by Ben Johnson and seconded by Nicole Krisak, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloepfer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.m. Hiring Requests

Motion to approve. This motion, made by Ben Johnson and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloefer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

The consensus of the Board was to modify the hiring request to include posting for multiple "anticipated" Grade K-4 teachers.

7.n. Minnesota Housing Grant Support

Motion to assign \$1000 from the general fund to support summer housing grant submission. This motion, made by Misty Bergman and seconded by Alice Kloefer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloefer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

7.o. EPA Propane Bus Grant

Motion to accept to the EPA grant and proceed with a lease to purchase agreement for a new propane bus. This motion, made by Alice Kloefer and seconded by Eric Ankrum, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloefer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

8. Future Meetings

The regular monthly business meeting will be held on August 12th.

9. Adjournment

Motion to adjourn. This motion, made by Misty Bergman and seconded by Alice Kloefer, Carried.

Eric Ankrum: Yea, Misty Bergman: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Alice Kloefer: Yea, Nicole Krisak: Yea

Yea: 6, Nay: 0

Meeting was adjourned at 8:30 p.m.

Wrenshall Board of Education Work
Session
Thursday, August 1, 2024 6:00 PM Central

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

Eric Ankrum: Present
Misty Bergman: Present
Mary Carlson: Present
Ben Johnson: Present
Alice Kloepfer: Absent
Nicole Krisak: Present

Present: 5, Absent: 1.

The work session was called to order by Chair Carlson at 6:05 p.m. Director Kloepfer was absent with notice.

1. Preview of Regular Meeting Agenda for August 12

1.a. Board Committee Reports

Fundraising - The new scoreboard for the Knutson Athletic Field has arrived

Negotiations - The AFSCME master agreement is nearing tentative agreement. One additional meeting is necessary to finalize rates for inter-district routes.

Policy - The complete policy book will be posted online in August. New policies will be reviewed on August 12, followed by monthly reviews of each policy series until completed.

Building and Grounds - The silicone membrane has been installed on the CTE building roof.

CEAC - Director Bergman attended and several organizational issues will be discussed during this work session.

2. Strategic Planning

2.a. Analysis of Enrollment Projections

The consensus of the Board was to add the hire of additional Kindergarten and 4th Grade teachers as an action item on the August 12 meeting agenda and to prepare a resolution to reopen 4th Grade for additional open enrollment.

2.b. Development of District Organizational Chart

The superintendent's recommendation to create a dynamic organizational chart was supported through consensus of the Board. A shared staff leadership model will feature the following committees with direct accountability to the Board: Curricular Advisory (Literacy, Read Act, World's Best Workforce), Technology, Safety, Staff Development, QComp, School Climate (PBIS). The Technology Committee is the first priority as student and staff technology hardware decisions are imminent.

2.b.1. Community Education Leadership and Staffing

The options for community education leadership were reviewed. The superintendent's recommendation is to invest in developing the community education coordinator role and to support the informal professional network mentoring her. Community education instructional staff can directly report to an E-12 site principal. The coordinator would be responsible for daily operations of all programming within Fund 04 and the assistant

business manager will provide oversight of the budget. The Community Education Advisory Committee (CEAC) would be empowered to provide local knowledge and recommendations directly to the Board.

2.c. Review Potential Memoranda of Understanding For Employment Groups

The negotiations committee will schedule meetings with all settled bargaining groups to develop an MOU effective September 1 regarding Earned Sick and Safe Time (ESST) statutory modifications. The superintendent will provide a template. A Read Act MOU will also need to be negotiated with Education Minnesota-Wrenshall. A template is currently available to begin the process.

2.d. Carlton-Wrenshall Sports Cooperative Oversight

A strong recommendation was received from the superintendent reminding the Board that Carlton is now the sole administrative host for sports within the cooperative. Both the Wrenshall and Carlton Boards must provide active oversight of the cooperative through their established committee and agreement. All non-sport co-curricular activities will be overseen by the E-12 principal. Coaches and advisors of Wrenshall co-curricular activities will be issued contracts clarifying their appointments and compensation in accordance with the terms of Schedule C of the EM-W master agreement.

3. Superintendent Goals for Fiscal Year 2025

The Board reviewed the draft goals and has requested that they be placed as an action item on the August 12 agenda.

The work session was adjourned by the Chair at 9:00 p.m.

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

Fund	Total
01	\$206,528.61
04	\$7,172.24
07	\$17,457.85
Report Total	\$231,158.70

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

Fund	Description	Total
01	General Fund	\$202,975.44
02	Food Services Fund	\$987.91
03	Transportation (Sub of 01)	\$5,778.65
04	Community Service	\$687.11
05	Capital Outlay (Sub of 01)	\$25,128.24
07	Debt Redemption Fund	\$475.00
21	Student Activities	\$282.32
Report Total		\$236,314.67

Wrenshall School ISD #100
Exp/Rev Summary - Fd
Period Ending July 31, 2024

Sequence: L, Fd

		Adopted25						% YTD	Remaining
Description		Annual Budget	Period 202501	Year To Date	% YTD	Encumbrances	+ Enc	Balance	
E	Expenditure								
01	General Fund	4,697,696.00	83,200.39	4,726,154.14	101%	3,170.03	101%	(31,628.17)	
02	Food Services Fund	185,838.00	1,705.66	211,408.89	114%	0.00	114%	(25,570.89)	
03	Transportation (Sub of 01)	416,410.00	5,896.98	420,069.76	101%	0.00	101%	(3,659.76)	
04	Community Service	247,317.00	2,858.92	156,514.07	63%	0.00	63%	90,802.93	
05	Capital Outlay (Sub of 01)	159,232.00	24,263.24	244,958.55	154%	18,668.76	166%	(104,395.31)	
06	Building Fund	0.00	0.00	1,039.85	0%	0.00	0%	(1,039.85)	
07	Debt Redemption Fund	943,770.00	159,860.00	1,107,825.00	117%	0.00	117%	(164,055.00)	
18	Custodial	0.00	0.00	92.12	0%	0.00	0%	(92.12)	
21	Student Activities	0.00	0.00	57,758.09	0%	0.00	0%	(57,758.09)	
E	Expenditure	6,650,263.00	277,785.19	6,925,820.47	104%	21,838.79	104%	(297,396.26)	
R	Revenue								
01	General Fund	(4,898,170.00)	69,411.01	(4,622,292.34)	94%	(63,638.84)	96%	(212,238.82)	
02	Food Services Fund	(201,100.00)	0.00	(231,884.23)	115%	0.00	115%	30,784.23	
03	Transportation (Sub of 01)	(233,582.00)	0.00	(245,992.02)	105%	0.00	105%	12,410.02	
04	Community Service	(268,752.00)	(3,305.10)	(168,933.04)	63%	0.00	63%	(99,818.96)	
05	Capital Outlay (Sub of 01)	(131,776.00)	0.00	(149,715.57)	114%	0.00	114%	17,939.57	
07	Debt Redemption Fund	(986,897.00)	(6,822.44)	(983,349.01)	100%	0.00	100%	(3,547.99)	
18	Custodial	0.00	0.00	(3,591.33)	0%	0.00	0%	3,591.33	
21	Student Activities	0.00	0.00	(51,606.62)	0%	0.00	0%	51,606.62	
R	Revenue	(6,720,277.00)	59,283.47	(6,457,364.16)	96%	(63,638.84)	97%	(199,274.00)	
Report Totals:		(70,014.00)	337,068.66	468,456.31	(669%)	(41,800.05)	(609%)	(496,670.26)	

EXPENSE SUMMARY -- JULY 2024

Check No.	Vendor	Amount	Date	Description
56329	ANNA GEORGE	\$142.26	7/3/2024 0:00	Softball Activity Expenses
56330	ARCC	\$23,953.29	7/3/2024 0:00	Svc Purch from MN Joint-Powers
56331	BOND TRUST SERVICES CORPORATION	\$475.00	7/3/2024 0:00	Other Cost
56332	CENTURY LINK	\$313.23	7/3/2024 0:00	Communication Svc-Telephone
56333	CLOQUET SANITARY SERVICE	\$826.08	7/3/2024 0:00	Contr Svc-Maintenance
56334	DUSTIN MCLEOD	\$18.76	7/3/2024 0:00	Travel-Bldgs & Grounds
56335	IMPERIALDADE	\$2,799.97	7/3/2024 0:00	custodial maintenance supplies
56336	IMPERIALDADE	\$3,038.39	7/3/2024 0:00	custodial maintenance supplies
56337	IMPERIALDADE	\$303.36	7/3/2024 0:00	custodial maintenance supplies
56338	INFINITE CAMPUS INC	\$3,716.00	7/3/2024 0:00	Dues/Licenses/ Membership
56339	ISD #0011 ANOKA-HENNEPIN SCHOOL DIST	\$250.00	7/3/2024 0:00	Fees for Svc-Food Svc
56340	ISD #0099 ESKO	\$807.98	7/3/2024 0:00	Reimb to MN Dist
56341	ISD #0099 ESKO	\$1,675.47	7/3/2024 0:00	Reimb to MN Dist
56342	JUNCTION TIRE SERVICE	\$49.54	7/3/2024 0:00	Supplies-Operations & Maintenance
56343	KS STATEBANK	\$5,006.07	7/3/2024 0:00	Principal LT Tech Leases
56344	MASA / MASE	\$1,101.00	7/3/2024 0:00	Dues & Membership-Superintendent
56345	MASSP	\$640.00	7/3/2024 0:00	Dues and Membership-Admin
56346	MN DEPT OF HEALTH	\$180.00	7/3/2024 0:00	Supplies-Health Service
56347	MN PEIP	\$35,535.90	7/3/2024 0:00	Health Insurance
56348	MN TELECOMMUNICATIONS	\$403.00	7/3/2024 0:00	Svc Purch from MN Joint-Powers
56349	MSBA	\$6,509.00	7/3/2024 0:00	Dues, Memberships, Fees-Bus Office
56350	NORTHERN LIGHTS ACADEMY 6096	\$789.90	7/3/2024 0:00	Non-Inst Software Lic Agreemt
56351	SECURLY INC	\$1,001.00	7/3/2024 0:00	Non-Inst Software Lic Agreemt
56352	SFM	\$4,130.00	7/3/2024 0:00	Payroll Taxes-Workers Comp
56353	SHERALEE FOSSEN	\$7.57	7/3/2024 0:00	Travel-ECSE
56354	CARLTON COUNTY HUMAN SERVICES	\$50.00	7/11/2024 0:00	Communication Svc-Telephone
56355	CLOQUET AUTOMOTIVE	\$1,036.80	7/11/2024 0:00	Repairs & Maint Serv
56356	CMH RAITER FAMILY CLINIC	\$247.00	7/11/2024 0:00	Physicals/Drug Testing
56357	DENISE NORTH	\$179.56	7/11/2024 0:00	Meetings/Travel/Tuition-HS Staff Dev
56358	KATIE BECK	\$13.51	7/11/2024 0:00	Supplies-Latchkey
56359	L & M SUPPLY INC	\$152.30	7/11/2024 0:00	Supplies-Operations & Maintenance
56360	MINNESOTA POWER	\$4,558.67	7/11/2024 0:00	Electricity
56361	MINNESOTA UI	\$6,625.56	7/11/2024 0:00	Taxes, Sp Assessments, Fees
56362	MN PEIP	\$32,441.30	7/11/2024 0:00	Health Insurance
56363	MRI SOFTWARE	\$5.00	7/11/2024 0:00	Legal Fees
56364	NE MN OFFICE JOB TRAINING	\$140.06	7/11/2024 0:00	Student Assistance
56365	PER MAR SECURITY SERVICES	\$21.62	7/11/2024 0:00	Security System Fees
56366	SPEECH PARTNERS LLC	\$62.10	7/11/2024 0:00	To Non-Ed Agency
56367	DIDAX EDUCATION	\$286.35	7/17/2024 0:00	Math curriculum manipulatives
56368	DIDAX EDUCATION	\$278.36	7/17/2024 0:00	Math curriculum manipulatives
56369	DSC COMMUNICATIONS	\$140.00	7/17/2024 0:00	Communications Serv
56370	DSC COMMUNICATIONS	\$460.00	7/17/2024 0:00	Communications Serv
56371	EMC INSURANCE COMPANIES	\$13,238.73	7/17/2024 0:00	Insurance
56372	GUARDIAN PEST SOLUTIONS, INC	\$57.91	7/17/2024 0:00	Fees for Svc-Food Svc
56373	HILLYARD MINNEAPOLIS	\$3,401.90	7/17/2024 0:00	Supplies-Operations & Maintenance
56374	MN ENERGY RESOURCES	\$69.78	7/17/2024 0:00	Fuel For Bldgs
56375	TWIN PORTS AERIAL SERVICES	\$423.80	7/17/2024 0:00	Prof & Tech Services-PHYS HAZ
56376	CARDMEMBER SERVICE	\$3,252.35	7/26/2024 0:00	Supplies-Staff Dev-Textbooks
56377	CITY OF WRENSHALL	\$205.69	7/26/2024 0:00	Water & Sewage
56378	CMH RAITER FAMILY CLINIC	\$50.00	7/26/2024 0:00	Physicals/Drug Testing
56379	CMH RAITER FAMILY CLINIC	\$50.00	7/26/2024 0:00	Physicals/Drug Testing
56380	DELTA DENTAL OF MINNESOTA	\$2,830.79	7/26/2024 0:00	Dental Insurance
56381	EDUCATORS BENEFIT CONSULTANTS LLC	\$72.80	7/26/2024 0:00	Consulting Fees/Serv-Bus Office
56382	EHLERS INVESTMENT PARTNERS LLC	\$26.04	7/26/2024 0:00	Consulting Fees/Serv-Bus Office
56383	EHLERS INVESTMENT PARTNERS LLC	\$25.70	7/26/2024 0:00	Consulting Fees/Serv-Bus Office
56384	ESC SYSTEMS	\$1,379.70	7/26/2024 0:00	Prof & Tech Services-FIRE SAFETY
56385	ISD #0004 MCGREGOR	\$5,303.70	7/26/2024 0:00	Sp Ed Sal Pur F Other D-SpEd General
56386	ISD #0091 BARNUM	\$4,835.46	7/26/2024 0:00	Sp Ed Sal Pur F Other D-SpEd General

56387	ISD #0091 BARNUM	\$282.56	7/26/2024 0:00	Sp Ed Sal Pur F Other D-ECSE
56388	ISD #0094 CLOQUET	\$6,128.15	7/26/2024 0:00	Sp Ed Sal Pur F Other D-SpEd General
56389	ISD #0094 CLOQUET	\$5,500.35	7/26/2024 0:00	Sp Ed Sal Other D-Work Experience
56390	ISD #0094 CLOQUET	\$8,309.43	7/26/2024 0:00	Sp Ed Sal Pur F Other D-Autism
56391	ISD #0097 MOOSE LAKE	\$5,661.52	7/26/2024 0:00	Sp Ed Sal Pur F Other D-Deaf/HOH
56392	ISD #0704 PROCTOR	\$13,254.44	7/26/2024 0:00	Sp Ed Sal Pur F Other D-SpEd General
56393	ISD #0704 PROCTOR	\$671.62	7/26/2024 0:00	Sp Ed Sal Pur F Other D-Phys Imp
56394	ISD #0704 PROCTOR	\$10,300.42	7/26/2024 0:00	Sp Ed Sal Pur F Other D-Vis Impair
56395	ISD #709 DULUTH	\$1,022.10	7/26/2024 0:00	Pay For Edu Pur MN S
56396	KESLER SCIENCE	\$698.00	7/26/2024 0:00	Textbooks-High School
56397	METRO SALES INC	\$482.00	7/26/2024 0:00	Lease Principal
56398	NATL INSURANCE SVCS OF WI INC	\$734.37	7/26/2024 0:00	Life Insurance
56399	NORTHEAST SERVICE COOPERATIVE	\$865.00	7/26/2024 0:00	Prof & Tech Services-ENVIR MGMT
56400	NORTHEAST SERVICE COOPERATIVE	\$200.00	7/26/2024 0:00	Dues/ Membership-Tech Admin
56401	NORTHERN LIGHTS ACADEMY 6096	\$484.30	7/26/2024 0:00	General Supplies-SpEd NQ
56402	NORTHERN LIGHTS ACADEMY 6096	\$138.02	7/26/2024 0:00	Fed Subaward <\$25,000
56403	NORTHERN LIGHTS ACADEMY 6096	\$3,709.08	7/26/2024 0:00	Maint-SPED-Supplies-Tech
56404	NORTHERN OUTDOORS CLUB	\$135.00	7/26/2024 0:00	Com Ed Instructor Fee
56405	PEC SOLUTIONS LLC	\$1,174.88	7/26/2024 0:00	Contracted Services-Facilities
56406	SHERWIN WILLIAMS CO	\$176.12	7/26/2024 0:00	Supplies-Operations & Maintenance
56407	WIEDIGER SPEECH & LANGUAGE SVCS	\$792.00	7/26/2024 0:00	To Non-Ed Agency
	Total	\$236,314.67		

Wrenshall School ISD #100 Receipt Listing Report

Deposit Ctrl No	Batch	Co	Receipt No	Receipt Type	Bank	Check No	Date	Pmt Type	Grp	Code	Customer	Status	Amount
3603	0100		12029	Credit	1		07/02/24	Check	1	1045	BRIGHTWHEEL	Applied	280.00
Deposit Control Total:												280.00	
3604	0100		12030	Credit	1		07/01/24	Check	1	1045	BRIGHTWHEEL	Applied	1,635.61
Deposit Control Total:												1,635.61	
3605	0100		12031	Credit	1		07/05/24	Check	1	1001	Carlton County	Applied	9,398.85
Deposit Control Total:												9,398.85	
3606	0100		12032	Credit	1		07/10/24	Check	1	1042	LATCH KEY	Applied	900.00
	0100		12033	Credit	1		07/10/24	Check	1	1044	PreSchool	Applied	90.00
	0100		12034	Credit	1		07/10/24	Check	1	1500	Miscellaneous	Applied	43.42
Deposit Control Total:												1,033.42	
3607	0100		12035	Credit	1	8954639	07/12/24	Check	1	1002	State of MN	Applied	53,958.92
Deposit Control Total:												53,958.92	
3608	0100		12036	Credit	1	0008968378	07/17/24	Check	1	1002	State of MN	Applied	33,303.82
Deposit Control Total:												33,303.82	
3609	0100		12037	Credit	1		07/17/24	Check	1	1044	PreSchool	Applied	90.00
	0100		12038	Credit	1		07/17/24	Check	1	1015	ISD 704 - Proctor	Applied	1,229.11
Deposit Control Total:												1,319.11	
3610	0100		12039	Credit	1	11996	07/26/24	Check	1	1012	ISD #4 McGregor	Applied	487.81
	0100		12040	Credit	1		07/26/24	Check	1	1013	ISD #95, Cromwell	Applied	408.70
	0100		12041	Credit	1		07/26/24	Check	1	1042	LATCH KEY	Applied	621.75
Deposit Control Total:												1,518.26	
3611	0100		12042	Credit	1	0008982095	07/29/24	Check	1	1002	State of MN	Applied	122,779.48
Deposit Control Total:												122,779.48	
3612	0100		12043	Credit	1	0008994491	07/31/24	Check	1	1002	State of MN	Applied	1,522.64
Deposit Control Total:												1,522.64	
3613	0100		12044	Credit	1		07/24/24	Check	1	1025	ISD 381 Lake Superior District	Applied	853.71
Deposit Control Total:												853.71	
3614	0100		12045	Credit	1		07/30/24	Check	1	1045	BRIGHTWHEEL	Applied	3,554.88
Deposit Control Total:												3,554.88	
Report Total:												231,158.70	

July 24, 2024

Jeff Pesta
Superintendent
Independent School District No. 100
207 Pioneer Drive
Wrenshall, MN 55797

Dear School Board:

We are pleased to serve as the independent auditors for Independent School District No. 100 ("Client") for the year ended June 30, 2024. This letter, together with the attached Terms and Conditions – Attest Engagements, confirms the terms of our engagement and is collectively referred to herein as the "Letter" or the "Engagement Letter."

Fees

Our fees for this engagement will be billed as work progresses, and progress billings may be submitted. Based upon our discussions with representatives of Client, the fee for this engagement will be \$21,505. Expenses for items such as travel, telephone, postage, clerical time, printing, and reproduction of financial statements are included in the fee. Our fee has been determined based on our understanding obtained through discussions with you regarding your preparation for the engagement and your current business operations. To the extent we encounter circumstances outside of our expectations that warrant additional procedures and time, we will communicate that fact and advise you of options and the additional fees necessary to complete the engagement. We expect payment of our billings within 30 days after submission.

Our fees for the services described below are based upon the value of the services performed and the time required by the individuals assigned to the engagement. Our fee estimate and completion of our work are based upon the following criteria:

1. Anticipated cooperation from Client personnel
2. Timely responses to our inquiries
3. Timely completion and delivery of client assistance requests
4. Timely communication of all significant accounting and financial reporting matters
5. The assumption that unexpected circumstances will not be encountered during the engagement

If any of the aforementioned criteria are not met, then the fees may increase. Interim billings will be submitted as work progresses and as expenses are incurred.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of Client, as of and for the year ended June 30, 2024.

The objectives of our audit are to obtain reasonable assurance as to whether Client's financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether Client's financial statements are fairly presented, in all material respects, in conformity with GAAP. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they could influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Our report will state that the report is not suitable for any other purpose. Our audit will be conducted in accordance with GAAS and will include tests of your accounting records and other procedures we consider necessary to enable us to express such opinions.

Accounting standards generally accepted in the United States of America ("GAAP") provide for certain required supplementary information ("RSI"), such as management's discussion and analysis ("MD&A"), to supplement Client's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Client's RSI in accordance with auditing standards generally accepted in the United States of America ("GAAS"). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Information about the District's Net Pension Liability
3. Information about the District's Other Postemployment Health Care Plan

We have also been engaged to report on supplementary information other than RSI that accompanies Client's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and will provide an opinion on it in relation to the financial statements as a whole:

1. Combining Nonmajor Governmental Fund Financial Statements
2. Fiscal Compliance Table

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit.

An audit includes an evaluation of the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as an evaluation of the overall presentation of the financial statements, including the disclosures, to assess whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. To express an opinion, we are required to plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* does not expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or government regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In performing our audit, we will consider and conclude whether, based on the audit evidence obtained, there are conditions or events, considered in the aggregate, which raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and may include tests of the physical existence of inventories, and direct confirmation of cash, receivables, loan balances, and certain assets and liabilities by correspondence with selected customers, funding sources, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement, and they may submit an invoice for responding to this inquiry.

Audit Procedures – Internal Control

In the conduct of our audit, we will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control-related matters that are required to be communicated under professional standards.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Client's compliance with the provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that management acknowledges and understands its responsibility for (1) designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. Management is also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements in conformity with GAAP, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management's responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making available to us drafts of financial statements, all financial records, and related information and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers).

Management is also responsible for providing us with (1) access to all information of which it is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters.

Management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, management is responsible for identifying and ensuring that the government complies with applicable laws and regulations. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report.

Management is responsible for the preparation of the supplementary information in conformity with GAAP. Management agrees to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. Management also agrees to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Management's responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

We cannot perform management functions or make management decisions on behalf of Client. However, we may provide advice and recommendations to assist management in performing its functions and fulfilling its responsibilities. We may advise management about appropriate accounting principles and their application, but the responsibility for the financial statements remains with management.

Reporting

We will issue a written report upon completion of our audit of Client's financial statements. Our report will be addressed to the School Board. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report or, if necessary, withdraw from this engagement.

If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or withdraw from this engagement.

We expect to also issue the following report as further described in the Audit Scope and Objectives section of this letter:

- A report on internal control over financial reporting and compliance based on an audit of financial statements performed in accordance with the standards applicable to financial audits contained in *Government Auditing Standards*.
- A report on compliance with requirements for each applicable compliance category contained in the Minnesota Legal Compliance Audit Guide for School Districts.

If during our audit we become aware that Client is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with generally accepted auditing standards established by the Auditing Standards Board (“United States”) and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

If Client intends to reproduce or publish these financial statements or any portion thereof, whether in paper or electronic form, subsequent to anticipated year-end filings, and make reference to our firm name in connection therewith, management agrees to provide us with proofs in sufficient time for our review and written approval before printing. If in our professional judgment the circumstances require, we may withhold our approval. Client agrees to compensate Wipfli for the time associated with such review.

Client acknowledges and agrees that any advice, recommendations, information, or work product provided to Client by Wipfli in connection with this engagement is for the sole use of Client and may not be relied upon by any third party. Wipfli has no liability or responsibility to any third parties as a result of this engagement.

Management Assistance

Assistance to be supplied by Client personnel, including the preparation of schedules and analysis of accounts, will be discussed with Beth Peterson. Timely completion of this work will facilitate the completion of our engagement.

Engagement Administration

Rob Ganschow will be your audit engagement partner.

Professional and certain regulatory standards require us to be independent in both fact and appearance. Any discussions that you have with Wipfli personnel regarding employment could pose a threat to our independence. Therefore, we request that you inform us immediately prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

Other Services

We may prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, management will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

Management agrees to assume all management responsibilities for these services; oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Conclusion and Approval to Proceed


If the terms above of this Engagement Letter are acceptable to you and the services outlined are in accordance with your requirements, please return a signed copy of this Letter to us.

We look forward to our continued association with you and your staff and appreciate the opportunity to serve you. Please do not hesitate to call us if you have any questions about the work we are to perform or any other aspect of the services we can provide.

Wipfli LLP

Wipfli LLP

ACCEPTED: INDEPENDENT SCHOOL DISTRICT NO. 100

By:  Jeff Pesta (Jul 30, 2024 13:50 CDT)

Jeff Pesta Interim Superintendent

(Print Name and Title)

Date: **07/30/2024**

smk

Enc.

1. Entire Agreement

These Terms and Conditions, together with the engagement letter (“Engagement Letter”) to which these Terms and Conditions are attached, and the Engagement Letter’s other appendixes and applicable Change Orders, if any, constitute the entire agreement between the parties on the subject matter thereof and supersede and merge all prior proposals (including prior proposals of Wipfli regarding the engagement), understandings, and agreements (oral or written) between the parties relating to the subject matter, including, without limitation, the terms of any request for proposal issued to Client or the standard printed terms on any purchase order issued by Client and any non-disclosure or confidentiality agreement between Wipfli and Client dated prior to the date of the Engagement Letter. No modification, amendment, supplement to, or waiver of these Terms and Conditions or Engagement Letter shall be binding upon the parties unless made in writing and duly signed by both parties. To the greatest extent reasonably possible, the provisions of the Engagement Letter, its Appendixes (including these Terms and Conditions), Implementation Plan, Change Orders, and any other exhibit, attachment, schedule, or other document referenced in or by the Engagement Letter shall be read together and harmonized to give effect to the parties’ intent. In the event of a direct conflict among the express provisions of the foregoing, the Engagement Letter shall be given controlling effect. No provision of these terms and conditions will apply to any attest services that may be performed by Wipfli for Client if such provision would impair Wipfli’s independence from Client required pursuant to applicable professional standards, such services being governed exclusively by the Engagement Letters issued with respect thereto. Wipfli may be referred to herein as “we” or “us” or in a similar manner, and Client may be referred to as “you” or in a similar manner, and such references shall be read in context.

2. Commencement and Term

The Engagement Letter shall become effective when signed by duly authorized representatives of both parties and shall remain in full force and effect until the services to be delivered under the Engagement Letter are complete (as reasonably determined by Wipfli) unless earlier terminated by either party as provided in the Engagement Letter or these Terms and Conditions. Each person executing an Engagement Letter on behalf of a party represents and warrants to the other that he or she has all power and authority to bind the party on whose behalf he or she is executing same.

3. Termination of Agreement

The Engagement Letter may be terminated as follows: (i) by either party immediately upon written notice to the other if either party hereto becomes the subject of voluntary or involuntary bankruptcy or other insolvency proceeding, (ii) by Wipfli or Client if either party defaults in the performance of any of its covenants and agreements set forth in the Engagement Letter or Change Order (except when such default is due to a cause beyond the control of the party) and such default is not cured within thirty (30) days after notice from either party specifying the nature of such default, and (iii) by Wipfli or Client with or without cause upon providing thirty (30) days written notice. Termination of the Engagement Letter shall have no effect on either party’s obligation to pay any amount due and owing with respect to such periods prior to the effective date of such termination.

Wipfli has the right to withdraw from this engagement with immediate effect if Client does not provide us with the information we request in a timely manner, refuses to cooperate with our reasonable requests, or misrepresents any facts. Our withdrawal will release us from any obligation to complete the engagement and will constitute completion of our engagement. Client agrees to compensate us for our time and out-of-pocket expenses through the date of our withdrawal.

4. Fee Estimates and Change Orders

Wipfli’s Engagement Letter may set forth certain ranges for Wipfli’s fees charged on any project or services. Wipfli provides fee estimates as an accommodation to Client. These estimates depend on certain assumptions, including: (a) anticipated cooperation from Client personnel, (b) timely responses to our inquiries, (c) timely completion and delivery of Client assistance requests, (d) timely communication of all significant accounting and financial reporting matters, (e) the assumption that unexpected circumstances will not be encountered during the engagement, and (f) where applicable, the assumption that Client’s hardware platform/computer system will, at the commencement of the services, be fully operable as intended and designed, functioning as necessary and available to Wipfli without material restriction for the duration of the services. Unless otherwise indicated in the Engagement Letter, fee estimates shall not be construed as or deemed to be a minimum or maximum fee quotation. Although Wipfli reasonably believes suggested fee ranges are accurate, Wipfli’s actual fees may vary from its fee estimates.

Services that fall outside the agreed-upon scope of Wipfli’s engagement shall be covered by a Change Order, or, if the nature and amount of such services are not material to the overall engagement, shall be delineated and included on Wipfli’s invoice for such services. A “Change Order” means a mutually agreed-upon change in the schedule or the time for Wipfli’s performance of the services on a project, the scope of specifications of a project, and/or the fees chargeable by Wipfli to Client, which is reduced to writing using an agreed-upon form that is executed by an authorized representative of each for Wipfli and Client.

Unless otherwise agreed in the Engagement Letter, miscellaneous expenses incurred by Wipfli in the course of performing the service will be charged in addition to Wipfli’s professional fees. Miscellaneous expenses may include, but are not limited to: travel, lodging, transportation, and meals for projects requiring travel; clerical processing; telecommunications charges; technology fees; delivery expenses; and all sales, use, ad valorem, excise, or other taxes or other governmental charges.

5. Payment of Fees

Unless otherwise agreed, all invoices are due and payable within thirty (30) days of the invoice date. All business or commercial accounts will be charged interest at the lesser of one percent (1%) per month or the maximum rate permitted by law, except where prohibited by law, on Client’s balance due to Wipfli that is outstanding over thirty (30) days. At our discretion, services may be suspended if Client’s account becomes overdue and will not be resumed until Client’s account is paid in full. Client acknowledges and agrees that we are not required to continue services in the event of a failure to pay on a timely basis for services rendered as required. Client further acknowledges and agrees that in the event Wipfli stops services or withdraws from this engagement as a result of Client’s failure to pay on a timely basis for services rendered as required by this Engagement Letter, Wipfli shall not be liable to Client for any damages that occur whether direct or indirect, foreseen or unforeseen, and whether or not the parties have been advised of the possibility of such damages.

In the event Wipfli is required to respond to a subpoena, court order, government regulatory inquiries, or other legal process related to Client or its management (other than a matter in which Wipfli is named as a party) for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this or any prior engagements, Client agrees to compensate us for all time we expend in connection with such response, at our regular rates, and to reimburse us for all related out-of-pocket costs, including attorney’s fees, that we incur. Any services under this paragraph will be deemed a separate engagement and, to the extent permitted by law and applicable professional standards, we will promptly notify you of the matter.

6. **Privacy and Engagement Staffing**

Wipfli expressly reserves the right to replace, in its sole discretion, any of our professional project team members, as necessary, to provide quality and timely service to Client. From time to time, and depending upon circumstances, Wipfli may use third-party service providers, such as independent contractors, specialists, or vendors to assist us in providing professional services, including tax services. These parties and their personnel may be located within or outside the United States. We may also use personnel from affiliates of Wipfli and other Wipfli-related entities (including our wholly-owned subsidiary based in India and contractors in the Philippines) or any of their respective affiliates. In addition, Wipfli may utilize third-party service providers, including cloud-based service providers, who may collect, use, transfer, transmit, store, or otherwise process Client information in connection with the delivery of certain services. Wipfli is committed to maintaining the confidentiality and security of Client's information, and accordingly, Wipfli maintains policies, procedures and safeguards to protect the confidentiality of Client information. In addition, our agreements with all service providers appropriately maintain and protect the confidentiality of Client information, provided we may use electronic media to transmit Client information and such use in itself will not constitute a breach of any confidentiality obligation. We remain responsible to Client for the supervision of all service providers, entities, and personnel who assist us in rendering professional services hereunder and for protecting the confidentiality of Client information. Client hereby consents and authorizes us to disclose Client information to the foregoing entities and parties for the purpose of providing professional services, including tax services, to Client.

Wipfli is committed to protecting personal information that can be linked to specific individuals, including health information ("Personal Data") and will maintain such Personal Data in confidence in accordance with professional standards and governing laws. Client will not provide any Personal Data to Wipfli unless necessary to perform professional services described in the Engagement Letter. When providing any Personal Data to us, Client will comply with all applicable laws (both foreign and domestic) and will anonymize, mask, obfuscate, and/or de-identify, if reasonably possible, all Personal Data that is not necessary to perform the professional services described in the Engagement Letter. Any Personal Data provided to us by Client will be kept confidential and not disclosed to any third party not described above (parties providing us assistance in rendering professional services) unless expressly permitted by Client or required by law, regulation, legal process, or to comply with professional standards applicable to Wipfli. Client is responsible for obtaining, pursuant to law or regulation, consents from parties that provided Client with their personal information, which will be obtained, used, and disclosed by Wipfli for its required purposes, and Wipfli may rely on the representation that Client has obtained such consents.

Please see Wipfli's Privacy Statement located at www.wipfli.com/privacy-statement for further information.

Applicable rules in some states require that we advise you that some persons who own an interest in Wipfli may not be licensed as Certified Public Accountants and may provide services related to this engagement.

7. **Intellectual Property Rights**

Client acknowledges that Wipfli owns all intellectual property rights, title, and interest to all materials and information produced or developed by Wipfli throughout the duration of this engagement, excluding any pre-existing ownership right of Client and without implying any ownership interest in any Client materials, data or other information, all of which shall remain the property of Client. Upon completion of the services contemplated by the Engagement Letter, Wipfli grants to Client a perpetual paid-up license to use or modify, for internal purposes only, any deliverable produced by Wipfli and actually delivered to Client, provided that any use or modification of such deliverable, other

than for the stated purposes in the Engagement Letter, is not authorized. In addition, Client shall not alter or remove any of Wipfli's trademarks, copyright registration marks, patent, or other intellectual property notices applicable to any of Wipfli's goods, marketing material, or advertising media, and shall not in any way alter any of Wipfli's products. Client shall promptly notify Wipfli in writing of any infringement of Wipfli's intellectual property by third parties of which Client becomes aware. Neither party shall acquire any right, title, or interest in or to the other party's code, data, business processes, or other information to which such party may have access during the term of the engagement hereunder. All such code, data, business process and other information shall be solely and exclusively the property of the originating party.

8. **Mutual Confidentiality**

During the course of performing services, the parties may have access to information that is confidential to one another, including, without limitation, source code, documentation, specifications, databases, system design, file layouts, tool combinations, development methods, or business or financial affairs, which may incorporate business methods, marketing strategies, pricing, competitor information, product development strategies and methods, customer lists, customer information, and financial results (collectively "Confidential Information"). Confidential Information may include information received from third parties, both written and oral, that each party is obligated to treat as confidential.

Confidential Information shall not include any information that (i) is already known by the recipient party or its affiliates, free of any obligation to keep it confidential, (ii) is or becomes publicly known through no wrongful act of the receiving party or its affiliates, (iii) is received by the receiving party from a third party without any restriction on confidentiality, (iv) is independently developed by the receiving party or its affiliates, (v) is disclosed to third parties by the disclosing party without any obligation of confidentiality, or (vi) is approved for release by prior written authorization of the disclosing party.

Without the advance written consent of the other party, except as required by law, regulation, or to comply with professional standards applicable to a party or for the performance of the services, neither party shall disclose to a third party Confidential Information of the other party. Each party agrees to maintain at least the same procedures regarding Confidential Information that it maintains with respect to its own Confidential Information. Each party may use the Confidential Information received from the other party only in connection with fulfilling its obligations under this Agreement. The parties further agree that expiration or termination of this Agreement, for any reason, shall not relieve either party, nor minimize their obligations with respect to Confidential Information, as set forth herein.

9. **Independent Contractor**

The relationship between Wipfli and Client is solely and exclusively that of independently contracting parties.

10. **Non-Exclusivity**

No right of exclusivity is granted, guaranteed, or implied by Wipfli and Client entering into any engagement letter. Client acknowledges that Wipfli regularly performs the same or similar services as are being provided hereunder to third parties.

11. **Dispute Resolution**

If any dispute arises among the parties regarding the subject matter hereof and such dispute cannot be resolved through informal negotiations and discussion, the parties agree to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to arbitration or litigation. Costs of any mediation proceeding shall be shared equally by all parties. Except for an action by us to collect payment of our invoices, Wipfli and Client

agree that no claim arising out of services rendered pursuant to the Engagement Letter or any Change Order shall be filed: (i) in the case of any report or deliverable issued by Wipfli under the Engagement Letter, no later than two years from the date of such report or deliverable (or if no report or deliverable is issued, two years from the date of the Engagement Letter), or (ii) in the case of any tax form or similar governmental filing, no later than two years after the initial due date of such tax form or filing.

12. **Governing Law**

Any and all claims relating to agreements between Wipfli and Client for any service shall be governed by and construed in accordance with the internal laws of the state in which the Wipfli office which issues the Engagement Letter related to the services is located.

13. **Severability**

In the event that any term or provision of the Engagement Letter or these Terms and Conditions shall be held to be invalid, void, or unenforceable, then the remainder shall not be affected and each remaining term or condition shall be valid and enforceable to the fullest extent permitted by law.

14. **Notices**

All notices required to be given to either party under the Engagement Letter shall be in writing and sent by traceable carrier to each party's address indicated on the Engagement Letter, or such other address as a party may indicate by at least ten (10) business days' prior written notice to the other party. Notices shall be effective upon receipt. A copy of such notice should be provided to Wipfli's General Counsel at wipfli-legal@wipfli.com.

15. **Electronic Signature**

Each party hereto agrees that any electronic signature of a party to the Engagement Letter or any electronic signature to a document contemplated hereby is intended to authenticate such writing and shall be as valid, and have the same force and effect, as a manual signature. Any such electronically signed document shall be deemed (i) to be "written" or "in writing," (ii) to have been signed, and (iii) to constitute a record established and maintained in the ordinary course of business and an original written record when printed from electronic files. Each party hereto also agrees that electronic delivery of a signature to any such document (via email or otherwise) shall be as effective as manual delivery of a manual signature. For purposes hereof, "electronic signature" includes, but is not limited to: (i) a scanned copy (as a "pdf" (portable document format) or other replicating image) of a manual ink signature, (ii) an electronic copy of a traditional signature affixed to a document, (iii) a signature incorporated into a document utilizing touchscreen capabilities, or (iv) a digital signature. Neither party shall contest the admissibility of true and accurate copies of electronically signed documents on the basis of the best evidence rule or as not satisfying the business records exception to the hearsay rule.

16. **Record Retention**

We will retain records related to this engagement pursuant to our record retention policy. At the end of the relevant time period, we will destroy our records related to this engagement. However, Client's original records will be returned to Client upon the completion of the engagement. When records are returned, it is Client's responsibility to retain and protect the records for possible future use, including potential examination by governmental or regulatory agencies.

17. **Assignment**

The Engagement Letter to which these Terms and Conditions are attached shall be binding on the parties hereto and their respective successors and assigns. Neither party may assign this Engagement Letter without prior written consent of the other, except that Wipfli may assign its rights and obligations under this Engagement Letter without the approval of Client to an entity that acquires all or substantially all of the assets of Wipfli or to any subsidiary or affiliate or successor in a merger, acquisition, or change of control

of Wipfli; provided that in no event shall such assignment relieve Wipfli of its obligations under this Engagement Letter.

18. **Force Majeure**

Either party may suspend (or if such suspension continues for more than thirty (30) days, terminate) its obligations (except the obligation to pay for services previously rendered) under the Engagement Letter or any amendment or Change Order, if such obligations are delayed, prevented, or rendered impractical or impossible due to circumstances beyond its reasonable control, including, without limitation, fires, floods, storms, washouts, tsunamis, earthquakes, wars (declared or undeclared), civil disturbances, accidents, terrorist acts (including biochemical attacks), health pandemics, acts of any governmental body, damage to its plants and equipment, computer network problems caused by any Internet Service Provider or telecommunications company servicing Wipfli and/or Client, or acts of God or events beyond a party's control (collectively referred to herein as "Force Majeure"). Each party will use reasonable efforts to promptly minimize the duration and consequences of any failure of or delay in performance resulting from a Force Majeure event. In such event, the affected party will not be liable to the other for delay or failure to perform its obligations under this Engagement Letter.



Wrenshull Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

August 12, 2024

Consent Agenda

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

Appointments:

1. Isabel Riley, Wren's Club Student Childcare Aide, 16-20 hours per week @ \$12 per hour effective July 3, 2024.
2. Katie Meyer, special education paraprofessional, Category 1, Class 5, 7 hours per day, effective August 27, 2024.
3. Chloe Olesen, elementary teacher, BA, Step 2, effective August 26, 2024.

At-Will Agreements:

Leave of Absence Requests:

1. Jamie Wolfe, request to return early from extended leave of absence to fill a current teacher vacancy, pending receipt of signed request.*

Resignations:

1. Sarah Audette, Wren's Club Assistant, effective July 2, 2024.
2. Tina Kauma, preschool teacher, pending hire of a qualified replacement.**

* Per Minnesota Statute 122A.46 teachers on an extended leave of absence must submit written notice of return prior to February 1. Requests received after February 1 may be accepted at the Board's discretion.

** Per Minnesota Statute 122A.40 continuing contract teachers must submit resignation letters prior to July 1. Resignations received after July 1 may be accepted at the Board's discretion.



WRENSHALL PUBLIC SCHOOLS

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

August 12th Principal Report

- All curriculum materials have been inventoried and handed out to the K-8 classroom teachers. We will have to order another teacher set for Kindergarten and 4th grade and a few extra workbook sets for additional numbers enrolled in every grade except 8th.
- Teachers will have an all day training scheduled for August 20th. This is a virtual training for staff.
- The Welcome Back Schedule for our Inservice Days is being finalized. Teachers will report Monday, August 26th and all staff will report Tuesday, August 27th. August 28th teachers will come in later that day for the 7th Grade Orientation (3:30-4:30) and the Open House (4:30-6:30) August 29th will be optional for staff to work that day or work June 3rd.
- The inservice days will include Professional development, annual safety training, and time for staff to work in their classrooms to get ready for the first day of school September 3rd.
- I want to thank the Maintenance/Student custodial crew for all the hard work over the summer getting the rooms ready for staff and students. When I have given families tours of the building they are pleasantly surprised at how nice things look.
- Open House planning is underway with a flier and invite on Facebook to get the word out. We will set up in the commons.
- Carlton County Truancy Program Stats (see handout) Our district works with Kenzie Friedman from Carlton County and Josie and I meet with her weekly to discuss students with Absentee issues.
- Recommendations for teaching positions for 24-25 school year:
 - * Jamie Wolfe, a veteran Math and Science teacher has decided to return from her Board approved leave early. She has taught over two decades in the district and has been very instrumental in the past working with our testing data.. She will teach MS Science/HS Math.
 - *Laura Lembke will be transitioned to teach the 4th grade split if approved tonight.
 - *Katie Myer has been hired for the Special Ed Paraprofessional position and has passed her ParaPro test.
 - * We still have a vacancy for our PhyEd/Health position.

A small school where WE cultivate big futures.

- Q-Comp met last Thursday to set meeting dates for 24-25 PLC meetings and the whole group meeting at the start of the school year. Quality oversight are Molly Kidd, Sherri Fossen and Theresa Vermeersch.
- Student Handbook updates
 - Updated staff changes
 - Phone policy is the same p.54
 - Deleted outdated policies or policies that do not apply.
 - Attendance- p. 18-19 B and C
 - Tardy policy language has been changed p. 22
 - Added language regarding academics to attend school dances P. 15
 - Policies students need to know are all listed at the end. p. 64-67

2024 - 2025 School Year					Updated 8/9/2024
Grade	Projection	Target	Variance	Waitlist	Inquiries
K	28	20	+8		
1	24	23	+1		
2	26	23	+3		
3	21	25	-4		1
4	31	25	+6		
5	24	25	-1		
6	27	25	+2		
7	25	28	-3		
8	30	28	+2		
9	23	30*			
10	31	30*			1
11	27	30*			
12	25	30*			1
TOTAL	342				

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into as of the ____ day of, 20__ (the "Effective Date") by and between Blue Bird Body Company, a Georgia corporation, with a principal place of business at 3920 Arkwright Rd., Ste. 200, Macon, Georgia 31210 (hereinafter referred to as "Blue Bird") and _____ with its principal place of business at _____, (hereinafter referred to as "Purchaser"), either or both of which may be hereinafter referred to as the "Party" or the "Parties", respectively.

I. PURPOSE: The purpose of this MOU is to confirm a basic understanding of the Parties regarding participation in the US Environmental Protection Agency Clean Bus Program (the "EPA Program"). Certain proposed terms, activities, and target dates related to the EPA Program are described in **Attachment A** to this MOU.

II. INTENT OF PARTICIPATION: This MOU is an expression of the Parties' intent to and commitment to enter into binding sales orders regarding buses awarded to and accepted by Purchaser under the EPA Program. The Parties acknowledge that there is no obligation on the part of either Party to accept any buses awarded under the EPA Program or to continue to pursue the EPA Program in future rounds. The provisions of this MOU, including **Attachment A**, reflect the Parties' mutual commitment only as to buses awarded to and accepted by Purchaser, and for which Blue Bird or its dealer network submitted the application on Purchaser's behalf ("Blue Bird-sourced Award Units").

III. TERM: This MOU shall commence as of the Effective Date and shall terminate upon the earlier of the completion of Purchaser's obligations under the EPA Program related to Blue Bird-sourced Award Units.

IV. CONFIDENTIALITY: Any confidentiality obligation will be established in a separate Mutual Confidential Non-Disclosure Agreement as described in **Attached B**. This Mutual Confidential Non-Disclosure Agreement shall survive any termination or expiration of this MOU and remain in full force and effect. To the extent the terms of the NDA conflict with any obligations of either Blue Bird or Purchaser under the terms of the EPA Program, the terms of the EPA Program shall prevail, and it shall not be a violation of the NDA to disclose information required under the EPA Program.

V. PURCHASER'S OBLIGATIONS: Purchaser agrees to the following in respect to all Blue Bird-sourced Award Units:

- a. To use any and all funds received directly from the EPA that are dedicated solely for the purchase and acquisition of Blue Bird-sourced Award Units to purchase Blue Bird buses;
- b. To purchase Blue Bird-sourced Award Units solely from Blue Bird or its dealer network notwithstanding the final purchase price of such unit and whether or not the final purchase price of the Blue Bird-sourced Award Unit exceeds the amount of the EPA Program award for the individual unit;
- c. To comply with all requirements under the terms of the EPA Program, including, but not limited to, record-keeping and reporting requirements, identification of and decommissioning of buses, maintenance and upkeep, all requirements under **Attachment A**, and all other current or future requirements under the EPA Program; and,
- d. To cooperate with Blue Bird in responding to any EPA-requested actions or communications related to the EPA Program.

VI. BLUE BIRD'S OBLIGATIONS: Blue Bird agrees to the following in respect to all Blue Bird-sourced Award Units:

- a. To negotiate in good faith with Purchaser to timely fill any firm order for buses awarded to Purchaser pursuant to the EPA Program;
- b. To comply with all requirements under the terms of the EPA Program for Original Equipment Manufacturers ("OEM") for buses awarded under the EPA Program, including but not limited to, record-keeping and reporting requirements, parts and support, all requirements under **Attachment A**, and all other current or future requirements under the EPA Program; and

c. To cooperate with Purchaser in responding to any EPA-requested actions or communications related to the EPA Program.

VII. PUBLICITY: No public disclosures or other announcements regarding this MOU or the EPA Program shall be made by either Party without the prior written consent of the other Party.

VIII. INTELLECTUAL PROPERTY RIGHTS:

All existing products, ideas, processes, software or other technical data, and future inventions or other intellectual property in development, made, developed, authored or created solely by employees, agents, subcontractors or consultants of one of the Parties in the performance of this Agreement shall be the sole property of that Party.

IX. INDEMNIFICATION:

Purchaser shall indemnify, defend and hold harmless Blue Bird, its employees, officers, directors and agents, from and against any claims, demands, losses, damages, or expenses (including reasonable attorneys' fees) arising from or relating to any claim by the EPA or other third parties that Purchaser has failed to comply with the terms, conditions, or requirements of the EPA Program, unless such failure to comply was caused by the negligence or willful misconduct of Blue Bird.

X. LIMITED LIABILITY:

EXCEPT FOR PURCHASER'S INDEMNIFICATION OBLIGATIONS ABOVE, IN NO EVENT SHALL ANY PARTY BE LIABLE OR OBLIGATED TO ANY OTHER PARTY IN ANY MANNER FOR ANY SPECIAL, INCIDENTAL, EXEMPLARY, CONSEQUENTIAL, PUNITIVE OR INDIRECT DAMAGES OF ANY KIND REGARDLESS OF THE FORM OF ACTION, WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT PRODUCT LIABILITY, OR OTHERWISE, EVEN IF INFORMED OF THE POSSIBILITY OF ANY SUCH DAMAGES IN ADVANCE.

The Parties agree that the terms of Clause(s) IV, IX, X, and XI shall survive the termination of this MOU ("Binding Provisions"), unless superseded in a writing signed by both Parties.

XI. NO WARRANTIES: The Parties agree to make their own independent evaluation of any information provided by the other Party. Neither Party makes any representation or warranty regarding the use, accuracy or sufficiency of any information provided in connection with the EPA Program, the EPA Program product, without limitation, warranties against infringement of intellectual property rights of third Parties.

XII. RELATIONSHIP OF PARTIES; NO RIGHTS CONFERRED: Nothing in this MOU shall be construed as giving rise to a relationship among or between the Parties of prime contractor and subcontractor, employer and employee, partners, agency or joint ventures. Neither Party shall have the authority or power to bind the other or to contract in the name of, or create a liability against, the other in any way or for any purpose, regardless of the legal theory or basis therefore. Nothing contained in this MOU shall be construed as:

1. Granting or conferring any right to use any information or know-how which a Party shall elect to furnish hereunder except as expressly authorized in this MOU; or
2. Conferring any license or right with respect to any trademark, trade or brand name, the corporate name of either Party hereto or the corporate name of a subsidiary of either Party hereto or of any other name or mark or any contraction, abbreviation or simulation thereof.

XIII. TERMINATION: Either Party may, upon written notice to the other Party, terminate negotiations and this MOU at any time, provided that:

1. any and all products and/or confidential and/or proprietary information provided by one Party to the other Party will be immediately returned; and,
2. the expiration or termination of this MOU will not affect the obligation of Purchaser to source any buses already awarded to and accepted by Purchaser under the EPA

Program at or before termination of this MOU, or which Purchaser may subsequently be awarded through the assistance of Blue Bird or its dealer network. At the expiration or termination of this MOU, unless mutually agreed upon at that time, each Party shall return any and all product provided by the other Party that was used for development of the EPA Program or for sales/marketing purposes related to the EPA Program.

XIV. COSTS: Except as otherwise mutually agreed to in writing by the Parties, each Party shall be responsible for its own costs and expenses and shall receive no compensation in any form from the other Party, in connection with this MOU. This provision is applicable solely to the application process under the EPA Program and shall not apply to the actual purchase price or any costs or expenses associated with the actual purchase order and process of purchasing a bus after the Purchaser has been awarded.

XV. ENTIRE AGREEMENT/INDEPENDENT SALES AGREEMENT: This MOU constitutes the entire agreement between the Parties relating to the EPA Program and the Blue Bird-sourced Units in regard to the EPA Program. The Parties agree that this MOU is independent of and shall not modify or supersede the terms of any purchase of the Blue Bird-sourced Units, which shall be exclusively governed by the independent terms and conditions of sale associated with the specific purchase transactions. As to the participation in the EPA Program and the Parties' respective relationship thereto, this agreement supersedes any inconsistent provisions of any prior agreements, correspondence, discussions, negotiations and understandings of the Parties are merged herein and made a part hereof. No amendment, waiver or modification hereto or hereunder shall be valid unless made in writing and signed by the Parties.

XVI. GOVERNING LAW: This MOU shall be governed by and construed in accordance with the laws of the Georgia, without regard to Georgia principles of conflicts of law and the United Nations Convention of contracts for the international Sale of Goods.

XVIII. ASSIGNMENT: Neither Party shall assign this MOU or any portion thereof without the advance, written consent of the other Party, which consent shall not be unreasonably withheld.

IN WITNESS WHEREOF, the Parties hereto have caused this Memorandum of Understanding to be executed by their duly authorized officers or representatives as written below.

BLUE BIRD BODY COMPANY ("Blue Bird")

_____ ("Purchaser")

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

ATTACHMENT A
EPA PROGRAM & PURCHASER'S SUBMISSION

2023 EPA Clean School Bus (CSB) Rebate Program Guide –
<https://www.epa.gov/system/files/documents/2024-05/420b24034.pdf>

ATTACHMENT B

FORM OF MND A **MUTUAL CONFIDENTIAL AND NON- DISCLOSURE AGREEMENT**

In order to protect certain Confidential Information which may be disclosed between them, Blue Bird Body Company, a Georgia corporation, having a place of business at 402 Blue Bird Boulevard, Fort Valley, Georgia 31030, and _____ (*Insert other Party name*), having a place of business at _____ (*insert address*), each or both of which shall also hereinafter be referred to as "Party" or "Parties" hereby enter into this Mutual Confidential and Non-Disclosure Agreement ("Agreement") and agree to the following:

1. Purpose and Definition. Both Parties are DISCLOSERS and RECIPIENTS of Confidential Information. "Confidential Information" shall mean confidential and/or proprietary information under the ownership or control of a Party hereto. Confidential information disclosed under this Agreement shall be marked or otherwise identified as Confidential or Proprietary, and may consist of technical, business or financial information transmitted verbally, in writing, or electronically, which is not published or readily available to the general public. Confidential Information transmitted verbally must be identified as "Confidential" at the time of disclosure or in writing within thirty (30) days of the initial date of disclosure.

RECIPIENT shall use the Confidential Information solely for the purpose of providing, receiving or evaluating (EXAMPLE: *school bus wire-harness and connectors and continuing the business relationship for current parts, along with exchanging information pertaining to any new projects*), ("the "Purpose"). RECIPIENT shall not disclose or otherwise use the Confidential Information for any other project or purpose or in any other manner without first obtaining written permission from an authorized representative of the DISCLOSER.

2. Use. All tangible documentation and materials provided to RECIPIENT under this Agreement shall remain the property of the DISCLOSER and shall be returned to the DISCLOSER at the conclusion of the project or following a written request from the DISCLOSER. RECIPIENT shall make no copies or summaries of any tangible documentation or materials provided by DISCLOSER hereunder, except to the extent necessary for the Purpose. Except as specifically provided herein and except as needed for evaluation purposes, nothing contained in this Agreement shall be construed as granting RECIPIENT any right or license to use any Confidential Information provided by DISCLOSER.

RECIPIENT shall use the same degree of care to prevent the unauthorized use, dissemination or publication of DISCLOSER'S Confidential Information as RECIPIENT uses to protect its own Confidential Information of a like nature, but no less than a reasonable degree of care.

3. Disclosure Period. This Agreement shall commence on _____ (*insert date here*) (NOTE: *Select either the date of first disclosure of the Confidential Information if it has occurred prior to the drafting date of this Agreement or the date this Agreement is drafted*), ("Effective Date"). Confidential Information may be disclosed between the Parties until _____ (*Insert actual date of expiration*) ("Expiration Date"), unless this Agreement has been terminated before this date by either Party with not less than ten (10) days prior written notice to the other Party.

4. Obligation of Confidentiality. RECIPIENT'S duty to protect Confidential Information disclosed under this Agreement shall extend for a period of five (5) years after expiration or termination of this Agreement.

Any obligation of confidentiality shall not apply to Confidential Information that:

- (a) was in RECIPIENT'S possession, as evidenced by its written records, prior to the first date of receipt by DISCLOSER;
- (b) is or becomes a matter of public knowledge through no fault of RECIPIENT;
- (c) is rightfully obtained by RECIPIENT from a third party who is legally free to pass on such information without a duty of confidentiality;

- (d) is disclosed by DISCLOSER to a third party without a duty of confidentiality on the third party;
- (e) is independently developed by RECIPIENT without reference to the disclosed Confidential Information; or
- (f) is required to be disclosed by operation of law or government process, provided that RECIPIENT notifies DISCLOSER in writing thereof, as promptly as practicable and to the extent feasible under the circumstances, prior to the disclosure of the Confidential Information.

5. Covenant. RECIPIENT may disclose the Confidential Information provided hereunder to such employees who have a need to know such Confidential Information to fulfill the Purpose provided that all such employees are bound by an agreement that requires the Confidential Information be treated and maintained accordingly and has terms substantially similar to those contained herein.

Confidential Information may be disclosed to a third party, providing that the third party is notified of the terms of this Agreement; is bound by an agreement that requires the Confidential Information be treated and maintained accordingly and has terms substantially similar to those contained herein; and that RECIPIENT remains liable for any breach of any terms herein by such third parties. Upon request, RECIPIENT shall provide DISCLOSER with a list of all third parties having had access to such Confidential Information.

6. Property Rights. Nothing in this Agreement shall be construed, by implication or otherwise, to grant any right or license to RECIPIENT under any patent, invention, copyright, trademark, or any other intellectual property right, now or hereafter owned or controlled by DISCLOSER.

7. Obligation. This Agreement shall not constitute or imply any promise or commitment to make any purchase of products or services by either Party or its affiliated companies.

8. Export Law. Regardless of any disclosure made by RECIPIENT of an ultimate destination of the Confidential Information, RECIPIENT will not export or transfer the Confidential Information, whether directly or indirectly, to any party outside of the United States of America without first complying strictly and fully with all export controls which may be imposed on the Confidential Information by the United States Government or any country or organization of nations within whose jurisdiction RECIPIENT operates or does business.

9. Representations. Each DISCLOSER represents that it has the right to make disclosures under this Agreement. Confidential Information received and/or disclosed hereunder shall be provided "as is", with no warranties, whether verbal or written, express or implied, and no representations regarding the accuracy of the Confidential Information. RECIPIENT assumes complete responsibility for decisions made or actions taken based on the Confidential Information. Any statements made by DISCLOSER concerning the usefulness of the Confidential Information are not to be construed as expressed or implied warranties or assurances of any kind.

10. Remedies. RECIPIENT acknowledges that a breach of this Agreement can cause the DISCLOSER to suffer irreparable harm with no adequate remedy at law. If any such breach occurs or is threatened, the DISCLOSER will be entitled (in addition to any and all other remedies) to seek injunctive relief, specific performance and other equitable remedies without proof of monetary damages or the inadequacy of other remedies.

11. Relationship of the Parties. This Agreement is not intended and shall not be construed to create or evidence any partnership, joint venture, agency, or similar relationship of any kind whatsoever between the Parties.

12. Governing Law. This Agreement is made in, and shall be governed, interpreted and enforced exclusively in accordance with the laws of the State of Georgia, regardless of the laws that might otherwise govern under applicable Georgia principles of conflicts of laws.

13. Assignment. This Agreement may not be assigned, in whole or in part by either Party, without the other Party's prior written consent.

14. Entire Agreement. This Agreement contains the entire understanding between the Parties and supersedes all prior and contemporaneous understandings, commitments or agreements between the Parties, whether verbal or written, express or implied, relating to the subject matter herein. Any additions or modifications to this Agreement must be made in writing and must be signed by authorized representatives of both Parties.

For: Blue Bird Body Company
Party

For: Insert Name of Other

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

2023 EPA Clean School Bus Rebate Program (Round 3): Next Steps



1. Review Section 3 of the 2023 EPA CSB Rebate Program guide.
2. Sign and return the MOU with Blue Bird.
3. Schedule a meeting with Blue Bird Grant's team to discuss next steps @ gregory.joseph@blue-bird.com.
4. (For EV selectees only) Blue Bird Grants team will introduce you to our EV infrastructure partner InCharge.
5. (For EV selectees only) Let the Blue Bird Grants team know how much of the rebate will be used for infrastructure and how much will be used for the cost of the bus.
6. Place your bus order with your Blue Bird dealer. The dealer will send us a copy of your purchase order on dealer letterhead.
7. Fill out the word version of the Payment Request Form (PRF).
8. Blue Bird Grants Team will review and submit the PRF on behalf of your school district using the EPA portal.
9. Blue Bird Grants Team will send a copy of the PRF and confirmation of submission to the school district.



N.B : If you were selected for a propane bus, disregard steps 4-5.

**2023 Clean School Bus Rebates
Program Guide:
May 2024 Update**

2023 Clean School Bus Rebates Program Guide: May 2024 Update

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Transportation and Climate Division
Office of Transportation and Air Quality
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Summary of 2023 Clean School Bus (CSB) Rebate Program

What is a CSB Rebate?

A CSB Rebate is a payment from EPA to an eligible entity to subsidize the purchase of a zero-emission (ZE) or clean school bus, eligible infrastructure, and other costs, including workforce training, that meet the requirements described in this Program Guide. Rebates allow selectees to receive awarded funds before purchasing the buses and associated infrastructure listed in their application.

How much total funding is available and when are applications due?

EPA plans to award at least \$500 million through this rebate competition, with the potential to modify this figure based on the application pool and other factors. Applications are due via the online application form before 4 PM ET on January 31, 2024.

Who is eligible?

1. Public School Districts (local or state governmental entities, and public charter schools)
2. Tribal Applicants (an Indian Tribe, Tribal organization, or Tribally-controlled school)
3. Third Parties (nonprofit school transportation associations and eligible contractors)

Which school districts receive priority consideration as authorized the Bipartisan Infrastructure Law?

1. High-need school districts and low-income areas, limited to:
 - a. School districts listed in the [Small Area Income and Poverty Estimates \(SAIPE\) School District Estimates for 2021](#) as having 20% or more students living in poverty.
 - b. Title I-funded school districts and charter school districts not listed in the SAIPE dataset.
 - c. Title I-funded large public-school districts with more than 35,000 students and/or 45 public schools that do not meet the 20% poverty threshold that self-certify their low-income status.
 - d. School districts located in the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.
2. Rural school districts identified with [NCES locale code](#) "43-Rural: Remote".
3. Bureau of Indian Affairs-funded school districts.
4. School districts that receive basic support payments for children who reside on Indian land.

What types of buses are eligible and how many can each applicant request?

Applicants can request battery-electric, compressed natural gas (CNG), and propane buses. Applicants requesting battery-electric buses are also able to purchase eligible EV charging equipment and infrastructure. Each applicant can request up to 25 buses through this rebate competition.

How do I apply?

After reading this entire document, including the Terms and Conditions in Appendix A, please submit your application on epa.gov/cleanschoolbus. Any questions not answered in the [Q&A document](#) should be submitted to cleanschoolbus@epa.gov with "2023 CSB Rebate Question" in the subject line.

Section 1: Overview

School buses collectively travel over three billion miles each year, providing transportation to and from school for more than 25 million American children every day.¹ Nearly all the school buses currently on the road run on diesel fuel, with many lacking the most advanced emission control technologies because they pre-date recent EPA emission standards. Exhaust from these buses has a negative impact on human health, especially for children, who have faster breathing rates than adults and whose lungs are not yet fully developed. EPA's [Clean School Bus \(CSB\) Program](#) subsidizes the replacement of existing school buses with cleaner buses that result in better air quality on the bus, in bus loading areas, and throughout the communities in which they operate. This document details the eligibility criteria and requirements for EPA's 2023 CSB Rebate Program.



As background, the Infrastructure Investment and Jobs Act (or the Bipartisan Infrastructure Law), codified at 42 U.S.C. 16091 (as amended by Consolidated Appropriations Act, 2023, H.R. Res. 2617, 117th Cong. § 405 (2022) (enacted)) provides \$5 billion to the EPA CSB Program for the replacement of existing school buses with clean and zero-emission (ZE) school buses. For each fiscal year between 2022 and 2026, \$500 million is available to fund ZE and clean school buses, and \$500 million is available to fund only ZE school buses. Since the program began, EPA has provided funding from the Clean School Bus Program through both grants and rebates. Given the high level of interest in the 2022 Clean School Bus Rebates, EPA is offering another round of rebate funding in 2023 and anticipates offering a combination of grants and rebates going forward.

A CSB rebate is a payment from EPA to an eligible entity to subsidize the purchase of one or more ZE or clean school buses, and eligible infrastructure, that meet the requirements described in this Program Guide. Importantly, rebates allow selectees to receive awarded funds before purchasing the eligible buses, infrastructure, and other expenses listed in their rebate application; however, buses and associated infrastructure **must** be purchased after notification of a rebate award. Fleets are also required to replace existing buses by the end of the project period, although there can be overlap between receiving replacement buses and replacing existing buses.

Both CSB rebates and grants provide selectees with award funds **prior** to purchasing eligible buses and infrastructure; however, there are a few key differences between grants and rebates, as outlined Table 1 below. EPA encourages applicants to consider which competition and award structure (grants or rebates) best suits their needs. Under both grants and rebates, eligible applicants can apply for all future funding opportunities under the CSB Program, regardless of whether they applied for and/or received funding under a past funding opportunity; however, they need to submit a new application for each funding opportunity.

¹ School Bus Fleet. (2020). 2020 Fact Book. 65(11), p. 38.
<http://digital.schoolbusfleet.com/publication/?m=65919&i=696463&p=40&ver=html5>.

Table 1: Differences Between Rebates and Grants

	Rebates 	Grants 
Application Process	Quick and simple; applications submitted through EPA portal	Longer, more detailed; applications submitted through grants.gov
Selection Process	Random number generated lottery process	Evaluation of application materials and scoring criteria
Selectee support and flexibility	EPA provides less support and flexibility in funding to selectees	EPA may offer more support for selectees during the project, as well as flexibility in funding – e.g. covering project implementation costs - and timing of the project, such as extending project periods to complete the project.
Number of Replacement Buses	Funds the transition of smaller fleets (lower bus replacement minimum and maximum)	Funds the transition of larger fleets (higher bus replacement minimum and maximum)

Please continue reading for detailed instructions on who can apply, what buses are eligible for replacement, how much funding is available per bus, how the selection process works, and how to apply and participate in this funding opportunity. All participants must also review the Terms and Conditions in Appendix A. Any questions not answered in the [Q&A document](#) should be submitted to cleanschoolbus@epa.gov with “2023 CSB Rebate Question” in the subject line. The 2023 CSB Rebate Timeline is outlined in Table 2 below.

Table 2: 2023 CSB Rebate Timeline

Date	Activity
September 28, 2023	2023 CSB Rebates Open . Applications must be submitted via CSB Rebate Online Application Form .
September 2023 – January 2024	Various Webinars on CSB Program.
4 PM ET on January 10, 2024	Final Date to Submit Questions to cleanschoolbus@epa.gov for inclusion in the Q&A Document prior to the application deadline.
4 PM ET on January 31, 2024	2023 CSB Rebates Application Deadline.
February 2024	EPA reviews applications and begins the selection process.
April 2024	EPA notifies applicants of selection status. Selectees can proceed with purchasing replacement buses and eligible charging infrastructure upon receipt of official selection notification.
April 2024 – October 2024 ²	Selectees submit Payment Request Forms with purchase orders demonstrating that replacement buses and eligible charging infrastructure have been ordered.
April 2026	Project period deadline for selectees to receive replacement buses, install eligible charging infrastructure, scrap, sell, or donate existing buses, and submit Close Out Forms.

² In instances when a selectee has a clear justification (e.g., vendor delays due to supply chain constraints), EPA may on a case-by-case basis grant an extension to the Payment Request Form and Close Out Form submission deadlines.

Section 2: Eligible and Prioritized Applicants

Eligible Applicants:

1. Public School Districts

- a. Local or State governmental entities³ responsible for:
 - i. Providing school bus service to one or more public school systems; or
 - ii. The purchase, lease, license, or contract for service of school buses.
- b. A public charter school district responsible for the purchase, lease, license, or contract for service of school buses for that charter school.

2. Tribal Applicants

- a. An Indian Tribe (as defined by section 4 of the Indian Self-Determination and Education Assistance Act, 25 U.S.C. 5304), Tribal organization (as defined by the same section), or Tribally-controlled school (as defined by section 5212 of the Tribally Controlled Schools Act of 1988, 25 U.S.C. 2511) that is responsible for:
 - i. Providing school bus service to one or more Bureau-funded schools (as defined by section 1141 of the Education Amendments of 1978, 25 U.S.C. 2021); or
 - ii. The purchase, lease, license, or contract for service of school buses.

3. Third Parties

- a. A nonprofit school transportation association⁴; or
- b. An eligible contractor^{5,6}. This group generally includes school bus dealers, Original Equipment Manufacturers (OEMs)⁷, school bus service providers, and private school bus fleets that provide student transportation services.

³ Includes public school districts. In this program, “school district” refers to local education agencies (LEAs). A directory of school districts and their corresponding NCES District ID can be found here: <https://nces.ed.gov/ccd/districtsearch/>.

⁴ Consistent with the definition of nonprofit organization at 2 CFR § 200.1, the term nonprofit organization means any corporation, trust, association, cooperative, or other organization that is operated mainly for scientific, educational, service, charitable or similar purpose in the public interest; is not organized primarily for profit; and uses net proceeds to maintain, improve, or expand the operation of the organization. Note that 2 CFR § 200.1 specifically excludes Institutions of Higher Education from the definition of nonprofit organization because they are separately defined in the regulation. Nonprofit organizations that are not exempt from taxation under section 501 of the Internal Revenue Code must submit other forms of documentation of nonprofit status, such as certificates of incorporation as nonprofit under state or Tribal law. Nonprofit organizations exempt from taxation under section 501(c)(4) of the Internal Revenue Code that lobby are not eligible for EPA funding as provided in the Lobbying Disclosure Act, 2 U.S.C. 1611.

⁵ Eligible contractor, as defined by the Infrastructure Investment and Jobs Act, Public Law 117-58 (42 U.S.C. 16091), means any for-profit, not-for-profit, or nonprofit entity that has the capacity (1) to sell, lease, license, or contract for service clean school buses, ZE school buses, charging or fueling infrastructure, or other equipment needed to charge, fuel, or maintain clean school buses or zero-emission school buses, to individuals or entities that own, lease, license, or contract for service a school bus or a fleet of school buses; or (2) to arrange financing for such a sale, lease, license, or contract for service.

⁶ Any eligible contractor that is selected for funding under this program may not purchase buses or associated infrastructure from a parent company, subsidiary or other affiliate as that term is defined in 2 CFR 180.905 as this establishes an actual or apparent organizational conflict of interest. The eligible contractor must purchase the buses and associated infrastructure from another third-party (either from the OEM directly or from another dealer) through an arms-length transaction.

⁷ Any OEM that applies for a CSB rebate must certify that it is eligible to sell buses in the state that the school districts listed on the application resides in.

School districts are eligible to apply directly, even if they contract out bus service to a private fleet; if selected, the school district could pass funds to the private fleet(s) to replace the buses. If a third party applies on behalf of a school district and is selected for funding, then that third party is the applicant and will receive the funding on behalf of the school district. The school district that is listed on the third-party application cannot switch the third-party applicant and EPA will not send funding to an entity that is not the selected applicant.

In the rebate application webform, all applicants must identify the school district⁸ that will be served by the new replacement bus(es). It is a requirement that the identified school district be served by the new replacement bus(es) for a minimum of five years from the date of delivery. If the award is to an eligible contractor and the contract with the local educational agency (including public charter schools operating as local educational agencies under State law) ends before the end of the five-year period, then those school buses may be operated by another local educational agency eligible for prioritization within the same state as the original local educational agency, if the school district listed on the application was eligible for priority consideration.

When submitting an application, all applicants will be required to submit one or more of the following [supplemental forms](#): School District Approval Certification, School Board Awareness Certification, and/or Utility Partner Template. All forms must be signed by an authorized representative (i.e., an individual who can sign on behalf of the applicable organization). Please refer to Section 5 for more details.

Applicants on the 2022 Clean School Bus Rebates waitlist must reapply for this program; the application from the 2022 program will not carry over to the 2023 program due to changes in the program requirements, updates to the rebate application webform, and the need to confirm continued interest from past applicants.

Prioritized Applicants:

The Bipartisan Infrastructure Law authorizes EPA to prioritize awarding funds to certain communities that will benefit from the CSB Program.⁹ Applicants requesting funds for replacement school buses that will serve a school district that meets one or more of the prioritization criteria below will receive preference in the selection process, as outlined in Section 6. Additionally, these districts, if selected, will receive a higher rebate value per bus. EPA offers equal prioritization for school districts that meet one or multiple prioritization criteria.

For the purposes of this funding opportunity, prioritized school districts must meet one or more of the following prioritization criteria:

⁸ In this program, “school district” refers to local education agencies (LEAs). A directory of school districts and their corresponding NCES District ID can be found here: <https://nces.ed.gov/ccd/districtsearch/>.

⁹ 42 U.S.C. § 16091(b)(4) (2023) (as amended by Consolidated Appropriations Act, 2023, H.R. Res. 2617, 117th Cong. § 405 (2022) (enacted)).

1. High-need school districts and low-income areas, limited to:
 - a. School districts listed in the [Small Area Income and Poverty Estimates \(SAIPE\) School District Estimates for 2021](#) as having 20% or more students living in poverty.
 - b. Title I-funded school districts and charter school districts not listed in the SAIPE dataset. See the Prioritization Self-Certification Instructions, which can be found on the [CSB Rebates webpage](#), for more information on this option.¹⁰
 - c. Title I-funded large public-school districts, defined as districts with more than 35,000 students and/or 45 public schools, that are in SAIPE but do not meet the 20% poverty threshold, may be eligible to self-certify the low-income prioritization status for part or all of their district. See the Prioritization Self-Certification Instructions, which can be found on the [CSB Rebates webpage](#), for more information on this option.
 - d. School districts located in the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands.¹¹
2. Rural school districts, limited to school districts identified with locale code “43-Rural: Remote” by the [National Center for Education Statistics \(NCES\)](#).
3. Bureau of Indian Affairs-funded school districts.
4. School districts that receive basic support payments under section [7703\(b\)\(1\) of title 20](#) for children who reside on Indian land.

School districts that qualify under one or more prioritization criteria above, except for 1.b and 1.c, are identified in EPA’s Prioritized School District List, found on the [CSB Rebates webpage](#). Applicants that are self-certifying as prioritized under 1b. or 1c. will be able to attest to their self-certification in the online rebate application form; for additional details, please refer to the “Self-Certifiable Districts” tab in the Detailed Prioritized School District List found on the [CSB Rebates webpage](#).

The CSB Program is a program covered by the [Justice40 Initiative](#), which sets a goal that 40 percent of the overall benefits of certain Federal investments flow to disadvantaged communities.¹² EPA remains committed to prioritizing the advancement of environmental justice by taking action to protect overburdened communities. The statutory criteria used to prioritize school districts are linked closely with those used in the [Climate and Economic Justice Screening Tool \(CEJST\)](#). As part of its ongoing program evaluation, EPA will report benefits to disadvantaged communities, including as identified geographically by the CEJST¹³.

Section 3: Eligible School Buses, Infrastructure, and Other Expenses

This section outlines the school buses, associated charging infrastructure, and other expenses, such as workforce training, that are eligible under the 2023 Clean School Bus Rebates if an applicant is selected for funding. All eligible expenses must be clearly identified with line-item expenses in the order

¹⁰ Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging academic standards.

¹¹ Puerto Rico Dept of Education is prioritized as high-need through poverty data from SAIPE.

¹² *Tackling the Climate Crisis at Home and Abroad*, 86 Fed. Reg., 7619 (Jan. 27, 2021).

¹³ Explore the CEJST map here: <https://screeningtool.geoplatform.gov/>

document submitted to EPA as outlined in Section 8; EPA will only pay for eligible expenses incurred after official selection notification and will not disburse additional funds once a Payment Request Form has been approved and rebate funding has been disbursed.

Eligible School Buses

For the 2023 CSB Rebates, “school bus” is defined as a passenger motor vehicle designed to carry a driver and more than 10 passengers, that the Secretary of Transportation decides is likely to be used significantly to transport preprimary, primary, and secondary school students to or from school or an event related to school.¹⁴

Existing school buses to be replaced must:

1. Be vehicle model year 2010 or older diesel-powered school buses that will be scrapped if selected for funding.
 - a. If a fleet has no eligible 2010 or older diesel school buses and is requesting zero-emission school bus replacements, the fleet can either:
 - i. Scrap 2010 or older non-diesel internal combustion engine buses; or
 - ii. Scrap, sell, or donate 2011 or newer diesel or non-diesel internal combustion engine buses.
2. Have a Gross Vehicle Weight Rating (GVWR) of 10,001 lbs or more.
3. Be operational at the time of application submission (i.e., is able to start, move in all directions, and has all operational parts).
4. Have provided bus service to a public school district for at least three days/week on average during the 2022/2023 school year at the time of applying, excluding emergency-related school closures.
 - a. EPA strongly encourages third-party applicants to replace existing buses that provided service to the public school district listed on the application, or another school district eligible for priority consideration, as listed in the Prioritized School Districts list found on the 2023 CSB Rebates webpage, if the school district listed on the application was eligible for priority consideration.

New replacement school buses must:

1. Have a battery-electric, CNG, or propane drivetrain.
 - a. Biofuels will not be included as an eligible replacement technology for this funding opportunity.¹⁵

¹⁴ 49 U.S.C. § 30125, *available at* [https://uscode.house.gov/view.xhtml?req=\(title:49%20section:30125%20edition:prelim\)%20OR%20\(granuleid:USC-prelim-title49-section30125\)&f=treesort&num=0&edition=prelim](https://uscode.house.gov/view.xhtml?req=(title:49%20section:30125%20edition:prelim)%20OR%20(granuleid:USC-prelim-title49-section30125)&f=treesort&num=0&edition=prelim).

¹⁵ All diesel school buses can run on a mix of regular diesel and biodiesel, making it very difficult to ensure that biofuel blends of a certain percentage are used exclusively in the vehicle from the start, much less over the vehicle’s lifetime. A vehicle which operates on a biofuels mix may have some small emissions benefits depending on numerous factors, but there are no differences in emissions standards between a regular diesel bus and one that may use biofuels as an in-use fuel. Thus, a bus that runs on a biofuel mix will not provide significant environmental benefits beyond the current diesel bus market options.

2. Be a new vehicle.
 - a. Buses which have been converted to a battery-electric, propane, or CNG drivetrain after the first retail sale are not eligible for funding.
 - b. The conversion of a bus to a battery-electric, propane, or CNG drivetrain is not eligible for funding.
3. Be model year 2022 or newer.
4. Have a Gross Vehicle Weight Rating (GVWR) of 10,001 lbs. or more.
5. Be certified to conform with all applicable Federal Motor Vehicle Safety Standards (FMVSS).¹⁶
6. Be maintained, operated, insured, registered, and charged/fueled according to manufacturer recommendations and state requirements.
7. Be equipped with an EPA certified engine if they are Propane or CNG fueled buses.¹⁷
8. Not be ordered prior to receiving official notification of selection for EPA funding.
9. Be purchased, not leased or leased-to-own.
10. Serve the school district listed on the application for at least five years from the date of delivery, unless the award is to an eligible contractor and the contract with the school district ends before the end of the 5-year period, in which case those school buses may be operated by another local educational agency eligible for prioritization within the same state as the original local educational agency, if the school district listed on the application was eligible for priority consideration.
11. Not be manufactured, retrofitted with, or otherwise have installed, a power unit or other technology that creates air pollution within the school bus, such as an unvented diesel passenger heater.
 - a. Externally vented, fuel-operated passenger heaters are allowed; however, data¹⁸ show that the emissions from auxiliary heaters are still harmful. EPA strongly encourages applicants to consider alternative cold weather mitigation strategies (e.g., insulation of cabin and/or batteries, electric heat pumps, cabin and battery preconditioning)¹⁹ until other viable alternatives become available.
12. Not be purchased or otherwise subsidized with other federal funds.²⁰
 - a. The total CSB rebate award funds and other eligible external funds allocated for the bus replacement(s) cannot exceed the cost of the replacement bus(es).
13. Upon request, be made available for inspection by EPA or its authorized representatives for five years from the date of delivery to verify the buses are serving their intended purpose.

Hydrogen and LNG school buses will not be included as eligible replacement technologies for this funding opportunity, but EPA will continue to evaluate product offerings for future funding opportunities.

¹⁶ Per the Clean Air Act, before entering commerce, all vehicles must receive an EPA certificate of conformity and/or a CARB Executive Order to applicable emissions standards. Buses funded under the CSB Program must be certified to conform with all applicable FMVSS for the funded fuel type of the new bus after the final stage of manufacturing. All requirements for new replacement buses may be verified upon audit throughout the project period.

¹⁷ EPA Heavy-Duty Vehicle and Engine Certification Data is posted here: <https://www.epa.gov/compliance-and-fuel-economy-data/annual-certification-data-vehicles-engines-and-equipment>. EPA's engine emission standards may be found at: www.epa.gov/emission-standards-reference-guide/all-epa-emission-standards.

¹⁸ For example, see Karjalainen et al. Atmosphere.2021,12, 1105. <https://doi.org/10.3390/atmos12091105>.

¹⁹ For more information on cold weather mitigation strategies, please visit: <https://www.epa.gov/system/files/documents/2023-04/elec-schl-bus-cold-weather-consider-2023-04-19.pdf>

²⁰ See the Terms & Conditions for more information on the usage of federal funds including tax credits.

Applicants are also able to request additional funds for ADA-compliant replacement buses equipped with wheelchair lifts. Please see Section 4 for more information on this funding.

Job Quality in the Clean School Bus Market

The clean school bus market is growing rapidly in response to demand for cleaner vehicles. It is important to EPA that workers manufacturing clean school buses for school districts across the country have high-quality jobs with family-sustaining wages and benefits, safe working conditions, and the free and fair choice to join a union. To promote transparency in the clean school bus industry, EPA surveyed manufacturers about their job quality and workforce development practices and published the responses on the Clean School Bus website under “[Bus Manufacturer Job Quality and Workforce Development Practices](#).” Applicants are encouraged to refer to the webpage when selecting buses to purchase.

Table 3: Eligible Bus Replacements by Fuel Type

Existing Bus Fuel Type	Replacement Bus Fuel Type		
	Propane	Compressed Natural Gas	Battery-Electric
2010 or Older Diesel Bus	☑	☑	☑
2011 or Newer Diesel Bus*	☒	☒	☑
Gasoline Powered Bus*	☒	☒	☑
Propane Bus*	☒	☒	☑
Compressed Natural Gas Bus*	☒	☒	☑

**Can only be substituted if existing fleet does not have 2010 or older diesel buses available for scrappage; existing, non-diesel internal combustion engine buses that are 2010 or older must be scrapped; existing, diesel or non-diesel internal combustion engine buses that are 2011 or newer may be scrapped, sold, or donated.*

Eligible Infrastructure

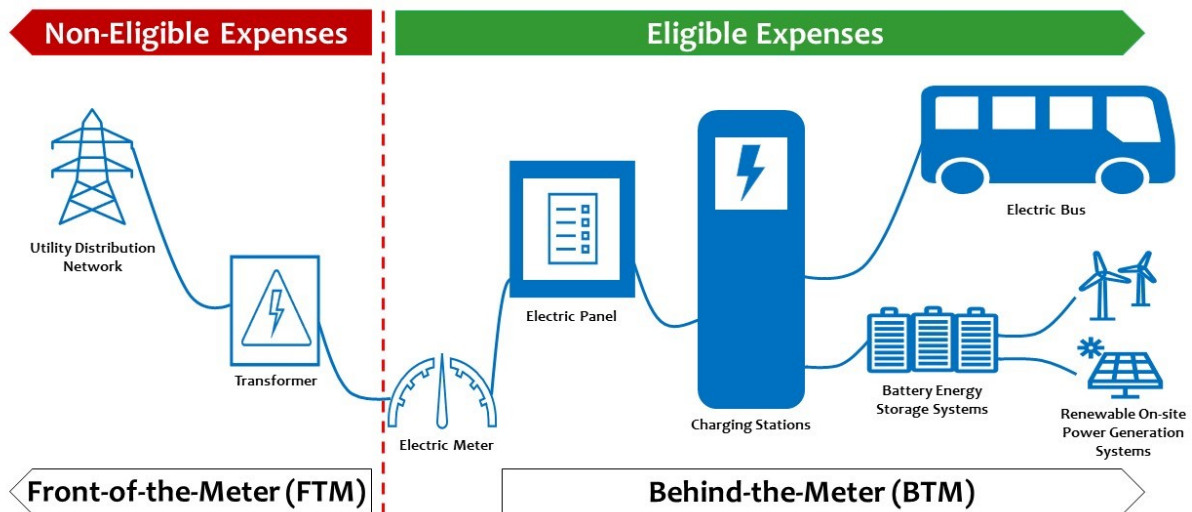
Applicants applying for ZE, battery-electric buses are also able to purchase eligible infrastructure. Specifically, EPA will provide funding for EV-related infrastructure installation and equipment from the electrical meter to the charging port of the bus. EPA funds must not be used for any infrastructure costs associated with work in front of the electric meter (see Figure 1 below).

Eligible infrastructure expenses can include, but are not limited to:

- charging equipment (such as alternating current (AC) Level 2 charging equipment, direct-current (DC) fast charging equipment, or vehicle-to-grid (V2G) enabled equipment);
- design and engineering costs;
- installation costs such as trenching, wiring and electrical upgrades, labor, and permitting;
- related intelligent equipment and software designed to monitor bus and infrastructure performance (such as telematics or charge management software); and
- battery energy storage systems (BESS) associated with replacement electric school buses funded in the program, as well as renewable on-site power generation systems that power the buses and equipment. To be eligible, these systems must be behind the electric meter.

Please refer to Figure 1 below for an overview of what is eligible and ineligible, as well as Appendix B for a more detailed list of common eligible and ineligible infrastructure expenses.

Figure 1: Eligible and Non-Eligible Infrastructure Expenses



Charger Safety Certification Requirements

All chargers purchased and installed under this program must be certified by an Occupational Safety and Health Administration Nationally Recognized Testing Laboratory. EPA strongly encourages applicants to select DC Fast Chargers and AC Level 2 chargers that are certified to the appropriate [Underwriters Laboratories \(UL\) standards](#) for EV charging system equipment, and all AC Level 2 charging infrastructure purchased and installed under this program must be [EPA ENERGY STAR certified chargers](#).

Utility Planning

EPA strongly encourages applicants to consider long-term fleet electrical needs when installing charging equipment. EPA funding may be used to install additional electrical capacity behind the meter to

support future charging needs (e.g., purchasing and running additional electrical conduit during trenching and wiring upgrades).²¹

Any applicant applying for ZE school buses should contact their utility early to initiate the necessary discussions about planning for the required infrastructure. Resources on this process can be found on the [Clean School Bus Program website](#) and technical assistance is available from the Joint Office of Energy and Transportation by emailing: cleanschoolbusTA@nrel.gov.

Required Electrician Certification

EPA funding can be used to fund the required certification of electricians under the programs outlined below if they are clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. It is important for EPA to ensure that workers installing EV-related infrastructure have the necessary training to properly and safely install the equipment. Accordingly, all electricians installing, operating, or maintaining EV charging equipment purchased through the 2023 Rebates Program are required to be certified under the [Electric Vehicle Infrastructure Training Program](#) (EVITP) or another program approved by EPA in consultation with the Department of Labor and Department of Transportation. If additional trainings are approved, they will be posted on EPA's website [here](#). For projects requiring more than one electrician, at least one electrician must meet the requirements above.

Build America, Buy America Requirements

Applicants should be aware that Build America, Buy America (BABA) requirements apply to eligible vehicle charging infrastructure equipment; all applicants should plan to purchase American-made charging infrastructure products. Please refer to the section on BABA located in Appendix A for additional information.

Other Eligible Expenses

In addition to school buses and associated charging infrastructure, some additional expenses are eligible including infrastructure labor costs, workforce training costs, consulting costs, delivery costs, and warranty costs.

Infrastructure Labor Costs

EPA funding can also be used for infrastructure labor costs if these services are clearly identified with line-item expenses in the order document submitted to EPA. While most charging equipment costs can be reported in an order document, EPA will accept an approved quote in lieu of a sales or purchase order for eligible infrastructure installation costs, such as design and engineering or labor. Please refer to Section 8 for more information.

²¹ Fleet depots can potentially reduce future costs by installing the necessary electrical conduit to support further electric fleet expansion. Source: Oregon Department of Energy. (2022). Guide to School Bus Electrification. <https://www.oregon.gov/energy/energy-oregon/Documents/2022-Jan-14-School-Bus-Electrification-Guidebook.pdf>.

Workforce Training Costs

In the 2023 CSB Rebates Program, EPA funding can be used for costs associated with workforce training for drivers, mechanics, electricians, and other essential personnel. EPA encourages applicants to partner with their manufacturers, private fleets, local community colleges, labor unions, technical schools, and other education and training providers to provide necessary training and support. These services must be clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. In addition, all applicants must attest in the application to the importance of workforce planning.

Successfully deploying new clean school buses requires thoughtful workforce planning that considers the training needs of workers, emphasizes student and worker safety, and incorporates worker voice into transition planning. EPA strongly encourages school districts applying for a rebate to conduct a comprehensive workforce impact assessment to understand how workers and their job duties might be impacted by the new buses, should they be selected for a rebate. This includes the workers responsible for driving, maintaining, and repairing the buses, in addition to supporting personnel like bus monitors or local first responders.

After assessing the likely impacts to their workforce, EPA strongly encourages all school districts to develop a workforce development plan to support successful deployment and maintenance of the buses and infrastructure. School districts should consider what training and support workers need to safely and confidently operate and maintain the new buses, what new or added safety measures are needed (especially for working with electric and high-voltage equipment), and clarify how school districts will prevent the replacement or displacement of current workers. EPA strongly recommends that workforce development planning is done in consultation with workers and their representatives to incorporate worker voice and feedback throughout the process. EPA also strongly encourages that workers are compensated their normal wages for any time spent in training associated with the transition to new buses.

As a reminder, rebate funding can also fund certification of electricians under the [Electric Vehicle Infrastructure Training Program](#) (EVITP), a requirement for electricians installing EPA-funded infrastructure.

EPA expects to add resources to support school districts with their workforce development activities. Please continue to check the Clean School Bus website [here](#) for more materials.

Consulting Costs

EPA funding can also be used for consulting on bus deployments if these services are clearly identified with line-item expenses in the order document submitted to EPA outlined in Section 8. EPA may request additional information, such as a description of the consulting activities, the organization(s) providing

the consulting, and how it relates to the deployment of buses and/or charging equipment and infrastructure.²²

Delivery Costs

EPA funding can also be used for delivery costs so long as they appear on the order document and invoice and do not exceed the maximum funding available as noted in Section 8. As noted in Section 4 below, school districts in Alaska, Hawaii, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, or third-party entities applying on their behalf, will be awarded up to an additional \$20,000 per bus for increased shipping costs if selected for funding; shipping costs must be clearly listed as a line item on order documents to be eligible for the additional funding (see Section 8 for details on order documents).

Warranty Costs

EPA bus/infrastructure funding can also be used for bus warranties, if these services are provided through the bus dealer selling the bus and are clearly identified with line-item expenses in the bus sales order document submitted to EPA.

Section 4: Funding Amounts and Number of Applications

For the 2023 CSB Rebates, EPA intends to fund at least \$500 million for clean school buses and ZE school buses. EPA may modify this amount based on the applicant pool and other pertinent factors. Funds are subject to availability and total awards may be higher or lower than the anticipated funds offered.²³ EPA reserves the right to partially fund applications, reject all applications and make no selections under the program, or to make fewer selections than anticipated. EPA expects to award approximately 60% of funds to prioritized applicants, in alignment with the [Justice40 Initiative](#) that sets a goal of 40 percent of applicable federal benefits flowing to disadvantaged communities (see Section 2 for more on prioritization criteria under this program).

Each rebate application may include up to 25 buses for replacement. School districts applying directly for funds may only submit one application to replace up to 25 buses; districts that contract with multiple private fleets may list more than one private fleet in their application. Other eligible applicants identified in Section 2 may submit multiple applications, but each application must be for buses serving a different school district. EPA will not fund multiple applications for bus replacements that will serve the same school district. If multiple applications are submitted for the same school district, EPA will ask the school district contacts listed in the applications to choose one application prior to the lottery selection process. As mentioned in Section 2, eligible contractors and nonprofits must certify the school district's approval of the third party's rebate application by submitting a signed School District Approval Certification.

²² Project management costs may be eligible as consulting expenses in cases where selectees can provide documentation on how the project management directly relates to the deployment of CSB-funded buses and/or infrastructure.

²³ EPA reserves the right to adjust total funds available and funding amounts in order to meet statutory requirements for each state to receive no more than 10% of funds.

The maximum rebate amount is dependent on (1) the bus fuel type, (2) the bus size,²⁴ and (3) whether the school district to be served by the buses meets one or more prioritization criteria. Applicants are able to request up to \$20,000 per bus in additional funds for ADA-compliant replacement buses equipped with wheelchair lifts.²⁵ Additionally, school districts in Alaska, Hawaii, Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, or third-party entities applying on their behalf, can be awarded up to an additional \$20,000 per bus for increased shipping costs if selected for funding; shipping costs must be clearly listed as a line item on order documents to be eligible for the additional funding (see Section 8 for details on order documents). Note that the additional funds for ADA-compliant wheelchair lifts and increased shipping costs are available to all eligible applicants regardless of prioritization status or replacement bus fuel type.

See Table 4 below for the amounts that EPA will allocate for selected applicants. Funding levels include combined bus and EV charging infrastructure. Recipients have flexibility to determine the split between funding for the bus itself and the supporting infrastructure.²⁶ Note: Table 4 displays maximum funding levels. EPA will not disburse rebate funds in excess of the actual cost of the replacement bus and infrastructure, although the actual costs of the bus and infrastructure may exceed the maximum funding level in Table 4. Costs above EPA’s maximum funding level are the responsibility of the applicant. Additional funding will not be provided for administrative expenses associated with the rebate application or program implementation.

Table 4: Maximum Funding Amount per Replacement School Bus

School District Prioritization Status	Replacement Bus Fuel Type and Size					
	ZE – Class 7+	ZE – Class 3-6	CNG– Class 7+	CNG – Class 3-6	Propane – Class 7+	Propane – Class 3-6
Buses serving school districts that meet one or more prioritization criteria	Up to \$345,000 (Bus + Charging Infrastructure)	Up to \$265,000 (Bus + Charging Infrastructure)	Up to \$45,000	Up to \$30,000	Up to \$35,000	Up to \$30,000
Buses serving school districts that are not prioritized	Up to \$200,000 (Bus + Charging Infrastructure)	Up to \$145,000 (Bus + Charging Infrastructure)	Up to \$30,000	Up to \$20,000	Up to \$25,000	Up to \$20,000

**Funding levels above do not reflect EPA funding available for ADA-compliant wheelchair lifts, EPA funding for shipping costs to non-contiguous U.S. states and territories, nor IRA funding available*

²⁴ Bus class size is based on Gross Vehicle Weight Rating (GVWR). Class 3-6 have a GVWR of 10,001-26,000 lbs. Class 7+ have a GVWR of 26,001 lbs or more.

²⁵ Existing buses are not required to be ADA-compliant buses equipped with wheelchair lifts for eligible applicants to request funds for ADA-compliant clean school bus replacements equipped with wheelchair lifts.

²⁶ Standalone infrastructure projects are not eligible for funding under the 2023 CSB Rebate Program.

through IRS-disbursed tax credits for EV bus and infrastructure purchases. Please refer to Section 4 for more information on EPA funding and below for more information on tax credits.

Selectees may be eligible for Inflation Reduction Act (IRA) tax credits applicable to their bus and infrastructure purchases; namely, the Commercial Clean Vehicle Credit provides up to \$40,000 for qualified commercial clean vehicles and the Alternative Fuel Vehicle Refueling Property Credit provides up to \$100,000 for qualified charging and refueling infrastructure. Please see the Internal Revenue Service (IRS) website for more information on these credits: <https://www.irs.gov/credits-and-deductions-under-the-inflation-reduction-act-of-2022>. Selectees may also be eligible to claim all or a portion of the value of IRA credits using either the new elective pay, and transferability mechanisms introduced by the IRS. For more information, please see the IRS website on elective pay and transferability: <https://www.irs.gov/credits-deductions/elective-pay-and-transferability>.

Section 5: Application Process

The deadline for submitting applications is January 31, 2024, at 4:00 PM ET. Late applications will not be considered for funding. **Applications must be submitted using EPA’s Clean School Bus Rebate online application form found [here](#).**

EPA will post a Questions and Answers document on the program website [here](#). EPA anticipates updating the Q&A document approximately every two weeks during the application period. Novel questions submitted to CleanSchoolBus@epa.gov with the subject of “2023 CSB Rebate Question” before 4 PM ET on January 10, 2024, including those from program webinars, will be added to this document. Common questions will receive a stock response from the helpline referencing the Program Guide or Q&A document. If the stock response does not answer your question, please reply with additional details.

To access the online application, organizations applying for funds must have:

1. An active System for Award Management ([SAM.gov](https://sam.gov)) registration for the entity that is applying.
Please note:
 - a. If an entity other than the school district is applying on behalf of that school district, the SAM.gov-registered entity that is listed on the application as the primary applicant will be the same entity that will receive the funds if selected. EPA can only provide funds to the SAM.gov-registered entity that is listed as the primary applicant on the application.²⁷
 - b. Entity registrations are different than having an individual user account on SAM.gov. More information on entity registrations can be found [here](#).
 - c. The [Federal Service Desk](#) (FSD) is the only official and free government resource for assistance with SAM.gov. Please be aware that other websites may offer assistance with

²⁷ As stated, if selected for funding, EPA can only disburse funds to the SAM.gov entity included in the rebate application; selectees are responsible for ensuring their SAM.gov account remains up-to-date and all information in the SAM.gov account, including points of contact and bank account details, is accurate.

SAM.gov registrations for a fee. Before contacting FSD, please first review the [SAM.gov help resources](#).

- d. Even if your organization is actively registered as an entity, be sure to review all registration information, including:
 - i. Address, EIN, and bank account information. If multiple bank accounts are associated with the entity registration, note the 4-character Electronic Funds Transfer (EFT) indicator in SAM.gov that is associated with the bank account you wish to use in this program.
 - ii. The expiration date of the SAM.gov registration. Be sure to renew the registration well ahead of that date since the renewal process can take several weeks or more.
 - iii. Check whether the entity's SAM.gov registration has any [exclusions](#) (also known as suspensions and debarments) preventing the entity from receiving federal financial assistance.
 - iv. Point of Contact (POC) information, per Item 2 immediately below.
 - e. If your organization has no record of a SAM.gov registration, expired or active, and needs to create a new registration, the simplest entity registration type that can participate in the Clean School Bus Program is the "Federal Assistance Awards Only" registration.
2. Points of Contact (POC) listed under your organization's entity registration in SAM.gov, including:
- a. An Electronic Business POC with a valid email address
 - b. A Government Business POC with a valid email address
 - i. EPA highly recommends adding an alternate Electronic Business POC and alternate Government Business POC to your organization's entity registration on SAM.gov.
 - ii. **Note:** Only Electronic Business POC (and alternate), and Government Business POC (and alternate) will be able to create, edit, save, or submit an application.
 - c. POCs with login.gov accounts. The SAM.gov POCs noted above can prepare for submitting an application for the Clean School Bus Rebates by registering for a [login.gov](#) account with the same email address listed in their POC info on SAM.gov.
 - i. Upon entering the online rebate application via login.gov, most users will be prompted to complete identity proofing unless they have already completed this process with their login.gov account.

By submitting the rebate application, applicants are certifying that the information provided is true to the best of their knowledge. EPA reserves the right to request copies of documentation, such as bus activity logs, to verify submitted information. EPA or its authorized representatives may contact an applicant to clarify any information provided by the applicant.

Applications submitted under this competition may be released in part or in whole in response to a Freedom of Information Act (FOIA) request. EPA recommends that applications not include trade secrets or commercial or financial information that is confidential or privileged, or sensitive information that, if disclosed, would invade another individual's personal privacy (e.g., an individual's salary, personal email addresses, etc.). However, if such information is included, it will be treated in accordance with [40 CFR § 2.203](#). (Review EPA clause IV.a, Confidential Business Information, under [EPA Solicitation Clauses](#).)

Supplemental Forms:

Prior to submitting an application, all applicants will be required to submit one or more of the following [supplemental forms](#). These forms are designed to support the successful deployment of clean school buses, should the applicant be selected for a rebate:

- **All applicants** must submit a **School Board Awareness Certification** to verify the school board's awareness of the school district's rebate application. It is imperative that the school board is aware of the application and involved in the process of transitioning to a cleaner fleet. In some districts, the school board is required to authorize the purchase of the buses and associated infrastructure projects.
- **Third Party applicants** (eligible contractors and nonprofit school transportation associations) applying for rebates must submit a signed **School District Approval Certification** to verify the school district's approval of the third party's rebate application for new buses that would serve their school district.
 - School districts that contract out bus service to multiple private fleets may only submit one application but may list multiple private fleets on the application. If a third party applies on behalf of a school district and is selected for funding, then that third party is the applicant and will receive the funding on behalf of the school district. The school district that is listed on the third-party application cannot switch the third-party applicant and EPA will not send funding to an entity that is not the selected applicant. **However, as noted above, school districts are eligible to apply directly, even if they contract out bus service to a private fleet; if selected, the school district could pass funds to the private fleet(s) to replace the buses.** Please note that school districts may need to renegotiate their contracts with third party applicants if selected for EPA funding.²⁸
- **Applicants applying for ZE school buses** must also submit a **Utility Partnership Agreement** to verify that the school district's electric utility provider is aware of the school district's rebate application. Proactive and ongoing communication between the school district and its local electricity provider(s) is critical to successful infrastructure deployment.²⁹

All of the above applicable forms must be signed by an authorized representative (please refer to Section 2 for more details on authorized representative). These forms are intended to ensure applicants are communicating with the necessary parties for a successful deployment of new ZE and/or clean buses. Additional resources to support planning for new bus deployment are available on the [CSB Technical Assistance webpage](#).

²⁸ EPA is not involved in any contractual arrangements and can only provide funds to the direct applicant.

²⁹ To facilitate coordination between applicants and utilities, EPA has partnered with Edison Electric Institute (EEI) and the Beneficial Electrification League (BEL) on an "Electric Utility Pledge." This pledge includes a set of commitments electric utility companies can take to proactively help school districts with the deployment of electric school buses, including providing technical support and guidance on existing rate structures, interconnection requirements, costs and timelines, and identifying the right type of charging infrastructure to meet their needs.

Similarly, applicants that are self-certifying as prioritized school districts will need to attest to their self-certification in the online rebate application form. Please refer to Section 2 for more details.

Section 6: Application Selection Process

All applications submitted to EPA by the deadline will undergo a threshold eligibility check prior to the lottery selection process. Applications that do not meet threshold criteria will be marked as ineligible and will not be placed into the lottery selection process. As highlighted in Section 4, EPA will not fund multiple applications for bus replacements that will serve the same school district. If multiple applications are submitted for the same school district, EPA will ask the school district contacts listed in the applications to choose one application prior to the lottery selection process.

All eligible applications will be placed in a single ordered list using a random number generator lottery process. EPA will select applicants for funding in the following order, working from the top (highest rank) to the bottom (lowest rank)³⁰:

1. **Clean School Bus Funding Pool:** The single highest ranked application in the lottery from each state and territory that submitted an application is selected regardless of vehicle type and prioritization.
2. **Clean School Bus Funding Pool:** Remaining applications requesting ZE, CNG, propane, or any combination thereof AND that meet one or more prioritization until funding pool is allocated.³¹
3. **Clean School Bus Funding Pool** Remaining applications requesting ZE, CNG, propane, or any combination thereof AND do not meet one or more prioritization until funding pool is allocated.
4. **Zero Emissions Funding Pool:** Remaining applications exclusively requesting ZE buses AND that meet one or more prioritizations until funding pool is allocated.
5. **Zero Emissions Funding Pool:** Remaining applications exclusively requesting ZE buses AND do not meet one or more prioritization until funding pool is allocated.

Pursuant to the CSB statute, EPA will ensure that the total amount of funds awarded to entities in a state does not exceed 10 percent of the amount made available for the program during a fiscal year. Because of this, it is possible for an applicant to be skipped over in the selection process in favor of an applicant from a state that has yet to hit the 10% limit. Please refer to Figure 2 below for a visual representation of the selection process.

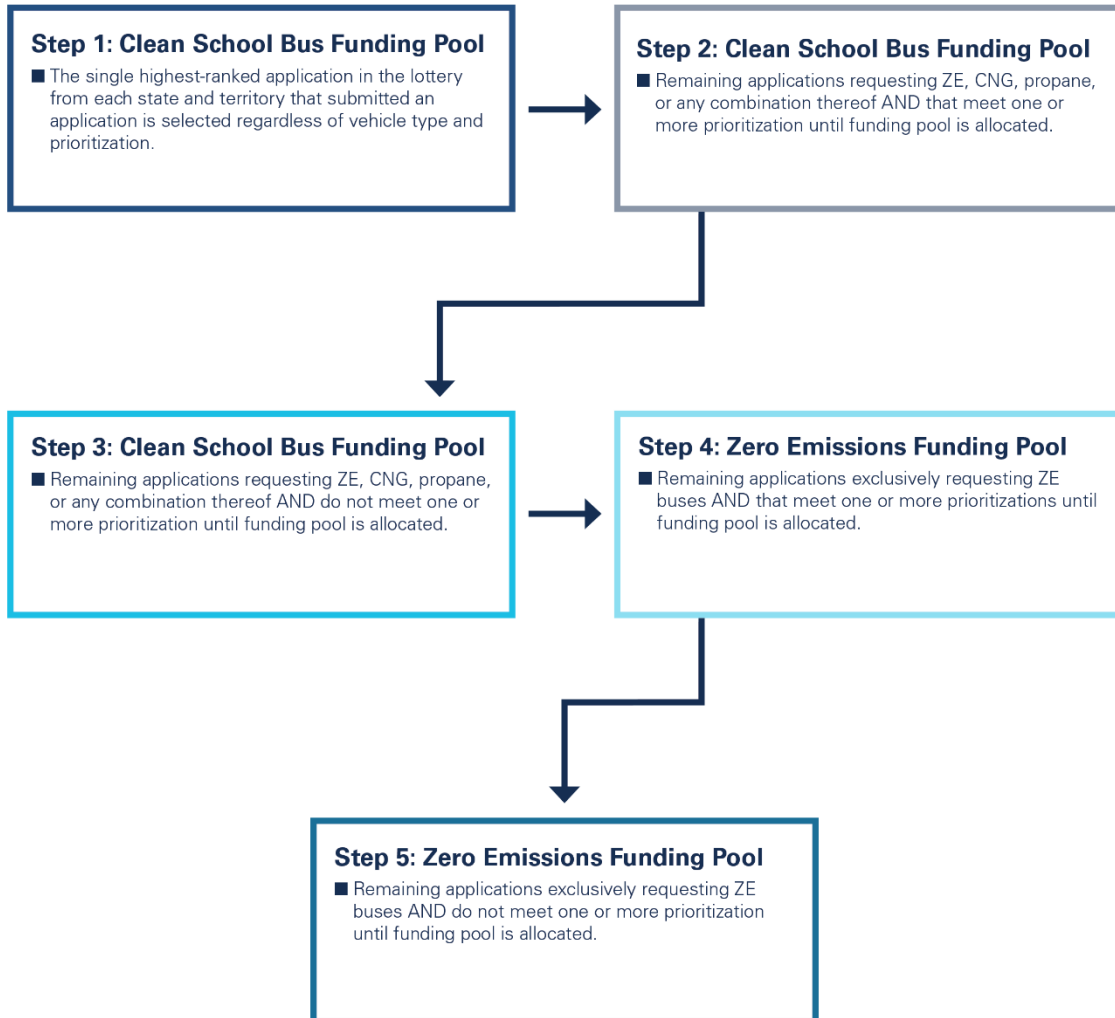
³⁰ As noted in Section 1, for each fiscal year between 2022 and 2026, \$500 million is available to fund ZE and clean school buses, and \$500 million is available to fund only ZE school buses.

³¹ EPA currently expects to award approximately 60% of total funding for the 2023 Rebates Program to prioritized applicants.

Figure 2: Selection Process Flowchart

2023 Clean School Bus Rebates Selection Process

All eligible applications submitted to EPA by the deadline will be placed in a single-ordered list using a random number generator lottery process. EPA will select applicants for funding in the following order, working from the top (highest rank) to the bottom (lowest rank) of the list, until all funds are allocated from both the Clean School Bus and Zero Emission halves of funding:



Pursuant to the CSB statute, EPA will ensure that the amount of funds awarded to bus fleets in a state does not exceed 10 percent of the amount made available during a fiscal year. Because of this, it is possible for an applicant to be skipped over in the selection process in favor of an applicant in a state that has yet to hit the 10 percent limit.

EPA currently expects to award approximately 60 percent of total funding for the 2023 Rebates Program to prioritized applicants.

Applications chosen in the lottery selection process will then undergo an additional eligibility review during which EPA will confirm that applicants have provided all the necessary documentation and meet all of the requirements described in this Program Guide.³² EPA may contact the applicants who self-certified as a prioritized school district to verify eligibility. Please see [Prioritization Self-Certification Instruction](#) for recommended documentation. If EPA reaches out to an applicant during the eligibility review and does not hear back from the applicant in a reasonable timeframe, EPA may remove the applicant from the lottery pool.

Applications not selected by lottery will remain in random number order on a waitlist. If a selectee does not complete the remaining required steps early in the rebate process, drops out, or is otherwise deemed ineligible, that selectee will be removed from the program. Those funds may be offered to other 2023 applicants on the waitlist. EPA will follow the selection process above when reallocating these funds. Applicants may be pulled from the waitlist up to 90 days after the initial selection notification. However, EPA may opt to use returned funds for future CSB funding opportunities rather than award funds to applicants on the waitlist.

Both the selectees and the applicant waitlist for the 2023 Rebate Program will be posted on the [Clean School Bus Program website](#).

Section 7: Notification

EPA anticipates notifying applicants of their selection status within approximately 60 days of the application deadline. Applicants that are selected for funding will receive an electronic status update via email that includes (1) notification that they have been selected for funding, (2) the maximum amount of funds that have been reserved for them, and (3) instructions on proceeding with the purchase of replacement buses and eligible charging infrastructure. The electronic status update via email will serve as the official notification of selection for funding. In special circumstances, EPA can provide a supplemental letter of selection notification upon request.

Section 8: Payment Request Form, Order Documentation, and Payment

Selectees must submit an online Payment Request Form (PRF) that includes documentation of ordering the replacement school buses, eligible charging infrastructure, and other eligible expenses (as outlined in Section 3) within six months of the date of the selection notification. EPA will provide the specific deadline for submitting the Payment Request Form in the selection notification.³³ As discussed in Section 5, applicants must receive all necessary approvals from their School Board, in addition to any other school district processes, to be able to place orders in this timeframe.

Documentation to attach to the PRF includes purchase orders on school district letterhead with purchaser/vendor signatures OR sales orders on vendor letterhead with purchaser/vendor signatures. The date of the order document cannot pre-date the selection notification date and must be dated

³² Note that during the eligibility review process EPA may contact applicants to request clarification of information or documentation to verify information in their application; applicants are requested to respond promptly to ensure the selection process can move forward as swiftly as possible.

³³ Selectees can request extensions to the Payment Request Form deadline. EPA will review these requests on a case-by-case basis and may grant extensions if sufficient justification is provided.

within 45 days of the initial PRF submission.³⁴ The order document must clearly show a transaction agreed upon between the organization that will own the replacement bus and a school bus equipment dealer.³⁵

Bus: The order document must include the following information for each bus:

- 1) Purchaser name, address, and business phone number;
- 2) Dealer name, address, and business phone number;
- 3) Signatures from both the purchaser and vendor;
- 4) Vehicle make, model, model year, fuel type, GVWR, and purchase price;
- 5) Any additional training, consulting, or warranty costs clearly separated as a line item with purchase price;³⁶
- 6) Purchase order date; and
- 7) Delivery date estimate.

Infrastructure: The order document for selectees pursuing ZE bus replacements must include the following information for each unit of charging equipment:³⁷

- 1) Purchaser name, address, and business phone number;
- 2) Dealer name, address, and business phone number;
- 3) Signatures from both the purchaser and vendor;
- 4) Eligible charging equipment make, model, and purchase price;³⁸
- 5) Purchase order date; and
- 6) Delivery date estimate.

Infrastructure Labor Costs: EPA will accept an approved quote in lieu of a sales or purchase order for eligible infrastructure installation costs, such as design and engineering or labor. Any quote for eligible infrastructure installation costs must include:

- 1) Purchaser name, address, and business phone number;
- 2) Vendor name, address, and business phone number;
- 3) Description of the scope of work and the costs for all eligible expenses;³⁹
- 4) Quote date;⁴⁰ and
- 5) Purchaser signature or associated purchase order showing approval of the quote.

³⁴ Selectees must adhere to state and local funding requirements regarding the solicitation and collection of bids necessary to submit a purchase order document. EPA will not be involved in this process.

³⁵ EPA is not responsible for the business or contractual agreements between school districts and bus providers; buses must serve the same district for 5 years (except as noted in Section 2 for a change in contract provider).

³⁶ EPA may request additional information, such as a description of the training services being provided.

³⁷ Eligible charging infrastructure may be included on either the same or a separate order document as the replacement buses.

³⁸ Order documents for infrastructure expenses must specify that the equipment and installation is between the electric meter and the charge port, and clearly list all equipment, labor, and associated installation costs. If the selectee is responsible for front-of-the-meter infrastructure expenses, please clearly separate the costs of these line items in submitted order documents and omit their price from requested funding.

³⁹ Order documents and quotes for infrastructure installation must specify that the work is being performed between the electric meter and the charge port, and clearly list installation cost items, such as trenching, wiring, labor, etc. If the selectee is responsible for front-of-the-meter infrastructure expenses, please clearly separate the costs of these line items in submitted order documents and omit their price from requested funding.

⁴⁰ EPA will only fund up to the total of eligible expenses reported in the quote (or the maximum funding reserved for the selectee, whichever is less). If the actual costs reported at Close Out are less than the quote, then the selectee will be expected to reimburse EPA.

EPA or its authorized representatives may contact a selectee to clarify any information provided in the Payment Request Form; selectees are requested to respond promptly to ensure the selection process can move forward as swiftly as possible. If, upon review, the PRF is accurate and includes all required information, EPA will issue the rebate payment to the bank account associated with the SAM.gov Unique Entity Identifier (UEI) and Electronic Funds Transfer (EFT) indicator associated with the application. EPA anticipates disbursing funds within approximately 60 days of the submission of a complete and approved PRF.

NOTE: If the bus, eligible charging infrastructure costs, and other eligible costs are lower than the amount of funds EPA has reserved for the selectee, then EPA will reduce the rebate funding amount to the actual costs. Selectees are able to request a change in the fuel type, number of buses, and/or size of bus from what they requested in their application prior to the initial PRF deadline, so long as the changes do not exceed the awarded rebate amount listed in the application. The per bus funding amounts will be adjusted per Table 4 depending on the changes made to the replacement buses. EPA will review these requests and may approve on a case-by-case basis.

Section 9: Scrapage, Sale, or Donation of Existing Buses

Section 3 outlines the eligibility requirements for existing buses to be replaced, including buses that must be scrapped and buses that may be scrapped, donated, or sold. Fleets must replace existing buses by the end of the project period, but there can be overlap between receiving replacement buses and replacing existing buses. For example, a fleet that takes delivery of replacement ZE school buses six months before the project period deadline might retain the existing buses as back-ups for up to six months before replacing them as they train drivers on operation and charging procedures for the replacement buses.

Scrapage Requirements:

The preferred scrapage method is cutting a three-inch-by-three-inch hole in the engine block (the part of the engine containing the cylinders) and cutting or crushing one chassis rail between the axles. Other acceptable scrapage methods, such as shredding, may be considered and will require prior EPA approval. Selectees seeking approval for alternative scrapage methods must submit an alternative scrapage plan to cleanschoolbus@epa.gov detailing how the method will destroy and/or disable the engine and must, if approved, comply with the evidence requirements listed below, including digital photos.

Fleets that scrap buses must document the scrapage, including:

1. Photographs of the destroyed engine and chassis rail for each scrapped bus.
 - i. Each photo must be clearly labeled with the last 4 digits of the bus VIN.
 - ii. Please see Appendix C for example scrapage photos.
2. A letter signed by a representative of the scrap yard or other entity that performed the scrapage that:
 - i. Lists the VINs of the buses that were scrapped;
 - ii. Affirms the date(s) that the buses were scrapped;
 - iii. Details the method of scrapage that aligns with the requirements outlined above; and

- iv. Lists contact information for the entity that performed the scrappage.

See Appendix D for a template of a scrappage letter that fleets can use.

Equipment and vehicle components that are not part of the engine or chassis may be salvaged from the bus being replaced (e.g., seats, tires). The destroyed engine and chassis may be sold for scrap metal, provided that the bus is disposed of in accordance with federal and state requirements for vehicle disposal. Selectees are not required to report income from scrappage to EPA. Selectees must adhere to state and local funding requirements regarding scrappage.

Sale and Donation Requirements:

Fleets that do not have eligible vehicle model year 2010 or older diesel buses to scrap and that choose to instead replace 2011 or newer buses by donating or selling those buses must retain documentation of that transaction that includes⁴¹:

1. The name of the fleet donating or selling the buses;
2. The name and contact information for the entity taking ownership of the buses;
3. The VINs of the buses that are donated or sold;
4. If sold, the amount the buses were sold for; and
5. The date of the transaction.

Section 10: Close Out Form

Selectees must submit an online Close Out Form demonstrating that they have received their replacement buses and eligible charging infrastructure and have replaced their existing buses. The Close Out Form must be submitted within two years of the date of the initial selection notification. EPA will provide the specific deadline in the selection notification.⁴² The Close Out Form will require selectees to attach⁴³:

1. For existing buses being scrapped, scrappage photos and letter for buses being replaced (see Section 9);
2. For existing buses eligible to be sold or donated, documentation of the vehicle sale or donation (see Section 9);
3. A scan of the invoices for the replacement buses and eligible infrastructure;
 - a. If training, consulting, or warranty expenses were included on the order document per Section 8, these costs must also be included on the bus invoice.
4. A scan of proof of delivery for the replacement buses and eligible infrastructure (e.g., dated bill of lading);
5. One photo of the exterior of each replacement bus, labeled with the last 4 digits of the bus VIN; and

⁴¹ Please refer to Section 3 for details on eligible replacement buses if choosing to replace a 2011 or newer bus.

⁴² Selectees can request extensions to the project period deadline. EPA will review these requests on a case-by-case basis and may grant extensions if sufficient justification is provided. For example, EPA may grant an extension if a bus is on order but is experiencing manufacturing or delivery delays.

⁴³ EPA may request additional information in the online Close Out Form

6. One photo of each EV charger after installation is completed if EPA funds were used for charging infrastructure.

EPA will not provide additional funds beyond those approved in the PRF and, if the bus or infrastructure costs reported at the time of Close Out Form submission are less than the bus or infrastructure costs in the PRF, then the selectee will be responsible for reimbursing EPA the difference. EPA or its authorized representatives may contact a selectee to clarify any information submitted in the Close Out Form. After submitting the Close Out Form and responding to any questions from EPA on the information in that form, selectees must continue to follow the Terms and Conditions in Appendix A.

Appendix A: Terms and Conditions

By submitting an application, applicants certify that they have read and agree to comply with the requirements of this Program Guide, including the following 2023 CSB Rebates terms and conditions. This certification is a material representation that EPA will rely upon in providing funds for vehicle replacement rebates. False certifications may result in criminal prosecution under 18 U.S.C. § 1001, civil liability under the False Claims Act, 31 U.S.C. § 3729 *et seq.* and/or the Program Fraud Civil Remedies Act, 31 U.S.C. § 3801 *et seq.*, suspension and/or debarment pursuant to 2 C.F.R. Part 180, and/or other criminal, civil or administrative penalties, sanctions, and remedies available to the Federal government.

Cancellation of Rebates

If a selectee fails to submit all the required forms and documents by the deadlines, voluntarily drops out of the program, or does not fully comply with the program requirements, then the rebate may be canceled. EPA will notify the selectee prior to canceling any rebate. If funds have already been disbursed to a selectee for a cancelled rebate, the selectee will be required to return the cancelled rebate funding to EPA within a timeframe to be established by EPA.

Replacement buses must:

Meet all requirements listed in Section 3 of this Program Guide.

If the replacement school bus fails to meet the requirements in this program guide, the selectee may be required to return up to the full amount of the rebate award to EPA. The amount required to be returned is at the discretion of EPA and will be determined on a case-by-case basis.

Existing buses must:

- Meet all requirements listed in Section 3 of this Program Guide;
- Be scrapped, donated, or sold based on the requirements of Section 3 and Section 9 of this Program Guide; and
- Not serve the school district listed on the application after the project period deadline.

If the replaced school bus fails to meet the requirements in this program guide, the selectee may be required to return up to the full amount of the rebate award to EPA. The amount required to be returned is at the discretion of EPA and will be determined on a case-by-case basis.

Signage

Comply with EPA signage policy⁴⁴ for the Clean School Bus Program.

Restriction for Mandated Measures

Pursuant to 42 U.S.C. 16132(d)(2), no funds awarded under the 2023 Clean School Bus Rebates shall be used to fund the costs of emission reductions that are mandated under federal law.

Restriction on Other Funding Sources

The proposed replacement bus and any associated charging infrastructure to be paid for in part by CSB funds must not also be funded by other federal funds. Fleets can use external non-federal funding sources as part of their bus replacement project but must confirm with the source of those funds that they are not pass-through federal funds. Volkswagen Environmental Mitigation Trust Funds may be used as external funds provided that the VW trust funds are associated with Eligible Mitigation Action (EMA) #2. VW trust funds under EMA #10, the DERA Option, are not eligible external funds.

If an applicant plans to use state or local funding for buses and/or infrastructure, then the applicant must ensure that their procurement process adheres to the to any applicable state or local requirements.

A selectee's total 2023 CSB Rebate funds and other eligible external funds cannot exceed the cost of their replacement bus(es) and eligible infrastructure listed on their Payment Request Form and Close Out Form submitted to EPA.

Please refer to Appendix A.1 for additional, important information on CSB funding restrictions.

EPA Responsibilities

EPA anticipates notifying rebate applicants of their selection status within approximately 60 days of the application deadline. EPA anticipates disbursing funds within approximately 60 days of the submission of a complete and approved Payment Request Form. EPA may request additional documentation from a selectee prior to issuing funds if EPA determines that any required information is missing or incomplete. In such a case, EPA will provide the selectee with a reasonable amount of time to submit additional information. EPA will post lists of selected and unselected applicants on the [Clean School Bus website](#).

Use of Submitted Information

⁴⁴ For more information, please visit: <https://www.epa.gov/invest/investing-america-signage>.

EPA will use information submitted by applicants in its annual report to Congress that is due no later than January 31 of each year of the program. Pursuant to the CSB statute, the report will include:

- (A) the total number of applications received;
- (B) the quantity and amount of grants and rebates awarded and the location of the recipients of the grants and rebates;
- (C) the criteria used to select the recipients; and
- (D) any other information the Administrator considers appropriate.

EPA reserves a royalty-free, nonexclusive and irrevocable right to reproduce, publish or otherwise use, and to authorize others to use, for federal purposes, submitted bus photos, including use in program materials.

Program Audit

EPA will conduct random reviews of selectees to protect against waste, fraud, and abuse. As part of this process, EPA, or its authorized representatives, may request copies of rebate documents from prior selectees who have received rebates, or may request documentation from current selectees to verify statements made on the application, payment request, and close out forms. EPA, or its authorized representatives, may also request site visits to confirm documentation is on hand and that replacement buses are still in service for the school districts listed on the application. Selectees are expected to comply with site visit requests, recordkeeping requirements, and document requests for five years from the date of replacement bus delivery, or risk cancellation of an active rebate application or other enforcement action.

Record Retention Requirements

Selectees must retain all financial records, supporting documents, accounting books and other evidence of Rebate Program activities for five years after delivery of the replacement buses. If any litigation, claim, or audit is started before the expiration of the five-year period, the recipient must maintain all appropriate records until these actions are completed and all issues resolved.

Civil Rights Obligations

Recipients must comply with Federal statutes and regulations prohibiting discrimination in Federal financial assistance programs, as applicable. Among other requirements, recipients must comply with Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, and national origin, including limited English proficiency, by entities receiving Federal financial assistance. Recipients must also comply with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against persons with disabilities by entities receiving Federal financial assistance. Audits may be conducted to ensure compliance.

Union Neutrality

Rebate funds must not be used to support or oppose union organizing, whether directly or as an offset for other funds.

Build America, Buy America (BABA) Requirements

Electric vehicle charging equipment meets the definition of infrastructure under the Build America, Buy America Act that took effect May 14, 2022. The Clean School Bus program intends for funds from this program to support domestically produced electric vehicle chargers and associated equipment, products, and materials. All applicants should plan to purchase American-made charging infrastructure products. That is, all of the iron, steel, manufactured products, and construction materials used in the infrastructure project must be produced in the United States. This includes, but not limited to the EV charger, all wiring or fixtures to support the charging equipment, breaker panels or subpanel, and conduit from the meter to the panel.

The EPA currently has an [EV charger product waiver](#) that applies to EV chargers that are assembled in the United States, manufactured on or before June 30, 2024, and installed by October 1, 2024. EPA will phase out waiver coverage for all EV chargers manufactured on or after July 1, 2024, which means meeting the requirements for manufactured products in [2 CFR 184.5](#). Depending on the specifics, [EPA's general applicability waivers](#), such as the [Pacific Island Territories General Applicability Waiver](#), may be appropriate. Note that EPA's *De Minimis Waiver* and Small Projects Waiver cannot be used for the EV charger itself. Due to the anticipated payment processing timeframes, it is likely that many recipients will not receive rebate funds prior to the end of the EV charger waiver. Although selectees may be able to apply for a project-specific waiver for items not produced domestically, all applicants should plan to purchase American-made charging infrastructure.

Appendix A.1: May 2024 Additional Terms and Conditions

Five-Year Service Requirement to School District Listed on Application

Consistent with the eligible requirements for new replacement buses, school districts and supervisory administrative units (i.e., entities that are responsible for the purchase of buses or providing bus service for multiple smaller sub-units of schools or school districts) that are awarded funding based on qualifying for prioritization as high-need under the definition of "very large school district" (i.e., the school district or supervisory administrative unit does not have SAIPE data and meets the threshold for "very large school district" defined in the self-certification document), must ensure that buses purchased with EPA funds continue to primarily serve the prioritized school district(s), as defined in the documentation submitted to verify self-certification, for at least five years.

Financial Management Requirements and Best Practices

As previously stated, selectees should work with their vendors to spend EPA funds on eligible project expenses, as described in Section 3 of this Program Guide, as expeditiously as possible after receiving funds from EPA; however if there is an extended period of time between receiving EPA funds and spending those funds, then selectees must adhere to the following requirements. Specifically, selectees must follow proper financial management practices to ensure that these funds are only used for eligible

expenses and should keep these EPA funds separate from other funds the selectee might have for general expenses. If any interest is earned on EPA funds, then that interest must be returned to the federal government, in accordance with instructions to be provided by the EPA. If a selectee chooses to withdraw from the program, then they must return all awarded funds and any interest earned on those funds. The process for reimbursing funds, including any interest earned, will be initiated through completing the Close Out Form for the project as part of the withdrawal process; the EPA will provide additional information on the reimbursement process prior to Close Out Form submission.

Appendix B: Infrastructure Eligibility Resource

Applicants applying for ZE buses are also able to use funds for eligible infrastructure. Specifically, EPA will provide funding for EV-related infrastructure installation and equipment from the electrical meter to the charging port of the bus as outlined in Section 3. Below are examples of eligible and ineligible EV-related infrastructure costs. Any questions regarding eligibility should be submitted to cleanschoolbus@epa.gov.

Infrastructure Installation Guidance:

Common **Eligible** Infrastructure Installation Expenses (must be behind the meter):

- Installation of higher amp service
- Installation of additional wiring or fixtures to support charging equipment
- Installation of wiring from the meter to the panel
- Installation of breaker panel or subpanel
- Trenching and installation of PVC/conduit from the meter to the panel, chargers
- Disconnecting and removing existing hardware/panels/wiring
- Installation of mounting equipment for panel
- Assembly and installation of EV chargers
- Installation of concrete bases for EV chargers
- Installation of additional capacity in panel for additional EV chargers in the future
- Installation of conduit, wiring for additional EV chargers in the future
- Design, drawings, field engineering, permitting

Common **Ineligible** Infrastructure Installation Expenses (cannot be in front of the meter):

- Installation of cabling or wiring from front-of-the-meter (FTM) transformer to meter
- Trenching and installation of PVC/conduit between FTM transformer and the meter
- Trenching and installation of PVC/conduit from the FTM transformer to the utility pole
- Setting of new utility pole
- Installation of FTM transformer foundation
- Installation of FTM transformer

Charging Equipment Guidance:

Common **Eligible** Charging Equipment Expenses:

- Energy Star certified Level 2 chargers

- Nationally Recognized Testing Laboratory (NRTL) certified DC Fast Chargers
- Commissioning, startup, testing of equipment
- Charge management systems
- Network, data plans for connectivity
- Warranty
- Shipping

Common **Ineligible** Charging Equipment Expenses:

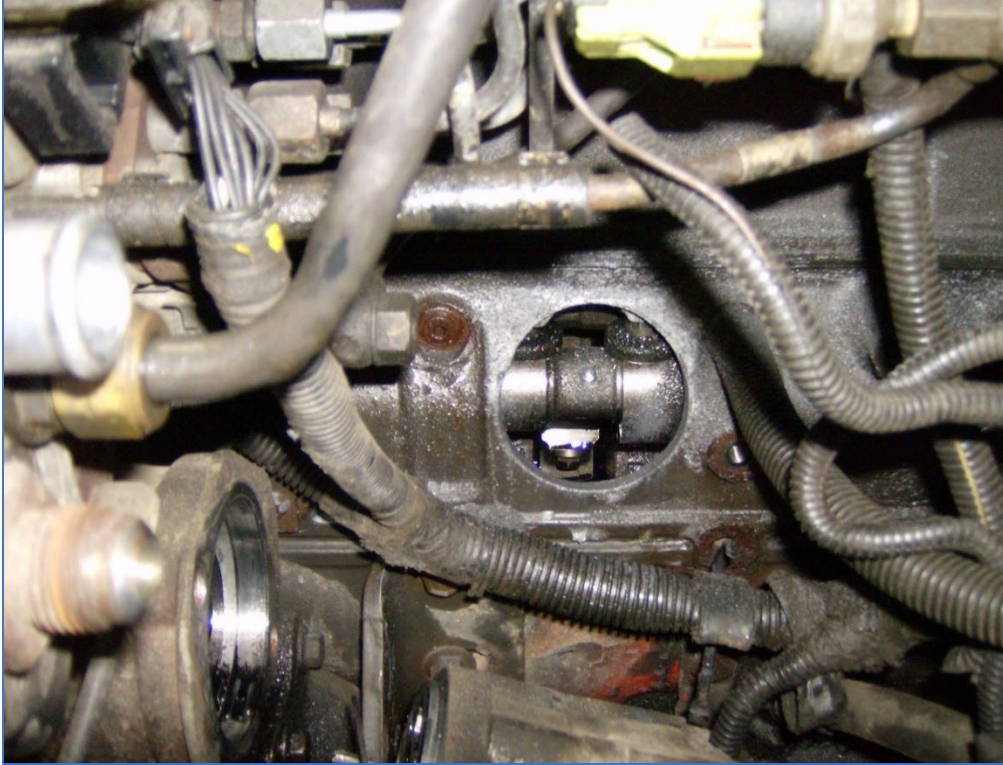
- Level 2 chargers without Energy Star certification
 - This includes white-labeled products that are sold as a different brand name than the model that is listed on the Energy Star website
- DC Fast Chargers without NRTL certification

Appendix C: Sample Scrappage Photos

- 1) Chassis rail cut in half – DestroyedChassisRail[INSERT LAST 4 DIGITS OF VIN].jpg



- 2) Engine block with 3" drilled hole - DestroyedEngineBlock[INSERT LAST 4 DIGITS OF VIN].jpg



- 3) Shredded engine – DestroyedEngine[INSERT LAST 4 DIGITS OF VIN].jpg.
Note: Any alternative scrappage method, including shredding, needs prior EPA approval. Email cleanschoolbus@epa.gov for approval.



Appendix D: Sample Scrappage Certification Letter

[PRINTED ON LETTERHEAD OF SALVAGE YARD OR OTHER ORGANIZATION SCRAPPING BUSES]

[DATE]

I confirm that the buses listed below were scrapped according to Section 9 of the 2023 Clean School Bus Rebates Program Guide. The program requires that scrapped buses must be permanently disabled by (1) crushing the engine or creating a 3" diameter or larger hole in the engine block and (2) cutting or crushing one chassis rail between the axles. Photos were taken of the destroyed engines and chassis rails to document the scrappage.

[NAME OF ORGANIZATION THAT SCRAPPED THE BUS] performed the bus scrappage on **[DATE]**.

[BUS 1 VIN]

[BUS 2 VIN]

[BUS 3 VIN]

[SIGNATURE OF SALVAGE YARD REPRESENTATIVE]

[PRINTED NAME OF SALVAGE YARD REPRESENTATIVE]

[PHONE NUMBER OF SALVAGE YARD]

[ADDRESS OF SALVAGE YARD]

NO VOTER APPROVAL REQUIRED

Lease purchase (MS 465.71)

Project types

- Purchase of land
- Site improvements (athletic fields, tracks, parking lots, roofs)
- Purchase of existing buildings
- Equipment (computers, buses, vehicles, athletic equipment, musical instruments)

New money

- No, unless payments qualify for lease levy



NO VOTER APPROVAL REQUIRED

Lease purchase cont'd

Key features and requirements

- Certificates of participation (higher interest rates)
- Subject to annual appropriation
- Not eligible for Minnesota State Credit Enhancement Program
- Maximum of 20 years not to exceed useful life
- No equalization aid
- General fund revenue is used for debt payments

465.71 INSTALLMENT, LEASE PURCHASE; CITY, COUNTY, TOWN, SCHOOL.

A home rule charter city, statutory city, county, town, or school district may purchase personal property under an installment contract, or lease real or personal property with an option to purchase under a lease-purchase agreement, by which contract or agreement title is retained by the seller or vendor or assigned to a third party as security for the purchase price, including interest, if any, but such purchases are subject to statutory and charter provisions applicable to the purchase of real or personal property. For purposes of the bid requirements contained in section 471.345, "the amount of the contract" shall include the total of all lease payments for the entire term of the lease under a lease-purchase agreement. The obligation created by an installment contract or a lease-purchase agreement for personal property, or an installment contract or a lease-purchase agreement for real property if the amount of the contract for purchase of the real property is less than \$1,000,000, shall not be included in the calculation of net debt for purposes of section 475.53, and shall not constitute debt under any other statutory provision. No election shall be required in connection with the execution of an installment contract or a lease-purchase agreement authorized by this section. The city, county, town, or school district must have the right to terminate a lease-purchase agreement at the end of any fiscal year during its term.

History: 1965 c 266 s 1; 1976 c 44 s 67; 1979 c 3 s 1; 1982 c 523 art 15 s 4; 1988 c 639 s 6; 1989 c 329 art 5 s 16; 1990 c 562 art 5 s 12; 1997 c 231 art 2 s 33; 1Sp2021 c 14 art 10 s 4



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

July 8, 2024

Grant Writing Options

1. At-will position
 - a. Grant writing support could be an added responsibility for the Communications Specialist (TBD).
2. Contract with vendor or cooperative
 - a. Grant development services may be compensated via fee or contingency based on grant award.
 - b. Northeast Services Cooperative (NESC) offers some support options.
3. Schedule D of EM-W Master Agreement
 - a. Pre-approved extra duties not on Schedule C are compensated at \$35.58.
 - b. Compensation with restricted staff development funds should comply with 122A.60 and 122A.61 and have approval of the Staff Development Committee.
4. Secondary Teacher Supervision Assignment
 - a. Secondary teachers are assigned a regular teaching load of five courses and one supervision assignment.
 - b. A regular class period is 50 minutes.
 - c. The base cost of assigning grant writing (or other supervision assignments) would range from \$6776 to \$12,274 per year dependent on salary schedule placement. This is the equivalent of approximately \$40-\$72 per hour.
5. Other Strategies?

8:03

5G



Minnesota Housing's 2024 Single Family Consolidated Request for Proposals are Now Open for Applications!

The Single Family Consolidated Request for Proposals (RFP) is a competitive process that provides funding through the Community Homeownership Impact Fund (Impact Fund) and the Workforce and Affordable Homeownership Development programs for a variety of homeownership activities. The goal of the programs is to increase the supply of affordable, owner-occupied, single-family housing while maintaining the safety and habitability of existing owner-occupied, single-family homes in communities throughout Minnesota. Funds are available for cities, federally recognized American Indian Tribes or subdivisions located in Minnesota, tribal housing corporations, private developers, nonprofit organizations, school districts, cooperative units as defined in Minnesota Statute 123A.24 subdivision 2, and charter schools.

Important Dates

- **Tuesday, April 30:** 2024 Single Family Consolidated RFP Information Session
- **Thursday, July 11 at noon Central Time:** 2024 Single Family Consolidated RFP application deadline
- **December 2024:** Selection recommendations presented at

462A.33 ECONOMIC DEVELOPMENT AND HOUSING CHALLENGE PROGRAM.

Subdivision 1. **Created.** (a) The economic development and housing challenge program is created to be administered by the agency. Notwithstanding section 462A.24, this section shall be construed based on the specific language within this section and within an appropriation pursuant to this section.

(b) The program shall provide grants or loans for the purpose of construction, acquisition, rehabilitation, demolition or removal of existing structures, construction financing, permanent financing, interest rate reduction, refinancing, and gap financing of housing to support economic development and redevelopment activities or job creation or job preservation within a community or region by meeting locally identified housing needs.

Gap financing is either:

(1) the difference between the costs of the property, including acquisition, demolition, rehabilitation, and construction, and the market value of the property upon sale; or

(2) the difference between the cost of the property and the amount the targeted household can afford for housing, based on industry standards and practices.

(c) Preference for grants and loans shall be given to comparable proposals that include regulatory changes or waivers that result in identifiable cost avoidance or cost reductions, such as increased density, flexibility in site development standards, or zoning code requirements. Preference must also be given among comparable proposals to proposals for projects that are accessible to transportation systems, jobs, schools, and other services.

(d) If a grant or loan is used for demolition or removal of existing structures, the cleared land must be used for the construction of housing to be owned or rented by persons who meet the income limits of this section or for other housing-related purposes that primarily benefit the persons residing in the adjacent housing. In making selections for grants or loans for projects that demolish affordable housing units, the agency must review the potential displacement of residents and consider the extent to which displacement of residents is minimized.

Subd. 2. **Eligible recipients.** Challenge grants or loans may be made to a city, a federally recognized American Indian Tribe or subdivision located in Minnesota, a Tribal housing corporation, a private developer, a nonprofit organization, a school district, a cooperative unit, as defined in section 123A.24, subdivision 2, a charter school, or the owner of the housing, including individuals. For the purpose of this section, "city" has the meaning given it in section 462A.03, subdivision 21. To the extent practicable, grants and loans shall be made so that an approximately equal number of housing units are financed in the metropolitan area and in the nonmetropolitan area.

Subd. 3. **Contribution requirement.** Fifty percent of the funds appropriated for this section must be used for challenge grants or loans for housing proposals with financial or in-kind contributions from nonstate resources that reduce the need for deferred loan or grant funds from state resources. Challenge grants or loans must be used for economically viable homeownership or rental housing proposals that address the housing needs of the local work force.

Among comparable proposals, preference must be given to proposals that include contributions from nonstate resources for the greatest portion of the total development cost. Comparable proposals with contributions from local units of government or private philanthropic, religious, or charitable organizations must be given preference in awarding grants or loans.

For the purpose of this subdivision, a contribution may consist partially or wholly of the premium paid for federal housing tax credits.

Subd. 4. [Repealed, 1Sp2001 c 4 art 5 s 10]

Subd. 5. **Income limits.** Households served through challenge grants or loans must not have incomes at the time of initial occupancy that exceed, for homeownership projects, 115 percent of the greater of state or area median income as determined by the United States Department of Housing and Urban Development, and for rental housing projects, 80 percent of the greater of state or area median income as determined by the United States Department of Housing and Urban Development except that the housing developed or rehabilitated with challenge fund grants or loans must be affordable to the local work force.

Preference among comparable proposals shall be given those that provide housing opportunities for an expanded range of household incomes within a community or that provide housing opportunities for a wide range of incomes within the development.

Subd. 6. [Repealed, 1Sp2001 c 4 art 5 s 10]

Subd. 7. [Repealed, 1Sp2001 c 4 art 5 s 10]

Subd. 8. **Limitation on return.** The limitations on return of eligible mortgagors contained in section 462A.03, subdivision 13, do not apply to loans or grants for rental housing if the loans or grants made by the agency, from all sources, are less than 50 percent of the total costs, as determined by the agency.

Subd. 9. **Grant funding to schools.** A school district; a cooperative unit, as defined in section 123A.24, subdivision 2; or a charter school may receive funding under this section in the form of a grant less than \$100,000. A school district, intermediate district, or charter school that uses a grant under this section to construct a home for owner occupancy must require the future occupant to participate in the homeownership education counseling and training program under section 462A.209.

History: 1999 c 223 art 2 s 56; 1Sp2001 c 4 art 4 s 34; art 5 s 5-9; 1Sp2005 c 1 art 4 s 104; 2007 c 135 art 8 s 7; 1Sp2019 c 1 art 6 s 26; 2023 c 37 art 4 s 9,10

Minnesota's Staff Development Statutes: Frequently Asked Questions

Minnesota Statutes, sections 122A.60 and 122A.61

Created: September 2001

Last Updated: January 2022

In response to many interpretation and implementation questions about Minnesota's staff development statutes, the organizations listed below have jointly developed this set of frequently asked questions (FAQ).

- Minnesota Department of Education (MDE)
- Minnesota School Boards Association (MSBA)
- Education Minnesota
- Learning Forward Minnesota
- Minnesota Association of School Administrators (MASA)
- Minnesota Association of Secondary School Principals (MASSP)
- Minnesota Elementary School Principals' Association (MESPA)
- Minnesota Rural Education Association (MREA)

1A. What is the purpose of staff development?

The fundamental purpose of staff development is to improve student learning. The intent of the legislation is that districts and schools implement a site-based process for both educational goals and staff development opportunities that will best help meet these goals. Providing teachers and other school district staff with individual and professional organizational growth and development opportunities prepares them to provide excellent educational experiences for students and ultimately helps achieve the fundamental purpose of improving student learning.

1B. What is the appropriate use of staff development funds?

Use of staff development funds must be outlined in a board-approved plan and targeted to expenses incurred to create, implement, monitor, and evaluate that plan. According to statute, staff development outcomes must be consistent with the local school board's education goals. A district's plan must include ongoing staff development activities that contribute to continuous progress toward these outcomes:

- Improve student achievement of standards using best practice methods
- Meet the needs of a diverse student population
- Provide an inclusive curriculum
- Improve staff collaboration and develop mentoring and peer coaching programs
- Teach and model violence prevention policy and curriculum
- Provide site-based teams with appropriate management and financial skills
- Effectively deliver digital and blended learning and curriculum, and engage students with technology

See Minnesota Statutes § 122A.60, subdivision 3 for full language of the outcomes listed above.

Staff development activities must:

- Focus on the school classroom and research-based strategies that improve student learning
- Provide opportunities for teachers to practice and improve their instructional skills over time
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement
- Enhance teacher content knowledge and instructional skills, including the delivery of digital and blended learning and curriculum, and engage students with technology
- Align with state and local academic standards
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring
- Align with the plan of the district or site for an alternative teacher professional pay system
- Provide teachers of English learners, including English as a Second Language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum
- Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options

Districts may also use staff development funds for grants to teachers to pay for coursework and training leading to certification as a College in the Schools or concurrent enrollment teacher. A teacher receiving such grants must be enrolled in a program that includes coursework and training focused on teaching a core subject.

See Minnesota Statutes § 122A.60, subdivision 1 for full language of the activities listed above.

1C. Are any staff development funding uses prohibited?

Staff development reserved revenue may not be used for: 1) release time provided for teachers to supervise students on field trips and school activities; and 2) independent tasks not associated with enhancing the teacher's knowledge and instructional skills (such as preparing report cards, calculating grades, or organizing classroom materials).

2. What revenue must be reserved for staff development activities?

Two percent of a district's basic revenue must be reserved for staff development activities; programs; plans; and experiences, including workshops, conferences, the cost of substitute teachers, teachers' evaluation, other in-service education, and other related costs. A district may, however, spend more at its own discretion.

The temporary suspension of this requirement ceased June 30, 2013.

3. How must the 2% be distributed?

Funds are allocated to staff development activities in accordance with the approved district plan. If funds remain at the end of any given year, the unspent funds are carried over by the district to be used for staff development in subsequent year(s).

4. Who is eligible to receive staff development funding?

All staff, which means all district employees, licensed and non-licensed, qualify for staff development funding. Expenditures from site funds, if applicable, must also be consistent with the site plan.

5A. How are decisions made about districtwide staff development expenditures?

The local school board must establish an advisory district staff development committee to: (1) develop a district staff development plan that is consistent with education outcomes that the board has determined; (2) assist site professional development teams in developing site plans that are consistent with the goals of the district plan; and (3) evaluate staff development efforts at the site level. The districtwide committee must be composed of a majority of teachers, representing an array of grade and subject specialties including special education, plus non-teaching staff, parents, and administrators.

The advisory committee must adopt a staff development plan, and the school board and committee must reach agreement that the staff development plan is consistent with the education outcomes that the board determined. The school board and the advisory district staff development committee must work together to resolve any differences.

5B. How are decisions made about site staff development expenditures?

Each site must have a professional development team, the majority of which are teachers. With assistance from the district committee, the site team develops a site plan that is consistent with the goals of the districtwide plan. In making decisions, the site team must follow both the site plan and the districtwide plan approved by the board.

5C. What happens in districts that have only one site, and what constitutes a “site”?

In smaller school districts that have only one site, the board may prefer to have one committee serve as both the district staff development committee and the site team.

Should best practice grants be awarded, or site funds be allocated, the management of those funds would be determined locally.

What constitutes a site is a district decision. Sites are not necessarily defined by buildings or facilities. For example, a district’s ECFE program might be housed together with an elementary school or a secondary school, but could be defined by the district as its own site. Districts that have only one or two physical sites retain the option of identifying staff development sites by grades, subject matters, or other criteria.

6. Are professional development site teams and school site decision-making teams the same thing?

Some districts have established site-based decision-making teams as part of their management structure.

These teams, which are sometimes called site councils, exist for a different purpose than the site professional development teams. Moreover, each district determines the role and authority of its site councils. The statute requires that the majority of members of site professional development teams must be teachers. This means that one group of individuals can serve as both the site professional development team and the site council or site-based decision-making team only if that group is composed of a majority of teachers.

7. Can we use staff development monies to pay salaries?

Yes, if a position is designated as full-time or part-time to engage in staff development activities, such as 1) researching or designing; 2) planning; 3) writing; 4) delivering; 5) coaching; or 6) coordinating staff development activities, that percentage of time may be reimbursed using staff development funding.

Staff development funding may also be used to pay salaries on in-service days.

Staff development funds may be budgeted to pay staff development committee members for time spent planning and implementing staff development plans.

8. If the plan allows the district to spend staff development funds for salaries, costs for workshop days, or other related costs, at what point in the process does the allocation of revenue occur?

Districts must reserve 2% of basic revenue for staff development purposes. See FAQ 10 regarding situations under which the 2% reserve is not required. Districts and sites may then expend staff development funds from the amounts allocated to them according to the district plan.

9. How are best practice grants affected by the elimination of the requirement to have them?

While not specifically required by the statute, it is recommended that if the districtwide plan includes or allows for their inclusion, it should include the criteria and accountability standards under which best practice grants will be judged. The criteria should be developed in keeping with the district's overall plan for staff development. In addition, the approved plan should also identify the procedure by which each grant application will be judged.

10. Are there any circumstances under which a district is not required to reserve 2% of basic revenue for staff development?

Districts that are in statutory operating debt (SOD) are exempt from the requirement. In addition, districts may annually waive the requirement to reserve all or any part of the 2% if a majority of the teachers and a majority of the school board vote to do so. The vote may occur whether or not the district committee or the site teams support the waiver.

11. When is a school district in Statutory Operating Debt?

A school district must do more than declare it is in SOD. There is one criterion a school district must meet in order for it to officially be in SOD. The Department of Education (MDE) will deem a district to be in SOD when its net unappropriated fund balance at the end of the year (June 30) is a negative amount in excess of 2-1/2% of its operating expenditures. For the exact language, see Minnesota Statutes § 123B.81. For questions on your district's status, contact [School Finance](#).

12. What are the reporting requirements regarding staff development activities and expenditures?

The district and site staff development committees shall write a report of staff development activities and expenditures for the previous school year. The report, signed by the superintendent and staff development chair, must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participated in effective staff development activities.

The completed report shall be included as part of the district's World's Best Workforce Report under Minnesota Statutes § 120B.11, subdivision 5.

13. Do employees of cooperative districts, intermediate districts, and other kinds of hybrid districts have access to staff development funds?

The staff development statutes do not currently apply to cooperative districts or intermediate districts because the statutes only apply to school districts that receive "basic revenue." As a result, the extent and nature of staff development opportunities in those districts and for state employees depend largely on the employer. Options include working with member districts for access to their staff development programs and including staff development in the collective bargaining agreement.

14. If a district claims to or does spend more than the required 2%, is that amount exempt from the requirements of M.S. 122A.60 and M.S. 122A.61?

Any amount above the 2% is exempt from the statutory requirements.

15. Some districts have school board policies on staff development, and/or staff development language in collective bargaining agreements. Is there a “hierarchy” of authority between and among the statutes, board policies, the plan, and contracts?

The staff development statutes are the highest authority. First and foremost, school board policies, the district’s staff development plan, and collective bargaining agreements cannot conflict with the statutes. If a conflict exists, the statutes supersede everything else.

Second, the plan must not conflict with collective bargaining agreements. For example, if the collective bargaining agreement limits staff development to three staff development days per teacher per year, the plan may not expand the number of days beyond three. At the same time, if the agreement requires at least three staff development days per teacher per year, the plan may not restrict the number of days to fewer than three.

Third, school board policies and the board-approved staff development plan must not conflict with each other. To protect against this, school boards may want to use their policy on staff development as a preamble to their staff development plan.

Collaborative efforts between and among the employer, the district advisory staff development committee, and the unions should help minimize potential conflicts between the various documents and the statute.

16. How can an individual get copies of staff development reports, plans, budgets, or other staff development information?

Staff development reports, plans, policies, and budgets are public information. A person seeking public data on staff development may request it from the appropriate school official (every district must designate a person to be responsible for responding to requests for data). Districts may also consider developing an internal procedure for staff members to access staff development data. Easy access facilitates the work of advisory committees, site teams, and individuals applying for best practices grants, etcetera.

17. What are the substantive differences between a district staff development plan and the required staff development report? What different purposes do they serve?

The district plan and the annual report are both required. For more details on the plan and the report, refer to FAQ 18 (the plan) and FAQ 12 (the report).

Each district must develop and adopt a staff development plan. The plan forms the basis for all of the district’s staff development efforts and activities.

18. What are the technical differences between a district staff development plan and the required staff development report? For example, the report is annual, but what about the plan? Must it be revised and/or approved by the board each year? If so, is there a particular date by which the plan must be in place each year? Does MDE require school districts to provide any documentation of the district staff development plan? Is there a certain format that must be used for either the report or the plan?

Revising the Plan. The law does not specifically require school boards to annually approve a plan and does not specify a date for completing plans. However, revenues are allocated on an annual basis, and the expenditure of staff development revenues is conditioned on having an approved and current plan in place.

Therefore, the district’s advisory staff development committee should update or revise the district’s plan each spring for approval by the board. The revisions should be consistent with progress toward or changes in the district’s stated goals and outcomes. Renewing and revising the plan before the end of the school year also allows districts to begin implementation of the approved plan over the summer and for the upcoming school year.

Districts are not required to submit their staff development plans to MDE.

Format. There is no similar format or content provisions for the plan or report. However, alignment of the plan to the report’s format and content will help districts in their efforts to continuously improve, implement, and evaluate the plan.

19. What are the details of the statutory authority for waiving the requirement to reserve staff development revenue?

There are many questions on this point because the statutory language on this issue is minimal: “A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement.” Minnesota Statutes § 122A.61. The absence of specific statutory guidance means there are no “right” answers to most of the questions on this topic.

Regarding some of the most frequently asked questions; however, some practical tips can be found in the following questions and answers:

19A. What are the details of the voting procedure for waiving the requirement to reserve staff development revenue?

The statute is silent on this question. The guidelines set forth in FAQ 20 may be of some help.

19B. If the first vote is “no,” can a second vote occur at a later date?

The statute only says a district may “annually waive” the requirement. Should both parties agree to conduct a second vote, statute does not prohibit an additional vote.

19C. Who can call for a vote?

The statute says the district may waive the requirement but must do so by a vote of the board and a vote of all licensed teachers in the district. Any school board member may “call for a vote” by the school board by making a motion to that effect. A teacher, other staff member, or citizen may ask the board to take such a vote, but a motion to that effect must still come from a board member. Similarly, the teachers may conduct their own vote but cannot require the board to vote on the question. Again, however, because it is the district that may waive the requirements, the board can require the teachers to vote on the question. The board will probably want to delegate the job of conducting the teacher vote to another body or individuals, such as the administrative staff, the advisory committee, site teams, or the union.

19D. Do we need to use ballots? What should the ballots say? Who counts the ballots?

The statute is silent on these questions. The board should use its usual procedure for voting and counting votes for its own vote on the question. For the teacher vote on the question, the board might consider following the guidelines outlined in FAQ 20.

19E. Who runs the teacher vote?

The statute is silent on who can “run” the vote. The statute does not prohibit any group from running the teacher vote. The board may follow the guidelines outlined in FAQ 20, work out its own arrangement with other interested parties, or find some other way to secure the teachers’ vote.

19F. Are there any timelines involved?

The only statutory timeline is that districts may “annually waive” the requirement. Districts receive basic revenue on an annual fiscal year basis, and it is from this annual distribution of basic revenue that districts must reserve funds for staff development or vote to waive the requirement to reserve the funds. Therefore, districts that decide to conduct a vote on whether to waive the requirement should determine when such a vote best fits in the budget planning cycle (e.g., the vote should occur before the board sets the school district’s budget for the upcoming year).

19G. Can the waiver contain a condition such as an agreement not to layoff staff?

The statute is silent on this question. With or without a condition, the question voted on by the school board and the certified teachers must be identical. The sample ballot and procedures outlined in FAQ 20 may be of some help.

20. How should a district conduct the board and teacher votes on whether to waive the requirement to reserve staff development revenue?

As previously stated, Minnesota Statutes, section 122A.61 provides: “A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement.” This is all the statute says about the waiver vote; therefore, it is incumbent upon the district to develop a process that will work locally. The board should endeavor to develop this process collaboratively, requesting input from the administration, districtwide and site staff development committees, and teacher representatives.

The following steps should be considered when running a “request to waive” election:

- a. The school board takes action to request a waiver in accordance with Minnesota Statutes, section [122A.61](#).
- b. The school board should solicit input and discuss the waiver request with the parties identified above. The discussion should include the proposed use of the funds to be waived, dollar amounts being requested, distribution of the remaining funds, make-up of ballot, and voting procedures.
- c. The school district sends notification to staff identifying its desire to waive some or all of the required 2% staff development set-aside. This notification should include information on the date of the election. It may include additional information such as the rationale for the request, proposed use of the funds, and any other agreed upon points.

Find a sample ballot below:

District Name:

Date:

Delineation of Dollar Amount and Percentage to Be Voted On

Yes, I vote to waive the dollar amount and percentage as requested by the school board.

No, I vote not to waive the dollar amount and percentage as requested by the school board.

- d. Ballots should be distributed using a clear procedure that ensures that all licensed staff have an opportunity to vote. This process should include procedures to ensure the privacy rights of those voting, as well as the integrity of the election itself.
- e. Election results should be tallied as previously determined with results shared immediately.

21. Are charter schools required to reserve an amount equal to at least 2% of the basic revenue for staff development?

No, charter schools are not required to reserve funding for staff development; however, it is recommended that some funding be spent on staff development.

Appendix to Minnesota's Staff Development Statutes FAQ



DATE: June 28, 2013

TO: Superintendents, Principals, Staff Development Chairpersons, Human Resource Directors, Curriculum Personnel, and Business Managers

FROM: Steve Dibb, Director of School Support
Tom Melcher, Director of School Finance

RE: 2013 Minnesota Staff Development Legislation Changes and Reporting Requirements

The 2013 Minnesota Legislature enacted a change in staff development pertaining to the requirement to allocate portions of reserved staff development revenue for particular purposes (Laws of Minnesota for 2013, Chapter 116, Article 3, Section 20).

The 2013 Minnesota Legislature also enacted a change eliminating the authority for school districts to transfer funds from the reserved account for staff development beginning in FY 2014 (Laws of Minnesota for 2013, Chapter 116, Article 7, Section 19).

What are the legislative changes in staff development? Minn. Stat. § 122A.61, Subd. 1 Reserve Revenue for Staff Development.

1. The temporary suspension of the requirement to set-aside 2% for staff development is no longer in effect.

School districts are required to reserve an amount equal to at least 2% of the basic revenue for staff development. A district may annually waive the requirement to reserve their basic revenue under this section if a majority vote of the licensed teachers in the district and a majority vote of the school board agree to a resolution to waive the requirement. A district in statutory operating debt is exempt from reserving basic revenue according to this section. Districts may expend an additional amount of unreserved revenue for staff development based on their needs.

2. Staff development revenue can be used for teacher evaluation.

Staff development revenue is used for staff development plans including plans for developing and implementing a teacher evaluation system.

3. Transfer of carry-over staff development funds.

The authority for school districts to transfer carry-over staff development funds from district, school, or exemplary grant accounts expires after fiscal year 2013. Districts may still transfer funds as of June 30, 2013 as part of FY 2013 closing, but authority to transfer funds in FY 2014 and FY 2015 was eliminated. A school district may transfer money from one fund or account to another if the following conditions are met:

- a. The transfer must not increase state aid obligations or increase local property taxes.
- b. Transfers cannot be made from the community service fund or the food service fund under this section or from the reserved account for staff development after FY 2013.
- c. The school board must adopt a resolution stating that the transfer will not diminish instructional opportunities for students.
- d. The district must apply to the commissioner to make the transfer. The application must include the amount to be transferred and the funds/accounts involved. It must be signed by the superintendent and approved by the school board.

What has not changed? Minn. Stat. § 122A.60 Staff Development Program.

1. Districts and schools must develop staff development plans.

Districts and schools are required to develop, implement, evaluate, and report staff development plans, activities, and results.

2. Districts and schools establish staff development committees.

The school board must establish an advisory staff development committee to develop the plan, assist site staff development teams in developing a site plan consistent with the goals of the district, and evaluate staff development efforts at the district and site level.

3. Staff development decision-making policies.

The district should use the district staff development committee to form policies around staff development programs and use of funds. These processes should be transparent, well documented, and include any information on ongoing actions. Many staff development decisions are made at the local level but also need to be aligned with Minnesota staff development statutes.

4. Districts are no longer required to allocate revenue reserved for staff development by school sites, district-wide staff development, and exemplary grants.

School boards are no longer required to allocate 50% of the reserved revenue for staff development to each school site in the district on a per teacher basis. Nor are school boards required to retain 25% to be used for districtwide staff development efforts or use 25% of the revenue to make grants to school sites for best practice methods. This change was made effective July 1, 2012.

Education Services

Education Services continues to develop its programming and services to best fit our region and make an impact for our educators and students. Although we continue to provide quality facilitation and training services, our workshops have developed to encompass the larger role technology plays in the way business is conducted.

Workshops, Trainings & Conferences

- Teacher/Administrator Development Series
- Facilitating Online Learning
- Creating Online Course Content
- Literacy and Math Cohorts
- Improvement Plan Development

Planning, Facilitation and Research Services

The Northeast Service Cooperative will continue to offer facilitation services to our members. These services are customizable to meet specific needs within an organization. A representative list includes:

- Strategic Planning
- Mediation Services
- Team Building / Leadership Skills / Program Evaluation
- Action Planning / Goal Setting / Data Analysis
- Research Services / Grant Writing
- Meeting Facilitation

NESC provides staff development planning, facilitation, grant research and writing, and program evaluation services for school districts and other NESC members in the region.

Grant Writing

One of the objectives of the Northeast Service Cooperative's mission is to seek out and help our members apply for funding opportunities to support their initiatives.

NESC provides services under the following grants:

- Minnesota Department of Education
- Minnesota Department of Health
- United States Department of Agriculture, Rural Utilities Service
- Center of Excellence
- Department of Employment and Economic Development
- Iron Range Resources and Rehabilitation Board
- Economic Development Administration
- Public Health Workforce supplemental funding from the Center of Disease Control and Prevention, administered by the Minnesota Department of Health
- Minnesota Statewide Longitudinal Education Data System (SLEDS)
- Rural Career and Technical Education (CTE)



Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION LIMITING OPEN ENROLLMENT AND ADOPTING STANDARDS FOR ACCEPTING AND REJECTING OPEN ENROLLMENT APPLICATIONS

WHEREAS, pursuant to Minnesota Statutes section 124D.03, subdivisions 2 and 6, the Board may reject applications for enrollment based on the number of students in a particular grade level if the Board adopts a resolution limiting the number of nonresident students enrolling at that grade level to a number that is not less than the lesser of one percent of the total enrollment at that grade level in District 100, or the number of District 100 residents at that grade level who are enrolled in a nonresident district under the Enrollment Options Act; and

WHEREAS, the School Board considers pre-kindergarten instructional programs that are provided as part of a free public education to be a grade level for purposes of Minnesota Statutes section 124D.03, subdivisions 2 and 6;

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

1. For the 2024-2025 school year, the number of nonresident students who may enroll under the Enrollment Options Program in Grade Four (4) may not cause the total enrollment in Grade Four (4) to exceed 50 students. This restriction shall not be applied in a manner that limits the number of nonresident students who may enroll under the Enrollment Options Program in Grade Four (4) to less than one percent (1%) of the total enrollment in Grade Four (4) in District 100, or the number of District 100 residents in Grade Four (4) who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less.
2. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or his/her designee must report to the Minnesota Department of Education (MDE) on the number of nonresident students who are denied admission as a result of the limitations established in the first paragraph of this Resolution. The report must be submitted to the MDE by July 15, 2025.
3. This Resolution is not intended to impact the School District's right to accept or reject nonresident students who seek to enroll in the District pursuant to a non-resident tuition agreement and in compliance with Minnesota Statutes section 124D.08.

The motion for the adoption of the foregoing Resolution was duly seconded by

Member _____

thereof:

and upon a vote being taken thereon, the following voted in favor:

And the following voted against the same:

Whereupon said Resolution was declared duly passed and adopted on August 12, 2024.

Board Clerk Signature

Updated: 7/29/2024



Wrens Club Child Care Family Handbook

207 Pioneer DR Wrenshall MN 55797
wrensclub@isd100.org

Welcome to Wrens Club!

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

Program Standards

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

Staff

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

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

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

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

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

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

Abuse Reporting (Mandatory Reporters):

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

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

Data Privacy:

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

Emergency Preparedness

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

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

Emergency Closing or Dismissal

If Wrenshall schools are closed due to severe weather, or other emergency, Wrens Club will be closed. **If there is a 2 hour late start, we will open at 8:30 AM.** You **must** email Wrens Club if your child will not be coming before the late start or you will be charged a No Call/No Show fee of \$20. **If Wrenshall schools are closed early, parents must pick up 1 hour after school closes.** Please tune in to local radio and television stations for this information.

Parent Emergency

You must sign up for the Wrenshall Public schools' electronic notification system, an essential tool for notification and communication. Within minutes of an emergency, school officials can use the system to deliver a single, clear message to the students' parents or guardians by telephone, cell phone, e-mail, pager or PDA in any combination. It can also be used to notify you of a school closing due to inclement weather. **Wrens Club does not call parents in case of a school emergency or early release due to weather. We rely on this system to inform parents.**

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

Medications

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

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

Illness or Emergency

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

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

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

Food Allergies

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

Breakfast, Lunch & Snacks–Summer

- You may send breakfast for your child to eat each morning. We will provide a small morning snack around 9:00 am and afternoon snack around 3:00 pm.
- Cold lunch must be sent from home each day with your child. Provide any napkins, spoons, etc, as well as an ice pack, since we may not have room in the refrigerator. Nutritious beverages are required. Pop will be taken from children and put in the office to be taken home at the end of the day and water or milk will be given. Because of the volume of children, please do not send anything that requires a microwave.

Breakfast, Lunch & Snacks–School Year

- All Students (except wrap around care students – Tuesday/Thursday programs) will be dismissed at 8:00AM for breakfast
- Lunch will be provided for preschool students
- Snacks will be provided 9:00AM preschool wrap around days / 3:15 PM for Afterschool program

Eligibility

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

Children with Special Needs/IEPs

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

Parent's To-Do List...

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

Children's Clothing/Belongings

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

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

Registration Process

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

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

Hours of Operation (2024-2025)

Summer 2024

Wrens Club open 6:30 am – 5:30 pm Summer program begins June 3rd 2024

Closed Summer dates:

Wednesday June 19th 2024

Monday – Friday July 1st – 5th

Monday – Friday August 26th – 30th

Fall/Spring 2024 – 25

Wrens Club is open 6:30 am – 5:30 pm. School Year program begins September 3rd 2024

Closed early or all day Fall/Spring 2024 – 25 dates:

October 16th – Close at 8:00AM

October 17th – 18th Closed

November 27th – 29th Closed

December 23rd – January 3rd 2025

February 14th – Close at 8:00AM

February 17th – Closed

March 13th – Closed

March 24th – 28th – Closed (Spring Break)

April 4th – Closed

April 18th – Closed

May 2nd – Close at 8:00AM

May 26th – Closed

May 30th – Close at 8:00AM

Program Fees

Annual registration fee per family: \$50

Summer rates:

5 days a week \$175

4 days a week \$140

3 days a week \$105

2 days a week \$90 (this is our minimum - you will be charged the weekly rate ALL summer even when not attending, UNLESS - you pick our drop in option)

1 day drop in rate \$50 (this must be approved 7 days in advance)

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

\$75 for 1-2 days for Tuesday/Thursdays ALL DAY

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

AM only \$20 per week

PM only \$30 per week

Both AM & PM care \$40 per week

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

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

*No Call/No Show Finders fee \$25

*Show up fee - child here without being scheduled \$25

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

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

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

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

- School Year 2024-2024
- Monday 9:00 - 3:00
- Tuesday 9:00 - 3:00
- Thursday 9:00 - 3:00

In the event your schedule changes....

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

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

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

- After 10 minutes: Call parent/guardian
- After 15 minutes: Call emergency contacts listed for child
- After 30 minutes: Call the police. If you are more than thirty minutes late and we are unsuccessful in reaching you or an emergency contact person, the police **will** be called for further assistance.

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

Release of Children

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

Wrens Club offers:

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

Wrens Club seeks to provide a quality program where:

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

Behavior

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

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

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

Wrens Club Behavior Expectations

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

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

Wrens club Discipline Plan: Grades 3-6

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

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

Wrens Club "Individual Behavior Plan"

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

Name_____

Date_____

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

What I did_____

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

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

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

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

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

The behavior I will choose when I feel this way is_____

Student Signature_____

Parent Signature_____

Staff Signature_____ (sign when returned)

Date signed by Staff_____

Wrens Club "Fix It" Plan

Name _____

Date_____

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

What I did_____

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

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

Student Signature_____

Staff Signature_____

Parent Signature_____

Date Signed (parent)_____

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

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

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

Behavior Intervention Form

Child's Name: _____

I broke the rules of behavior at Wrens club today.

What I did: _____

I believe I made others feel _____

(emotion/physical feeling)

with the way I acted.

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

Parent Signature _____ Date _____

Student Name _____

(please have students attempt to write their name)

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

Summer Wrens Club Registration Process

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

- Wrens Club Enrollment Form
- Signed last page of the Family Handbook
- Pay the \$50 Registration fee
- Schedule Request
- Must have a minimum of 2 scheduled days per week per child
- Create schedule in the Brightwheel program

Any past due balances with Wrenshall Community Education are paid in full.

Hours of Operation for Summer

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

- Wrens Club first day of Summer care will be Monday, June 3rd.
- Wrens Club will be closed July 1-5 for the holiday.
- Wrens Club last day of Summer Care will be Friday, August 23rd.
- We plan occasional Wednesday field trip days. If you attend you must come for a full day, all teachers go on the field trip.
- Please send a cold lunch & water bottle daily. We will provide morning and afternoon snacks.
- Please provide sunscreen for use in the summer program.

Hours of Operation for Fall/Spring 2024-25

- Wrens Club first day of care is Tuesday, September 3rd
- Monday, Wednesday & Friday open: 6:30 AM – 5:30 PM
- Tuesday, Thursday open 6:30 AM – 5:30 PM

Summer Program Fees

- Weekly summer rate, agreement (2-5 days)
- Field Trip Fees are extra (**MUST** sign up for Full Day if attending on Wednesday's Field Trip Days)
- Late pick-up fees are \$10.00 for the first minute past 5:30 pm and \$1.00 every minute past 5:31 pm

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

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

PARENTAL HAND BOOK NOTIFICATION FORM

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

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

Name of Child/Children:

Print Parent/Guardian Name:

Parent/Guardian Signature

Date

Wrenshall High School Student and Family Handbook 24-25



Mission

A small school where WE cultivate big futures.

Vision

**Celebrating and investing in each student to lay the foundation for
limitless opportunities.**

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INTRODUCTION

Thank you for being a part of our school community. The Wrenshall High School Handbook is intended to inform students and families of the general expectations, policies, and procedures of our school. To help you be successful, this handbook containing an explanation of high school expectations and policies has been prepared for your reference. It is important that you become familiar with the procedures and policies that govern the school. All students are required to abide by the Rights and Responsibilities Handbook. Some rules are condensed in this handbook; however, complete policies are available on the district website. The student handbook can also be found on the homepage of the school website (isd100.net)

Have a safe and successful school year!
Wrenshall School Staff, Administration and School Board

WRENSHALL ADMINISTRATION, FACULTY, AND STAFF

Jeff Pesta	Superintendent	EXT. 2003
Michelle Blanchard	Principal	EXT. 2101
Beth Peterson	Business Manager	EXT. 2001
Rosy Bradley	District Office Clerk	EXT. 2006
Josie Hlava	Main Office Manager	EXT. 2000
Trisha Swanson	Student Records/ MARRS Coordinator	EXT. 2002
Danielle Arneson	School Nurse	EXT. 2005
Erik Holter	K-12 Guidance Counselor	EXT. 2008
Deanna Koren	Family School Support Worker	EXT. 3301
Brent Pokornowksi	Raptors Athletic Director	EXT.
Jolee Wiediger	Speech Pathologist	EXT. 2602
Renaë House	Food Services/Head Cook	EXT. 3000
Katie Beck	Wrens Club Coordinator/Community Ed.	EXT. 2600
Erin Riley	Images Newspaper	EXT. 3102
Kirk Hill	Transportation Coordinator	EXT. 3200
Taylor Dickinson	Safety Consultant	

SUPPORT STAFF

Teresa Solomon	Paraprofessional
Kaila Hlava	Paraprofessional
Darlene Wicklund	Paraprofessional
Katie Myer	Paraprofessional
Terry Birkett	Kitchen Assistant
Kirk Hill	Transportation Coordinator/Bus Driver
Jeff Ketchum	Bus Driver
Lisa Jurek	Bus Driver
Julie Ketchum	Bus Driver
Doreen Laveau	Bus Driver
Mandee Eng	Bus Driver
Kristie Laveau	Van Driver
Jim Mallon	Van Driver
Dustin McLeod	Custodial Staff
Dan Stevens	Custodial Staff
Rich Birkett	Custodial Staff

High School Teaching Staff

Ted Conover	English	tconover@isd100.org
Joel Swanson	English	jswanson@isd100.org
Deanna Fosness	HS/MS Math	dfosness@isd100.org
Jamie Wolfe	MS Science/ HSMath	jwolfe@isd100.org
Denise North	Social Studies	dnorth@@isd100.org
Luke Wargin	Social Studies	lwargin@@isd100.org
Kaylee Krogstad	Science	kkrogstad@isd100.org
Molly Kidd	Art	mkidd@isd100.org
Bridget Stensaas	Spanish/ ESL	bstensas@isd100.org
	Phy-Ed/Health	@isd100.org
Chris Gustafson	Industrial Arts	cgustafson@isd100.org
Kris Anderson	CTE Teacher	kanderson@isd100.org
Aaron Lattu	Special Education	alattu@isd100.org
Maddie Jensen	Special Education	mjensen@isd100.org
John Peterson	Special Education	jpeterson@isd100.org
Deb Fenlason	Band/Music Education	dfenlason@isd100.org
Chloe Swanson	Media Center Computer/Yearbook	cswanson@isd100.org

HIGH SCHOOL SCHEDULE Grades 7-12

Period 1	8:20 a.m. to 9:15 a.m.
Period 2	9:19 a.m. to 10:09 a.m.
Period 3	10:13 a.m. to 11:03 a.m.
Junior High Lunch	11:07 a.m. to 11:37 a.m.
Period 4 (High School)	11:07 a.m. to 11:57 a.m.
Period 4 (Junior High)	11:41 a.m. to 12:31 p.m.
Senior High Lunch	12:01 p.m. to 12:31 p.m.
Period 5	12:35 p.m. to 1:25 p.m.
Period 6	1:29 p.m. to 2:19 p.m.
Period 7	2:23 p.m. to 3:13 p.m.

GRADUATION REQUIREMENTS

In order to graduate from Wrenshall High School, all students are required to complete three requirements by the time they graduate:

- **Credits** – Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024. Students must also satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
- Meet **State Graduation Assessment Requirements** (i.e.- Minnesota State tests in math and reading)
- Meet **Community Service** requirements.

Credits

Students complete the academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life. In order to graduate, your child's high school coursework must include at least the minimum state course credit requirements. A course credit is equivalent to a student successfully completing an academic year of study or mastering the subject matter, as determined by the local school district.

All Wrenshall students are required to take a minimum of 6 credits per semester. Only credits earned in grades 9-12 are counted toward graduation. There are 34 required credits and 16 elective credits for a total of 50 semester credits that are required for graduation. The required credits are:

- **8 semesters of English** including Communication Arts and Literature 1, 2, 3, and 4 which are the 9th, 10th, 11th, and 12th grade courses.
- **8 semesters of Social Studies** including Geography/Civics, American History, World History, American Government, and Economics. (9th, 10th, 11th, and 12th grade).
- **6 semesters of Mathematics** including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 6-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra I credit by the end of eighth grade.
- **6 semesters of Science** including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and

Technical Education (CTE) credit as part of the 6-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)

- **2 credits of Physical Education** including 9th grade Physical Education.
- **2 credits of Health.**
- **1 semester of Fine/Visual Arts Education.**
- **1 semester of Computer Applications**

Students transferring to Wrenshall School will be granted equivalent high school credit for all classes taken and passed upon entering 9th grade and at the 9th grade level and above.

State Graduation Assessment Requirements

In order to be eligible for a diploma from a Minnesota public high school, all students must fulfill applicable graduation assessment requirements. There are different routes to meeting graduation assessment requirements depending on what year students were first enrolled in grade 8.

Students First Enrolled in Grade 8 in 2012–2013 and Later

Based on the revisions to Minnesota Statute 120B.30 and 120B.125, districts have a number of requirements to fulfill for students' career and college planning, but students are not required to achieve a specified score on an assessment in order to graduate or meet graduation assessment requirements.

Districts must assist students with career and college readiness. Each of these will be addressed in detail below. Schools are

- to offer students in grades 11 and 12 an opportunity to participate in a nationally recognized college entrance exam on a school day.
- to monitor a student's development of and growth in career and college readiness.
- to assist students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

MDE will no longer be tracking graduation assessment requirements for students first enrolled in grade 8 in 2012–2013 or later through MDE systems. Districts must ensure they are assisting students with each of the areas outlined in the bullets above, and it is up to the district to determine how these areas are met.

Minnesota Statute 120B.30 requires a school or district to record a student's progress toward career and college readiness on the high school transcripts of students first enrolled in grade 8 in the 2012–2013 school year and later (other students should be included as soon as practicable).

- The statute states a student is college and career ready if the student is able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for intervention.
- Schools, districts, and charter schools are best positioned to make individual determinations about a student's progress toward career and college readiness. The statute does not prescribe a specific tool or method for measuring progress toward career and college readiness.

OFFER OPPORTUNITY FOR COLLEGE ENTRANCE EXAM

Districts must provide students the opportunity to participate in a college entrance exam on a school day, but individual students are not required to participate. Only The ACT (The ACT and The ACT Plus Writing) and SAT are considered nationally recognized college entrance exams. If districts choose The ACT, MDE expects districts to administer The ACT Plus Writing. Even if the district already offers one of the assessments on a national test date, the assessment must be offered to all students on a school day.

The following provides additional clarification about student participation.

- The district must offer a college entrance exam each year on a school day to students in grades 11 and 12, and students will decide if they will participate and in which grade they will participate. Students will only have one college entrance exam paid for or reimbursed by the state.
- Each district will determine how the assessment opportunity will be communicated to students and families (e.g., letters to students/families, notification on the district/school website).
- The student does not determine which of the college entrance exams he or she would rather take; the district determines which assessment will be offered.
- Students can choose instead to take The ACT or The ACT Plus Writing on a national test date, and the district can request reimbursement for eligible students.
- Home-school and non-public students are not eligible to take The ACT or The ACT Plus Writing at a public school during a school day.
- An appropriate college entrance exam is not available for students with significant cognitive disabilities who are eligible to take the MTAS. It is not necessary to offer a college entrance exam to these students.

MONITOR STUDENT DEVELOPMENT IN CAREER AND COLLEGE READINESS

Districts must monitor student development of growth in career and college readiness. It is expected that as part of district curriculum and instruction planning, districts will identify students' academic strengths and diagnose areas where students require curriculum or instructional adjustments, targeted interventions, or remediation.

Career and college readiness indicators will be included in Reading and Mathematics MCA Individual Student Reports (ISRs) in grades 3–8, 10, and 11 to support districts in this monitoring.

ASSIST STUDENTS IN EXPLORATION AND PLANNING ACTIVITIES

Districts must also assist students no later than grade 9 in exploration and planning activities for career interests or postsecondary education.

This plan must be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district. A component of this plan is providing an interest inventory to the student. It is up to the district to determine how to best meet the requirement. MDE does not endorse a particular product for the career interest survey.

Civic Engagement Requirements for Graduation

Objectives- Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community. Studies have shown that individuals who help others develop a greater sense of self-worth and self-esteem.

Criteria- Each student will be required to work a minimum of 20 hours, starting in grade 9, performing civic engagement as a requirement for graduation. The volunteer activities a student chooses must meet the following basic requirements in order to be considered:

1. Activity must be performed outside the scheduled school day (8:20–3:13), unless otherwise approved by the school counselor.
2. Activity must not be performed for a family member, relative, or personal friend.
3. Activity must not be for pay or any other compensation.
4. Activity should be initiated by the individual student and not be part of a credit-granting course.

Procedures- Every time you perform a service, fill out a volunteer voucher form (located in the main office) and have it signed by the designated advisor, or keep a volunteer log if your

service is for the same place over a period of time. Logs and vouchers can be picked up and turned in to the school counselor anytime during the school year, however, **the deadline for turning them in is May 1st of your senior year.**

***It is at the school counselor's discretion to accept or decline any community service hours turned in.**

Standards-Based Accountability Assessment

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards and also meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility requirements may take the alternate assessment MTAS instead. They are given every year to measure student performance against the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Reading: MCA or MTAS (grades 3-8, 10)

Mathematics: MCA or MTAS (grades 3-8, 11)

Science: MCA or MTAS (grades 5, 8, and high school)

Valedictorian and Salutatorian

These are academic honors given to the two highest academic achieving students of the graduating class. These will be determined prior to the graduation ceremony when all grades are in for all seniors. In order to qualify for valedictorian and salutatorian, a student must be enrolled at Wrenshall School by the second semester of their junior year.

Honor Graduates

In order to qualify for Honor Graduate status, a senior must have a cumulative GPA of 3.5, complete 8 credits of mathematics (following the guidelines stated in the graduation requirements), and complete 2 years of a foreign language.

Foreign Exchange Students

Foreign exchange students who enroll as seniors will not receive a diploma from Wrenshall School unless they complete all requirements. However, they may participate in the graduation ceremony.

JR. HIGH AND HIGH SCHOOL GRADING REQUIREMENTS

Wrenshall School functions on 4 grading periods. Each semester course consists of 2 quarter grading periods of 8 to 9 weeks.

Quarter and semester grades can be accessed online using the Parent Portal (Talk to the main office to set up an account if you do not already have one). If you are unable to use this online feature, be sure to speak with the main office about receiving a hard copy. Letter grades may indicate student progress. Each teacher is responsible for outlining his/her grading procedure. The student is responsible for knowledge of the grading policy.

Students in grades 7 and 8 who receive 3 semester F's in any core subjects (math, science, social, or English) may remain in the same grade the following fall. 1 or 2 semester F's in a class may result in having to retake the class.

Students in grades 9-12 failing a semester course will most likely need to make up the lost/failed credit.

Work study courses will earn a P/NP (pass or non-pass) grade and will earn credit if they pass.

Incompletes will only be given in cases of special circumstance, not for laziness or missed deadlines. They must be made up within two weeks of the end of the grading period or they will convert to an F.

No grade of less than 60% will be considered passing. Teachers have the right to have a higher D- percentage.

CUMULATIVE RECORDS

School records are kept on each child for his/her entire school career. The cumulative folder contains such items as copies of report cards, reading record cards, and standardized test results. These records are confidential and those having access to them are limited to school employees and parents. Parent permission must be obtained to release these records to another party. If you desire to see your child's records, please see the classroom teacher or the guidance counselor with your request. Our district's **Data Privacy Policy** is on file in the superintendent's office.

CLASS STANDING

In order to be considered in a particular class, and on track to graduate, at the beginning of the school year, a student must have the following accumulated credits:

Sophomore: minimum of 8 credits
Junior: minimum of 22 credits
Senior: minimum of 36 credits

HONOR ROLL

To be eligible for the honor roll a student must be enrolled in at least 6 classes.

"A" Honor Roll Requirements = GPA of 3.667 or above

"B" Honor Roll Requirements = GPA of 3.0 or above

CLASS RANK

Student class rank, used for the purposes of scholarship and college/tech school enrollment, will be figured for all students in mainstream, unmodified classes in grades 9-12.

PROGRESS REPORTS

Wrenshall progress reports can be accessed at any time online using the Parent Portal on Infinite Campus (Talk to the technology director at extension 2500 to set up an account if you do not already have one). Midterm, quarter, and semester grades can be viewed there as well. If a parent/guardian does not have online access they can request a report through the main office that a hard copy be mailed to them. If your child is struggling in any class please reach out to the guidance counselor office or any teacher whose class your child needs support in. Conferences between parents/guardians, teachers, and guidance counselors are encouraged in the best interest of pupil progress.

PARENT/GUARDIAN-TEACHER CONFERENCES

Conferences are scheduled at least twice each school year. Please consult the school calendar for exact days and times. Additional conferences may be arranged with the child's teacher whenever the parent feels it is necessary. Any conference request must be submitted a minimum of 2 weeks prior to the conference date.

DROPPING CLASSES

For the school year, we have a two-semester schedule. Dropping of classes will be held to a minimum; however, it will be allowed under extenuating circumstances through the guidance counselor's office. Students may not drop classes at their discretion. Each student should have at least 6 classes a semester. Students are responsible for reviewing their schedules for any conflicts or lack of credits toward graduation. It is recommended that students discuss with their parents any potential changes in their schedule. Students who withdraw from a class after 5 days into the semester may receive a failure grade for the class on the report card rather than a "W" (withdrawal) grade and will be placed in a study hall.

ACADEMIC DISHONESTY

Cheating on tests or assignments diminishes the teacher's ability to determine the progress of the student. In addition, it is unethical and an unfair advantage over classmates who have taken the time and effort to prepare for the assignment or test. Students determined to have cheated will be subject to loss of credit for the assignment or test, notification of parents/guardians.

*Students that give answers to other students or allow students to copy their assignments or tests are cheating.

Students in possession of teacher keys, grade books, teacher texts, tests, answer keys, etc. without authorization are subject to appropriate consequences.

POST SECONDARY ENROLLMENT OPTIONS (PSEO)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th, and 12th grade students to earn both high school and college credit while still in high school. Students do this through successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online, while others are offered at Wrenshall School through the concurrent programming. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and twelfth grade students may take PSEO courses on a full- or part-time basis; Tenth graders may initially take one Career and Technical Education (CTE) PSEO course. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional CTE PSEO courses. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, he/she may continue to participate in PSEO.

There is no charge to PSEO students for tuition, books, or fees for items that are required to participate in a course. Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses.

School districts must allow a PSEO student reasonable access to the high school building, computers, and/or other technology resources during regular school hours to participate in PSEO courses, whether online or on campus.

Credit equivalence is as follows:

Concurrent: 1 credit issued per each semester taken.

Honors Online: 1 college credit = 1/2 high school credit.

On-Campus Programming: 1 college credit = 1/2 high school credit.

To assist the district in planning, students must notify their school by May 30th if they want to participate in PSEO for the following school year.

Students must still meet graduation requirements of Wrenshall School District in order to graduate. Students must also meet with the school counselor, take the necessary test, and complete the necessary forms prior to being admitted to any PSEO programming. All PSEO programming is demanding and requires effective time management as well as a great deal of self-discipline.

It is the responsibility of the student to earn a passing grade in the course. **If the student is not able to pass the course, it will be the student's responsibility to pay for all fees that have been incurred, which may include tuition, student fees, textbook fees, etc.**

To be eligible, Juniors must rank in the top third of their high school class OR have a 3.0 cumulative GPA or higher. Seniors must rank in the top half of their high school class OR have a cumulative GPA of 2.5 or higher.

For further details, please direct your questions to the school counselor.

***All grades received through the various PSEO options will be recorded on a permanent college or university transcript.**

NATIONAL HONOR SOCIETY

The National Honor Society is an organization that attempts to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and community. Membership in the NHS is recognized throughout the country as one of the highest honors that can be awarded to a high school student.

To be considered for membership, a student must excel equally in scholarship, service, leadership, and character.

Application Process

Sophomore, junior, and senior students who have a cumulative grade point average of 3.5 are invited to apply for membership. Applicants are required to list all school, church, and community organizations to which they belong or have volunteered services since the beginning of their freshman year. Applicants must also prepare an essay in which they describe themselves in terms of character and leadership.

Selection Process

Lack of service or involvement is the single largest roadblock to membership. Each student must demonstrate a high level of involvement in his or her school, church, and/or community. Those students who do not actively participate cannot attain membership.

Excellence in leadership and character are determined by averaging the scores of a rating scale completed by staff that have contact with a given student during the past year.

Membership is offered to those students who **excel in all four areas** of scholarship, service, leadership, and character.

Students, who were not offered membership one year, will be invited to re-apply the following year, provided they maintain their academic standing. (Younger students frequently do not gain acceptance into the NHS simply because they have not yet had time to accumulate sufficient service points.)

Once a student is a member of the National Honor Society, the student is required to be a constant example of the high standards set by the NHS. **Even the appearance of impropriety can result in the immediate removal from NHS.**

HONORS ONLINE CLASSES

High School Honors Online courses are an excellent option for independent learners with strong time management skills. Students enrolled in online courses are required to be in the building under the supervision of an assigned teacher.

STUDY HALLS

The study hall atmosphere should be one in which students are afforded the opportunity to work undisturbed. Study halls will be treated as a regular class; thus, students are expected to attend, report on time, and adhere to classroom rules. The supervising teacher will address decisions and procedures for passes. Abuse of passes may result in the student being denied future privileges. Study halls are **not** credit bearing courses.

SPECIAL EDUCATION

All students referred for special education assessments must have signed parent permission prior to assessment. After the assessment, parents will be called in for a conference to discuss the results and recommendations. Services are provided when this criteria is met.

If your child is referred to special education for an assessment, the district will enter your child's name and date of birth into the Minnesota Medicaid System to find out if your child is receiving Medical Assistance or MinnesotaCare. If you do not want the district to enter your child's name and date of birth into the Minnesota Medicaid System, please inform the district administration that you do not want the district to check the Medicaid System.

Psychologist -- Assesses some students for better understanding of the student's ability to learn.

Special Education Teacher -- Teaches students who are unable to learn in the way that most students do even though they may have the ability.

Speech / Language Clinician -- Works with students with significant communication disorders such as articulation problems or language delay.

Adaptive Physical Education -- Works with the Physical Therapist as a diagnostician and helps plan programs for students with fine motor difficulties who are receiving other special education services.

Physical Therapist -- Works with the Occupational Therapist as a diagnostician and helps plan programs for students with gross motor difficulties who are receiving other special education services.

Certified Occupational Therapist Assistant (C.O.T.A.) -- Works directly with special education students that the Occupational Therapist and Physical Therapist have diagnosed as having significant motor development delay.

STUDENT EXPECTATIONS FOR EVENTS & ASSEMBLIES

Students are to follow all behavior expectations during school events and assemblies. Violations of rules or inappropriate behavior may result in removal from the event, activity, or assembly. Additional consequences may be administered.

It is the hope of Wrenshall School Staff and Administration that the student body will demonstrate their support for our athletic teams by attending home games. Once at the game, it is important that each student adheres to certain expectations that will make an enjoyable, safe evening for all.

1. Students are to enter the building through the main lobby entrance where tickets are sold.
2. Once students are admitted to the school activity, they are to remain in the building throughout the activity. If students choose to leave, they are subject to not being readmitted.
3. For the safety of players, the individual's safety, and respect for spectators viewing the game, student fans are asked to limit movement in and out of the gym while play is in progress. The game supervisor may monitor traffic and choose to readmit students only at quarter breaks, time-outs, and/or other stoppages of play.
4. Students are asked to NOT sit on concession tables or stairways.
5. We should support our team in the gymnasium. Socializing with friends should be done primarily in the gym. Students spending extensive amounts of time in the halls or lobby will be asked to return to the gym.
6. Students are expected to utilize positive methods and expressions of support for our team and display good sportsmanship toward the opposing team and fans.
7. All activities are an extension of the school day and school rules apply to those in attendance.
8. Locker and classroom hallways are off limits during games. Students must seek permission from game supervisor, administration, or ticket seller to enter these areas.
9. Elementary students attending after school events must be accompanied by an adult.
10. Students are to respect all staff members, ticket sellers, etc.

SCHOOL DANCES

Students must be in good academic standing with a passing grade in all classes in order to participate in School Dances/Prom.

All school dances and parties must be sponsored by a recognized school organization and have the approval of the Principal **2 weeks in advance**. Students must make a request to their class advisors and the advisors will complete the appropriate forms and submit them to the Principal for approval.

Prom

Wrenshall students in grades 11 and 12 may invite a guest to the Prom. The guest **must** be at least in grade 10 and **may not be more than 20 years old**.

Closed Dances

Admission shall be open only to Wrenshall High School students and invited guests. Any student may invite a guest but is responsible for his/her guest's conduct. Guest's must be approved by the Principal. In order to be approved, paperwork which can be found in the main office, must be signed by the guest's school administration and returned to the Principal **prior** to the end of the school day a day before the dance. It is the **student's responsibility** to make sure this signed paperwork gets to the Principal.

Dance rules are as follows:

- Dances will be chaperoned by staff members and will not last past 11:30 p.m. (in some cases 12:00 midnight).
- Students who leave the school will not be readmitted.
- Tobacco, alcoholic beverages, and drugs will not be tolerated.
- Fighting, threats, and bullying will not be tolerated.
- Physical horseplay and running around will not be tolerated.
- Students are to respect the school grounds, the equipment, and the facilities.
- The school dress code must be followed. Tube tops, lingerie-looking tops, see through or partially see through tops are not allowed. Underwear should not be seen through or outside of clothing. Skirts and dresses must be appropriate length and not too revealing.
- Inappropriate dancing (grinding, mosh pits, sexually suggestive dancing, crowd surfing, etc.) will not be allowed
- Students shouldn't be anywhere there isn't supervision unless they have received permission by a staff chaperone
- Students are to respect and follow the instructions of every chaperone
- The sponsoring group is responsible for all debts and necessary clean up.
- Students must arrange for rides prior to the end of the dance.
- Students should be picked up **within 15 minutes** following the dance.

*****Violations of these rules may result in a student being asked to leave with no refund.**

*****Violations of these rules may result in loss of attending dances for the remainder of the school year.**

Open Dances

Any dance open to the public must be cleared with administration. The sponsoring group will be responsible for hiring law enforcement for security purposes.

FIELD TRIPS

Field trip proposals should be directed to district administration for pre-approval one month prior to the proposed field trip.

The teacher or advisor should make field trip requests. All overnight field trips must be approved by the school board.

Students on a field trip will conduct themselves appropriately, follow the direction of the chaperone/s, and abide by all school rules and regulations while on a field trip.

Parents must give written permission for the student to go on field trips. Students need to be responsible to take slips home and return them on time.

***Students must maintain student status to be eligible to participate in or attend field trips.**

***Regular attendance is mandatory. Any student with 7 or more days of unexcused absences in a single class period over the course of the school year will be ineligible to attend any field trips including the senior class trip. It is important to remember that a student can only be excused 15 times in a class period over the course of the school year. After 15 excused absences in a class period, the school will no longer accept parent excused absences and absences accrued after that point will all be unexcused.**

Students not attending field trips are expected to attend school during the field trip. Any absences will count toward the school's attendance policy and potential truancy.

FUND RAISING

All fund raising projects must be approved and scheduled through the district administration. Non-school activity fund raising is not allowed. All funds raised will be deposited into the appropriate school accounts.

SENIOR CLASS TRIP

Each year, the senior class at Wrenshall takes an extended class trip. The purpose of the trip is to help the class set long-term goals, group interaction toward the meeting of these goals, personal responsibility, and the educational impact of traveling to our nation's capital. The trip will be scheduled for approximately one week and will be non-intrusive to the sport seasons.

Fundraising

Fundraisers for students in grades 7 through 12 are designed to allow students to earn the money necessary for homecoming, prom, and the senior class trip over a period of six years. It is important to remember that students are not required to participate in fundraising events. The fundraisers are provided to help parents offset the costs of school activities. They are also provided to give the students the opportunity to earn their own way on the class trip. Each student, beginning in the seventh grade, has an account that itemizes how much money that student has contributed to each fund raising event. The method of applying credit for money raised by class members will be consistent for every class. Individual students will be assigned a dollar amount credit based on their individual effort toward any particular fund raiser. This money is **NOT** refundable. If the student chooses not to go on the class trip or

moves out of the district, the balance will be divided among those students who go on the class trip.

Participation

A student will be eligible to participate in the class trip the academic year he/she will be receiving a diploma. **The student MUST be passing and making academic progress toward the diploma in order to participate.** Students must make a commitment to participate in the trip in the fall of the year they will be going and must have the amount of the plane fare in their school account prior to the purchase of the tickets. This money may be gotten through fundraising, personal payment, or a combination of the two.

Foreign exchange students are encouraged to attend at their own expense.

***Regular attendance is mandatory. Any student with 7 or more days of unexcused absences in a single class period over the course of the school year will be ineligible to attend any field trips including the senior class trip. It is important to remember that a student can only be excused 15 times in a class period over the course of the school year. After 15 excused absences in a class period, the school will no longer accept parent excused absences and absences accrued after that point will all be unexcused and subject to truancy and Loss of Student Status.**

Students not attending the senior class trip are expected to attend school during the trip. Any absences will count toward the school's attendance policy and potential truancy as well as Loss of Student Status. A reminder that any senior with 25 or more absences in a class period is ineligible to walk for graduation.

Advisors

Each class will be assigned at least two advisors. Changes in these assignments will be made by arrangements with the teachers involved. These advisors will manage and chaperone all class sponsored events and fundraisers unless there is proper adult supervision. The class advisors will deposit money raised in an activity account and monitor all student accounts. Advisors are given the responsibility to keep the costs manageable.

Any monies raised by the class that are in excess of the amount required for the trip may be used to expand the experience for all or may be used in such a way that all members of the class may benefit through a class sponsored activity or shared equally toward a school-related expense. Monies may not be distributed directly to the students. If there is a large amount remaining, the class may decide what to do with it with the approval of their advisors.

ENTRANCE AND CLEARANCE OF THE BUILDING

Classes begin at 8:20 a.m. and we ask that students **not** arrive earlier than 8:00 a.m. as supervision of students isn't provided until that time.

The building is to be cleared by 3:30 p.m. each day, unless you have an appointment with a teacher or an after-school activity.

School facilities such as the gym, rec building, or weight room cannot be used without adult supervision. The adult supervisor/s must be approved by the school.

*****The school is not liable for injuries sustained on school grounds after 3:30 p.m. for any students that are not involved in extracurricular activities.**

EXTRACURRICULAR ELIGIBILITY RULES

It is each student's and parent's/guardian's responsibility to know and follow the rules as set down by the Minnesota State High School League Eligibility Information Bulletins and the Wrenshall School District.

Any violation of eligibility rules shall make the student ineligible to represent the school in any club, organization, dances, games, contest, festival, trip, or public appearance or actively participate or perform in activities or performances.

Examples that are subject to these rules include but are not limited to:

Athletics	Music Contest	Student Council
Class Government	National Honor Society	Speech
Homecoming	Plays	BPA
Homecoming Court	Robotics	Pep Band
Math Contest	Trap Shooting	Show Choir
Math League	Science Fair	Knowledge Bowl
Senior Trip	Art Club	Prom/Dances

ATTENDANCE EXPECTATIONS AND PROCEDURES

Consistent attendance in school has a direct correlation to student success. Since we care about our students at Wrenshall High School, we have basic attendance expectations.

- A. **Minnesota State Law:** "The Minnesota Law provides that every child between seven and sixteen must receive instruction for a period of not less than nine months during any school year, unless the child has completed the studies ordinarily required in the tenth grade and is at least sixteen years of age. A student may be excused from attendance by the School Board upon application of his/her parents or guardians on grounds specific to the law."
- B. **Absences from School for Religious and Cultural Observances-** American Indian students are permitted to be absent from school for instruction conducted by tribal spiritual or cultural advisors.

PARENTS: For tips on helping your student attend school go to www.absencesaddup.org

Students are responsible for communicating with the school and classroom teacher for work missed prior to absence or immediately upon return to class.

1. Medical, dental, or orthodontic treatment, or counseling appointment (documentation from health professional consistent with HIPAA laws needed to change code to excused)
2. Illness (medical documentation consistent with HIPAA laws may be required for prolonged illness)
3. Chronic physical or mental illness (meeting with counselor/principal needed to discuss student academic needs during illness and to change code to excused)
4. Court-ordered appearances (documentation may be required before excused)
5. Family emergency or physical emergency such as fire, flood, storm, etc.
6. Vacations with family (must be cleared prior to vacation through main office)
7. Death in the student's immediate family or close friend or relative
8. School-sponsored field trips
9. School-sponsored interscholastic meets, games, and events
10. Religious holidays and/or instruction (up to three hours per week)
11. Illness in student's immediate family (meeting with counselor/principal needed to discuss

student academic needs during illness and to change code to excused)

12. Suspension

13. Active duty in any military branch of the United States

14. College visits (juniors and seniors only / up to 2 (two) visits – must be cleared through counselor's office prior to absence or will be unexcused)

****IMPORTANT:** An "excused" absence is one that meets a condition listed above and that has either been communicated to the school prior to the absence or within 24 hours after the absence has occurred.

- C. There is a cap on absenteeism. Each student is allowed to have a total of fifteen (15) absences in a semester, including excused and unexcused. A lack of academic performance can result because of absenteeism; therefore, the sixteenth (16) absence will place the student in failure status for one or more classes in which the absences occur. Suspensions from school are not counted as absences to be applied to the "15 day" rule. Extended absences such as vacations will count against the 15 absence maximum. After the tenth and thirteenth absences, parents/guardians will be notified that the student has only five or two more absences until he/she reaches failure status. Students may be required to meet with the attendance appeals committee or the high school principal after the tenth (10th) and/or thirteenth (13th) absence. Parents/guardians will also be notified when a student is in failure status. Students in failure status due to absenteeism may appeal to the absence appeal committee in extenuating circumstances. Appeal forms are available from the high school principal.
- D. **Regular attendance is mandatory. Any high school student with 7 or more days of unexcused absences in a single class period over the course of the school year will be ineligible to participate in any extracurricular practices, games, or events.**
- E. Students are reminded that in order to participate in extra curricular practices and/or competitions or to attend such events, they must have appropriate behavior and **attend at least half of the school day** on the day of the event. An exception to this rule will be made if a student brings the athletic director a signed medical excuse from their doctor that excuses the child of their absences **prior to participating** (A student will only be medically excused for at most a 1/2 day unless otherwise specifically noted by a medical professional). Students in violation of this rule will be suspended from the next activity or in the case that they already participated, the next similar activity.
- F. Student athletes are expected to be just that, students first and athletes second. Students are expected to be in school during the course of the school day (including during lunch). Students should be responsible and bring all items they will need for practice, games, contests, events, etc. to school on time.
- G. Students should not be leaving school early (For any amount of time) to retrieve items, get food, etc. These absences violate the school's closed campus policy and are not allowed by the school nor will they be approved as excused absences. While parents have the right to excuse their children from school, it is the school's discretion on whether or not to accept those excuses. Students that willfully break the school's closed campus policy, even with parent approval, may be subject to ineligibility in the upcoming game, contest, or event and may face other disciplinary measures.

Students/Athletes arriving home late from road trips are expected to be in class on time the following morning. Coaches will monitor their participants. If this becomes a problem, disciplinary action may be taken including loss of eligibility for the following game, contest, or performance.

GRADES

Wrenshall School believes strongly in academics. Furthermore, our school district believes prioritizing academics and activities/athletics come after. With that said, students in grades 7-12 are required to pass all of their classes in order to remain eligible to participate in games, contests, and events.

MSHSL Eligibility:

Under Minnesota State High School (MSHSL) regulations, students who fail a class and are not on track to graduate are suspended from 2 events or 2 weeks whichever is longer. Students are allowed to practice during this time but they are not allowed to participate in games, events, or contests until the suspension has been fulfilled.

Failing at Midterm:

Wrenshall has its own academic policy that states that if a student in grades 7-12 fails a class for midterm, the student is ineligible to participate in events listed above until he or she gets their failing grade(s) to above passing. While students are still allowed to practice during this time, they are not allowed to participate in games, events, or contests. The moment a student gets all failing midterm grades above passing, they become immediately eligible. This ineligibility lasts until the end of the quarter if their failing grades do not come up above passing.

Failing at Quarter:

Wrenshall also has an academic policy that states that if a student in grades 7-12 is failing a class at the end of the quarter then he or she is ineligible for 2 events or 2 weeks whichever is greater. After the 2 events or 2 weeks have been served, the student becomes eligible.

***Failing grades at the end of 4th quarter are rolled over to the following school year if they cannot be served during the school year they were earned.**

C. Behavior/Conduct:

Any student that has not fulfilled detentions, I.S.S., O.S.S., or other consequences will experience "Loss of Student Status" and not be allowed to participate in or attend extra-curricular events (practices, games, performances, contests, etc.) until the consequences have been served.

Any detention earned the day of an event automatically disqualifies a student from participating in a same day event (practices, games, performances, contests, etc.).

Educational studies conducted nationally as well as locally indicate a significant correlation between student attendance and student performance. Excessive absenteeism results in lower achievement. A good attendance record is one of the characteristics most sought after by employers and poor attendance is a major reason for employee dismissal. It is essential that our students learn this important life skill.

A good attendance record will improve the quality of their education and make them a marketable employee. Thus, student absenteeism should be limited to instances in which absence is genuinely unavoidable. **Each student, his/her parent or guardian, and the school share an obligation to encourage and ensure the student's continuous school attendance.**

Consistent attendance in school has a direct correlation to student success. Since we care about our students at Wrenshall High School, we have basic attendance expectations. **To receive credit or a final grade in any class, a student in 9-12 grade must attend at least 90% of the days the class is offered. That means in a semester that has 84 days, a student must have no more than 8 (eight) absences excluding school-authorized absences.**

Attendance will be taken every class period of the school day.

Expectations: Students are to make an effort to schedule appointments outside of the school day. Students are expected to stay at school and attend scheduled classes throughout the day.

Students are expected to attend school on a regular basis in order to be successful in their academic schedules and also to become familiar with the requirements of future employment.

The district is aware that there are many situations that may necessitate absences, such as medical emergencies, chronic illnesses, family crisis, and other unusual circumstances. Every reasonable effort will be made to work with families in these situations to ensure the child has educational support to achieve success.

A. Excused Absences:

An excused absence indicates a legal absence from school via parent/guardian or doctor verification. However, the school reserves the right to excuse or unexcused any non-medical absence according to state guidelines and school district rules and procedures.

Parents/guardians are requested to call the school in the morning to report and explain the reason their child is unable to attend school. Upon returning to school and checking in, the student is to bring a written excuse signed by the parent/guardian, or doctor in the case of medical absences, to the main office. **If a student has to leave school early, he or she must have his or her parent/guardian call the main office secretary at extension 2000 or be able to show a written excuse signed by a parent. Furthermore, after parent approval, the student must receive permission from the school office before leaving the building.** Any absences that occur throughout the school day that are not approved by the office prior to student departure, are considered unexcused and cannot be excused later by a parent/guardian. Furthermore, the student may be faced with consequences for violating the school's closed campus policy. Finally, a student reaching the age of majority (18 years) may **not** write his/her notes excusing absences as long as he/she resides with parents. **Disciplinary action will be taken for any student who is tardy and does not check into the office upon arrival at school or check out of the office before leaving.**

B. Prearranged Absences:

A prearranged absence form must be obtained from the main office when students are going to be absent from school for an extended period of time.

C. Unexcused Absences

1. Any student absent from class, school, detention, that was not approved by the parent/guardian **AND** the school from the above list.
2. Absences in which the parent/guardian fails to contact the school within 48 hours of absence. The school has the discretion to extend this time period as long as it is not abused.
3. Absence resulting from unexcused tardiness.
4. Disciplinary action may result from unexcused absence(s).

D. Tardies

1. It is the student's responsibility to report to school and class on time.
2. Tardiness reduces the instructional time of the student who is late.
3. A student's tardiness interrupts the class he or she is coming into, resulting in a loss of instructional quality and time for all students.
4. Students late to class frequently are noisy in the halls and disturb surrounding classrooms.
5. Punctuality is a practice valued by business and society; students should be trained in this practice while in school.
6. When a student reports to school late, he/she must go to the office for a pass before showing up for class.
7. When a student is tardy between classes, they are to go directly to their next class.
8. Students detained by a staff member must have a signed verification of the tardy when arriving to their next class.
9. The individual teacher whose class the student arrived late to will decide class tardiness.
10. A student will be considered tardy if they are either late to class or are unprepared for class (i.e. - Have to go back to their locker to get a book, notebook, writing utensil, assignment, etc.). Tardy rules are at the teacher's discretion (i.e. - being seated before the bell rings, excessive requests to use the bathroom, etc.).
11. Students over 10 minutes late for a class without an excused pass are considered both absent unexcused **and** tardy. Unexcused absences will be treated as skipping which will result in an after school detention.
12. Students who have unexcused absences for 1st hour can be considered BOTH absent and tardy (from school). It is the school's discretion to accept a parental excuse.
13. First three tardies: The teacher warns the student of the consequences of arriving late to class. The teacher will contact the parents to discuss the issue.
14. Fourth unexcused tardy and beyond will require a pass to come to class.
15. Students will serve an after school detention for every five unexcused tardies they accrue within a quarter.

Valid excuses for tardiness are:

- Illness
- Serious illness in the student's immediate family,
- A death or funeral in the student's immediate family or of a close friend or relative,
- Medical, dental, orthodontic, or mental health treatment,
- Court appearances occasioned by family or personal action,
- Physical emergency conditions such as fire, flood, storm, etc.,
- Any tardiness for which the student has been excused in writing by an administrator or faculty member.

WHS TARDY PROCEDURES

Students are expected to be in their assigned class on time everyday. Students who are continually tardy to class cause interruptions in learning for other students and seriously hamper their own learning. Some tardies cannot be avoided.

However, some tardies are a matter of bad habits.

A student who is tardy to class five (5) times in a quarter will be assigned 3 days of noon detention in the office, a second infraction (10) will result in after school detention, 3rd infraction (15) one half day of ISS, 4th infraction (20) ISS

F. Truancy

1. A student will be considered truant when they willfully miss a class or classes without proper approval by (parent/guardian and school). Said absence/s will be considered unexcused.
2. After three unexcused or a combination of eight total excused and/or unexcused absences from school in a school year, a letter will be sent home notifying parent/guardian. A copy of this letter will be forwarded to Carlton County's truancy officer. Upon receipt of the letter the truancy officer may elect to contact or meet the student, place the student on an attendance contract, and/or contact or meet with the parents.
3. If a student reaches seven or more unexcused absences in a school year, the truancy officer may refer the student to the County Attorney's Office as a habitual truant pursuant to Minnesota Statute 260C.007, subdivision 19. Upon receipt of a referral from the truancy officer, the County Attorney's Office may elect to file a truancy petition with the district court.
4. Under MN state statutes 124D.03 & 124D.08, **a district may terminate the enrollment of a non-resident student at the end of the school year if the student meets the definition of being habitually truant** (In the high school, that means 7 unexcused class periods in the same hour and in the elementary, that means 7 unexcused full days).

G. Participation or Attendance of Extracurricular Activities:

Students must be in attendance for **at least half of the school day** prior to an event or leave time in order to practice, perform, or attend drama, pep band, athletics, etc. Exceptions to absences include authorized field trips, confirmed medical appointments, etc. An exception to this rule will be made if a student brings the athletic director a signed medical excuse from their doctor that excuses the child of their absences **prior to participating (A student will only be medically excused for at most a 1/2 day unless otherwise specifically noted by a medical professional)**. Students in violation of this rule will be suspended from the next activity or in the case that they already participated, the next similar activity.

Student athletes are expected to be just that, students first and athletes second. Students are expected to be in school during the course of the school day (including during lunch). Students should be responsible and bring all items they will need for practice, games, contests, events, etc. to school on time. Students should not be leaving school early (For any amount of time) to retrieve items, get food, etc. These absences violate the school's closed campus policy and are not allowed by the school nor will they be approved as excused absences. While parents have the right to excuse their children from school, it is the school's discretion on whether or not to accept those excuses. Students that willfully break the school's closed campus policy, even with parent approval, may be subject to ineligibility in the upcoming game, contest, or event and may face other disciplinary measures

H. Checkout Procedures

1. **Students who leave the building during school hours for any reason (except early release) must have an out of building pass issued from the main office.** Any student leaving the building without this out of building pass will receive unexcused absences for every hour they are absent. These unexcused absences cannot be excused by later parent approval and may be subject to disciplinary action.
2. Parental permission must be obtained before permission to leave the building will be granted.
3. Under no circumstances is a student allowed to leave the building without first checking out through the office. Disciplinary action will be taken for those who violate this policy.

I. Check in Procedure

1. Students who have been absent are to bring a written excuse (indicating reason for their absence(s)) signed by parent/guardian or medical professional to the office upon returning to school. They will receive a white slip that admits the student to class. This applies to students who return to school at any time during the day.
2. Disciplinary action may be taken for any student who is tardy and/or was absent and does not check into the office upon arrival at school.

K. In-school and out-of-school suspensions are disciplinary actions directed by the school but do not count against a student's attendance as long as they attend the entire session. Suspensions carry their own punishments such as **Loss of Student Status** or required parental meetings. Make-up work is required of suspended students.

L. Participation Grade:

As an integral part of the course and as an incentive to active involvement in classroom discussions and activities, many classes have a daily participation grade. Students who are absent may lose a portion up to all of these points.

M. Class/Group Truancies:

Group or class absences (skip days) will be considered truancy and will be dealt with accordingly. The school administration reserves the right to determine what constitutes truancy and to administer consequences for group or class truancies which may exceed individual truant behavior. Cases may exist where the school may not accept parent endorsement of a student absence/truancy.

Consequences may include, but are not limited to, make-up time, restrictions from participation in extracurricular activities and field trips (Including senior class trip), termination of National Honor Society membership, and being denied the ability to walk at graduation.

N. Graduation Attendance Requirement:

Graduating seniors participating in the graduation ceremony cannot have 25 absences (These absences don't include school functions or medically excused absences) or more in a class period over the course of the school year.

ATTENDANCE TRACKING/INTERVENTION PROCEDURE:

1. A specific staff member will be tasked with monitoring and tracking student attendance during the semester and will serve as the "Attendance Liaison" by communicating and assisting students when they stray from having solid attendance.
2. When a student accumulates five (5) non-school-authorized absences in any one class during a semester, the teacher who monitors will refer that student to their guidance counselor. At that point, the counselor will meet with the student and also contact the parents/guardians to problem-solve reasons for the non-school-authorized absences and create a student attendance contract. Once a problem has been identified and solutions/expectations discussed with the students and parents/guardians, this contract will be filed with the counselor with weekly follow-up to make sure the plan is successful in helping the student attend their classes.
3. When a student accumulates eight (8) non-school-authorized absences in any one class during a semester, they will be referred to the principal. The principal will meet with the student and the parent/guardian to discuss steps that have already been taken to remedy the problem and to discuss the appropriateness of the placement in the class. If all parties agree that the student should be given an opportunity to continue in the class, a new contract will be written with the

understanding that further non-school-authorized absences will result in loss of credit/removal from class.

4. Students who are removed from a class will be referred to MSOnline credit recovery program and placed in a study hall during that class period to start over with the course
5. Open enrolled students who are considered a habitual truant may have their open enrollment rescinded at the end of the school year, so they may have better attendance at their school of residence.
6. Students in 9th and 10th grade may be referred to Carlton County or St. Louis County and truancy court if school resolutions are not successful.

CONTINUING TRUANT

Minnesota Statute 260A.02 provides that a continuing truant is a student who is absent from instruction in school without a valid excuse within a single school year for three or more class periods on three days if the child is in middle or high school.

HABITUAL TRUANT

A habitual truant is a child under the age of 17 years who is absent from attendance at school without a 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. A school district attendance officer shall refer a habitual truant and child's parent(s) or legal guardian to appropriate services and procedures, under Minnesota Statute 260A.03.

ILLNESS AT SCHOOL

Should a student become ill while at school and is unable to attend classes, the student is to report to the nurse's office as soon as possible. The nurse is on duty daily. If a student should become ill when the nurse is not on duty, the student is to report to the main office secretary as soon as possible.

If necessary, the nurse or main office secretary will make arrangements for the student to go home. **Under no circumstances should a student leave for home without checking out through the main office.** (See "Check Out Procedures" above and "Passes: Out-of-Building Pass") If the nurse feels that student needs to go home the absence will be considered medically excused and won't count against the child's attendance.

Students must notify nurse or office staff if checking in or out of the nurse's office.

*It is imperative that your child's emergency card stays up to date so that you can be notified in the event of an illness or emergency. Please notify the school if there are any changes that need to be made to your child's emergency card.

IMMUNIZATIONS

Minnesota state law requires immunizations for students in kindergarten through 6th grade:

DTaP: (Tetanus, diphtheria, pertussis): **5 doses**

Polio: **4 doses**

MMR: (Measles, mumps, rubella): **2 doses after birthday**

Hepatitis B: **3 doses over 6 months**

Varicella (Chicken pox): **2 doses after first birthday OR medical documentation of disease history**

Minnesota state law required immunizations for students in 7th through 12th grade:

DTaP: (Tetanus, diphtheria, pertussis): **5 doses**

Polio: **4 doses**

MMR: (Measles, mumps, rubella): **2 doses after** birthday

MCV4: (Meningococcal) **1 dose** after completing 5th grade

Hepatitis B: **3 doses** over 6 months

Tdap (Tetanus, diphtheria, pertussis Booster) **1 dose** after completing 5th grade

Varicella (Chicken pox): **2 doses after** first birthday **OR** medical documentation of disease history

Minnesota immunization law: Statute 212A.15 sub.2 **REQUIRES** that in order for a child to enroll in school a parent must show they have received the required immunizations or an exemption. Please make sure that your child has all the necessary immunizations/paperwork into the nurse's office **BEFORE** your child attends class. Immunization/exemption forms (exemption forms must be notarized) are available in the nurse's office or on the Wrenshall website, under services, then under health. Parents can call their child's doctor's office and have their immunization records faxed to the school (fax: 218-384-4293 Attn: NURSE)

ADMINISTRATION OF PRESCRIPTION AND NON-PRESCRIPTION MEDICATION AT SCHOOL

These steps must be completed before any medication will be given at school. Medication forms are available in the nurse's office. Whenever possible, medication should be given at home and every effort should be made to avoid school hours.

1. A "Wrenshall School Medication Administration Authorization" form must be fully completed annually (once per year) **and** when any change in the prescription or requirements for administration occurs. This form is available from the school nurse or can be found on the Wrenshall school website, under services, then under health.
2. All medication(s) must come to school in the original container, if prescription, it must also be labeled for the student in accordance with the law and must be administered in a manner consistent with the instructions on the label or an updated medication order by a medical doctor.
3. All medication(s) are provided by the parent or guardian. **The school does not supply any medications for students or faculty.**
4. **Medications are not to be carried by the students, and will be left with the appropriate school district personnel** (i.e.- school nurse, secretary, office staff, etc.). The only exceptions to the requirement that students cannot carry medications are: prescription asthma medications that are self-administered with an inhaler, and medications administered as noted in a written agreement between the school district and the parent.

Non-Prescription:

1. Elementary students must follow all steps listed above for both prescription and non-prescription medications; this includes Tylenol, Ibuprofen, Motrin, cold medications, etc. Elementary students do not have the ability to self administer medication or have medication on their person at all.
2. The school must receive signed authorization on the school's non-prescription medication form (This form can be obtained in the nurse's office) from a parent/guardian permitting high school students to self-administer specific medication(s). Elementary students do not have this ability and all medication must be administered by the school nurse.
3. No medications will be provided by the school.
4. Medications must be brought in the original bottle.

5. The school may revoke a student's privilege to possess and use non-prescription pain relievers if there is any concern of abuse of this privilege.

***Any violations of these rules may result in disciplinary measures.

HEAD LICE POLICY

Wrenshall School has a no nits, no head lice policy. We strongly suggest that **you** check your child's head for head lice and nits **weekly**. If you have any questions about how to do this or what to look for, you may contact the Wrenshall school nurse at extension 2005.

If you find head lice or nits on your child at home, please notify the school so we can check the other classroom students to prevent the spreading of lice as well as to prevent your child from being re-infected.

If head lice or nits are found at school these steps will be followed:

1. Parent/guardian or emergency contact will be called and the student will be sent home.
2. The child will be excluded from school until the day after treatment.
3. The child must be checked by appropriate school staff before being allowed back into the classroom. If nits or lice are found, students will be sent home.
4. You may contact the nurse to get methods, techniques, and tips for the treating of head lice.

ACCIDENTS AT SCHOOL

If your child is seriously injured at school, you will be notified. If emergency treatment is needed, and we cannot contact you, we will notify your family physician or take the child to the hospital. The school carries no insurance on students and is not responsible for accidental injuries. Be certain the emergency information form is up to date and complete in the main office.

Emergency forms are sent to each family annually and should be returned immediately. It is important to your child(ren) that we have this updated information. Please notify the main office during the school year if phone numbers change, or if you have any special requests (i.e. hospital preference), who we should call first, special health problems, etc. **It's very important that you indicate on the emergency form, any current medical issues and medications.**

Reporting Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported to the person in charge (immediately) and to the school nurse or main office if possible. An accident report must be filed by the supervising adult within 24 hours and the completed form must be sent to the nurse's office.

VISION AND HEARING SCREENING

Vision and hearing screening will be done in the fall for first, second, third, fifth, eighth and eleventh grades. A screening can also be done for any child anytime during the school year if a problem is suspected. Contact the school nurse at extension 2005 if you have questions or concerns.

RESTORATIVE JUSTICE/PRACTICES

Wrenshall School District is modeling a more restorative approach to discipline.

Restorative Practices- A framework for a broad range of restorative justice approaches that proactively build a school community based on cooperation, mutual understanding, trust and respect, and respond to conflict by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done to the school community. These practices can be used to implement positive behavior in classrooms and on school campuses.

Restorative Justice/Practices:

- Addresses misbehavior and harm in a way that strengthens relationships and enhances responsibility.
- Focuses on harm done rather than only rule-breaking.
- Gives voice to the person harmed and others impacted by the harm.
- Utilizes collaborative problem-solving approaches.

Third Parties such as the Carlton County Restorative Justice Program may be permitted to provide assistance in regards to restorative practices.

In order to ensure a sound and safe school environment essential to learning, it is critical that certain expectations, policies, and procedures be observed in the school setting.

Students should display respect in attitude, behavior, and language. Halls and classrooms shall be kept clean and safe. **Our expectations are never intended to restrict individuals; rather they are intended to protect their rights.** Expectations should be followed whether or not a teacher is present.

As school staff/students, we have an obligation to maintain and protect the facility and its contents. **We must and will take this role seriously!**



STUDENT BULLYING PROHIBITION POLICY

MALICIOUS AND SADISTIC CONDUCT- POLICY

"Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty. • 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.

BULLYING PROHIBITION – POLICY 514: A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

Bullying means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits,

opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student
2. damaging a student's property
3. placing a student in reasonable fear of harm to his or her person or property, or
4. creating a hostile educational environment for a student

Discipline procedures for a student found to be in violation of this policy may include, but are not limited to: warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

*This also includes cyber-bullying and other forms of bullying via the internet, and social networking applications.

IS IT BULLYING?

Rude=Inadvertently saying or doing something that hurts someone else

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Examples of bullying behaviors:

	<u>Direct Bullying</u>	<u>Indirect Bullying</u>
Physical	hitting, kicking, shoving, spitting	getting another person to assault someone
Verbal:	taunting, teasing, racial slurs, verbal sexual harassment	spreading rumors
Non-Verbal: group activities,	threatening, obscene gestures, eye rolling, seat saving	deliberate exclusion from cyber bullying

Responsibility for Safe Behavior

Students are expected to be physically under control at all times to avoid injury to themselves and others; thus running in halls, rough play, fighting, etc. are prohibited!

Behavior Record/Referral Slips

Instructional staff and administration will have these in their possession. Referral slips will be issued to students following acts of inappropriate behavior. The purpose is to:

- address inappropriate student behavior
- inform parents of inappropriate behavior exhibited by their child
- serve as documentation for repeated acts of inappropriate behavior
- serve as a referral to the school counselor, psychologist, or Principal
- serve as documentation of consequences administered to students
- serve as documentation for the Discipline Review Committee

Law enforcement will be contacted:

- In the event of an assault (verbal or physical)
- In the event of a weapons violation
- In the event of tobacco/alcohol/drug violations
- When a law appears to have been broken
- In the event of significant theft
- In the event of significant vandalism
- In the event of disorderly conduct on school premises

County Attorney's Office will be contacted:

- In the event of excessive absenteeism/truancy

Standards of Conduct

Standards of conduct are developed to ensure the district's aim for high achievement and for safe and welcoming environments. Disciplinary policies within the high school shall be enforced within the general guidelines as set forth in the grid below and are designed to prevent student's inappropriate behavior from recurring.

Be Prompt and Prepared ~ Be on time and arrive with appropriate materials, including assignments completed on time to help you be successful.

Respect all Staff Members ~ Be an active listener and follow directions promptly. Accept responsibility for your behavior.

Respect the Rights of Others ~ Use appropriate voices. Listen and do not interrupt the speaker. Respect the opinion and point of view of others. Respect individual differences and sensitivities and refrain from harassment.

Respect Property ~ Respect the personal property of individuals. Treat school property, materials, and equipment with respect. Assist in maintaining a clean school and environment.

Display a Concern for Learning ~ Remain on task. Respect the rights of others to remain on task and learn. Respect the right of the teacher to teach.

Display Appropriate Social Skills ~ Accept disagreement, constructive criticism, and compliments gracefully. Display courtesy. Display tact. Display a concern for others.

Bullying ~ A student is being bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more students. Bullying behavior will not be tolerated and is subject to an appropriate consequence up to expulsion.

Wrenshall School Philosophy Regarding Learning and Discipline

Optimum learning occurs in a positive, safe and secure environment. Students, parents or guardians, teachers, administrators and other district employees all share in the responsibility to ensure a positive climate for learning. The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in this

policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, discipline:

- Helps the student learn a lesson that will positively affect present and future behavior.
- Is designed to help the student control and change behavior, and guide the student into adulthood.
- Helps the student to grow intellectually and emotionally.
- Enhances the student’s self-confidence, self-worth and self-image.

Roles and Responsibilities

School Board – The school board holds all district employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of this discipline policy.

Superintendent – The superintendent will establish guidelines and directives to carry out this policy, hold district employees, students and parents responsible for conforming to this policy, and support district employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.

Principal- The school principal or designee is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting themselves in a manner contrary to the policy. The principal or designee will also involve other professional employees in the disposition of behavior referrals and make use of those agencies appropriate for assisting students and parents.

Teachers – All teachers have responsibility for providing a well-planned teaching/learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior.

Other School District Employees – All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent.

Parents or Legal Guardians – Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Students – All students are held individually responsible for their behavior and for knowing and adhering to the Code of Student Conduct.

These discipline guidelines are based on school policies located on the district’s website. Wrenshall School is a place of learning and it is important that interventions to change behavior are partnered with consequences for behaviors so that students are able to learn from these experiences.

The table below summarizes potential interventions that staff will utilize when working through a disciplinary situation with a student. The specific form of disciplinary action chosen in a particular case is solely with the discretion of the school district. The listing of minimum guidelines does not require that a “step-by-step” progression of increasing severity be employed by an administrator in dealing with a violation. However, there should be a logical relationship between the severity of the offense and the administrative action.

The intent of this section is to list the guidelines for minimum disciplinary actions for each violation. *Restitution or restorative justice principles may be utilized when appropriate for the disciplinary infraction. The infractions and consequences may be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their intellectual or physical disability).

The following grid represents the majority of violations that occur in school, but other violations may occur which will warrant disciplinary action. The Principal's discretion regarding the enforcement of policy will be used when age, culture, and development/ability are factors in behavioral issues.

Major and Minor Behaviors

	Tier	Type of Behavior	Action	Managed by
Minor	1	Incidental violations	Not documented	Staff/Teacher
Minor	2	Minor Violations	Minor Referral	Staff/Teacher
Major	3	Major Violations	Major Referral	Administration
Major	4	Unlawful Violations	Major Referral	Administration

Tier 1

Behaviors can be disruptive to the school environment of self and/or others. Primarily handled with redirections or reteaching in the classroom.

Tier 1: Incidental Staff/Teacher Managed Behaviors	Potential Interventions
<p>Doesn't significantly violate the rights of others Doesn't put others at risk Not chronic. Consensual display of affection Dress Code Horseplay Loud noise Minor arguments Missing homework Noise making Out of seat Refusal to follow directions (non chronic) Running in hallway Unprepared for class Unapproved Food & Drink</p>	<ul style="list-style-type: none"> ➤ Communication with family/Family Involvement ➤ Reset Break ➤ Check In/Check Out ➤ Restorative Conversation with teacher/student/Dean/Counselor/Social Worker ➤ Meeting with student/family/Principa/Counselor/Social Worker ➤ Connect with Staff or Peer Mentor ➤ Referral to problem-solving team if behaviors persist ➤ Written Student Agreement created with Principal ➤ Determine and provide needed academic supports ➤ Support for impacted person ➤ Mandated education

DRESS CODE

Attire or personal grooming that presents a risk to health, safety, property, interferes with education, or violates harassment and violence is prohibited. Please refer to dress code policy

Tier 2/ Behaviors that don't significantly violate the rights or put others at risk.

***Office referral if behaviors are persistent.**

Tier 2/Minor: Staff/Teacher Managed Behaviors	Potential Interventions
<p>Doesn't significantly violate the rights of others. Doesn't put others at risk Not chronic Academic dishonesty Avoiding staff Cell phone violation Defiance Disrespect Disruption Inappropriate language Interruptions Leaving assigned area Misuse of technology Property misuse Refusal to follow directions Refusal to participate in class</p>	<ul style="list-style-type: none"> ➤ Communication with family/Family Involvement ➤ Reset Break ➤ Check In/Check Out ➤ Restorative Conversation with teacher/student/Dean/Counselor/Social Worker ➤ Meeting with student/family/Principa/Counselor/Social Worker ➤ Connect with Staff or Peer Mentor ➤ Referral to problem-solving team if behaviors persist ➤ Written Student Agreement created with Principal ➤ Determine and provide needed academic supports ➤ Support for impacted person ➤ Mandated education

ACADEMIC DISHONESTY

A student shall not cheat in any form on school grounds or in any school-related activity. This includes plagiarizing (copying from print, the Internet, or other electronic resources, purchasing or copying another person's work, and paraphrasing without citing the source).

CELLPHONE

Students may not use cell phones or personal electronic mobile devices during the day. All Cell phones must be stored in lockers before the first bell rings until the bell rings at 3:13. School administration **will not** spend time investigating any lost or stolen electronic devices.

DISRUPTIVE/DISORDERLY CONDUCT AND INSUBORDINATION

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb, others or provoke an assault or breach of the learning environment. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others. Insubordination: Persistent refusal to follow school rules or regulations, persistent refusal to follow directions given by a staff member or persistent confrontational and aggressive arguing with a staff member.

MOTOR VEHICLE INFRACTIONS

Parking - A student shall not park in an unauthorized area on school property or park on school property without a form on file or violate any school district policy with his/her vehicle.
 2. Reckless or Careless Driving - A student shall not drive on or near school property in such a manner as to endanger persons or property. 3. Student vehicles may not display or promote discrimination of any kind, illegal activities or substances. This includes any symbols or graphics that are affiliated with hate groups (Example: confederate flag or swastika)

1st offense	2nd offense	3rd offense
consideration for loss of parking privileges and towing at owner's expense; consideration for suspension and intervention; consideration for notification of police and parent(s) or guardian(s)		

Tier 3. Behaviors targeted at others and interfering with self or safety of others, may be illegal. Disruption to the learning environment. Office referred behaviors.

Tier 3/ Major: Admin/Office Managed	Potential Interventions
Violates the rights of others. Puts self or others at risk, or chronic Attendance issues Bullying/Cyberbullying Extortion Gambling Gang display Harassment Hazing Intimidation Leaving building without permission Minor property damage/vandalism Photographic or recording misuse Physical aggression Record and identification falsification Repeated or prolonged defiance or disrespect Technology violation Theft Threats/intimidation Tobacco Verbal aggression/abusive language toward staff	<ul style="list-style-type: none"> ➤ Communication with family/ Family Involvement ➤ Threat Assessment ➤ Restorative Conversation with teacher/student/Principal/Counselor/Social Worker ➤ Restorative work/payment to reverse damage ➤ Meeting w/student/family/Principal/Counselor/Social Worker ➤ Connect with Staff or Peer Mentor ➤ Written Student Re-Entry Agreement created with administrator or designee ➤ Referral to support services (counselor, therapist, problem-solving team, special education) ➤ Staff Hallway Escort ➤ Schedule change, limiting contact ➤ Alternative passing times ➤ Check In/Check Out ➤ Schedule change, limiting contact ➤ Alternative passing times ➤ Support for impacted person ➤ Mandated education ➤ Support for making amends ➤ Suspension or Expulsion

BULLYING

Bullying means intimidating, threatening, abusive, or harming conduct that is objectively offensive and: • 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 The conduct materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions or

activities or receive school benefits, services, or privileges. Note: Bullying and conflicts are different. Conflicts are to disagree, argue, or fight. Conflicts have an increased balance of power, are usually spontaneous, and mutual.

CYBER BULLYING

Cyber Bullying 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, website, or forum – that is transmitted through a computer, cell phone, or other electronic device.

HARASSMENT

Physical or verbal conduct that: Has the purpose or effect of creating an intimidating, hostile, or offensive work, business, or academic environment. Or, has the purpose or effect of substantially interfering with an individual's work, business, or academic performance.

Harassment may be sexual, related to “protected groups” (Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any and All Other Protected Groups as identified by state and/or federal statute) or general.

HAZING

“Hazing” means committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. “Student organization” means a group, club, or organization having students as its primary members or participants. Hazing may be reported to any staff member or administrator

PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. Use of a device that incites or encourages violence is prohibited. This prohibition includes the distribution of a picture(s)/recording that impinges upon the personal privacy of another. Also included is the creation, possession, or dissemination of sexually explicit images, videos, text messages or emails, usually by digital medium. Receipt of inappropriate data should be reported to Administration immediately. Use of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process depending upon severity of violation. Upon investigation by administration evidence may be reported to law enforcement.

THEFT

A student shall not intentionally take, use, transfer, conceal, or retain possession of personal property of another without the other’s consent and with intent to deprive the owner permanently of possession of the personal property.

TOBACCO

Smoking and the use of tobacco products or tobacco related devices including electronic cigarettes shall be prohibited on school district facilities. School district facilities include school buildings, school grounds, school owned and leased vehicles, and sites leased by the school district. No one will use tobacco products or tobacco related devices while in or on school district facilities. **Students who congregate in an area where tobacco use has recently occurred (e.g., bathroom stall) will each be considered to have been using tobacco.**

In addition, it is prohibited to have tobacco products or tobacco related devices in public sight while in or on school district facilities. Exception - (MN Statute 144.4169) An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices

VERBAL ABUSE

A student shall not engage in name calling, insults, or otherwise obscene or harmful language/comments directed at someone or a group of people. Note: Need to differentiate from threats, bullying, harassment, and disruption/insubordinate

Tier 4/Behavior that is considered illegal or disrupts the educational environment, students learning or staff and could pose a risk of severe harm to self or others. Office referred behaviors

Tier 4 Unlawful: Admin/Office Managed	Potential Interventions
<p>Unlawfully violates the rights of others. Puts self or others at risk, or are chronic.</p> <p>Arson Assault Bomb threats Fighting Gang activity Homicide Illegal or prescription drug, alcohol possession Pyrotechnics · Robbery Sexual assault Significant property damage/ vandalism Terroristic threats Trespassing Weapon possession</p>	<ul style="list-style-type: none"> ➤ Communication with family/ Family Involvement ➤ Threat Assessment ➤ Restorative Conversation with teacher/student/Principal/Counselor/Social Worker ➤ Restorative work/payment to reverse damage ➤ Meeting w/student/family/Principal/Counselor/Social Worker ➤ Connect with Staff or Peer Mentor ➤ Written Student Re-Entry Agreement created with administrator or designee ➤ Referral to support services (counselor, therapist, problem-solving team, special education) ➤ Staff Hallway Escort ➤ Schedule change, limiting contact ➤ Alternative passing times ➤ Check In/Check Out ➤ Schedule change, limiting contact ➤ Alternative passing times ➤ Support for impacted person ➤ Mandated education ➤ Support for making amends ➤ Suspension or Expulsion

ALCOHOL

A student shall not possess, use, transmit, or be under the influence of alcoholic beverages of any kind: · On school grounds immediately before, during, or after school hours. · On school grounds at any time when the school is being used by any school group. · Off school grounds at a school activity, function, or event. · On any district-provided transportation. · In a school zone as defined by Minnesota Statutes.

ASSAULT

“Assault” is acting to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another

CONTROLLED SUBSTANCE (PRESCRIPTION)

A student shall not possess, use, transmit or be under the influence of a controlled substance that is not prescribed to the student by a licensed healthcare professional: • In a school zone as defined by Minnesota Statutes immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation.

NOTE: Students who sell or deal controlled substances on school premises may be subject to expulsion on the first offense.

FIGHTING

“Fighting” is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.

ILLEGAL DRUGS

A student shall not possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicants of any kind, look-alike Inspire Brilliance 87 drugs, or substances that may have the appearance of an illegal substance, such as catnip, oregano, flour, saccharin, or other items or paraphernalia: • On school grounds immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. • In a school zone as defined by Minnesota Statutes.

TRESPASSING

A student shall not be physically present in a school building without permission, after being requested to leave by a school official, or after suspension or expulsion.

VANDALISM

A student shall not willfully cut, deface, or otherwise damage in any way any property, real or personal. This includes school busses. 2. A fee will be charged for lost or destroyed textbooks, workbooks, library books or other school property

K-6 Behavior Violations and Leveled response

	Tier 1	Tier 2	Tier 3	Tier 4
1st offense	Behaviors managed by staff supervising, no office referral required	Conference with student document as a minor behavior	Conference with student document as a minor behavior	Notify parents/guardians; consideration of restorative intervention and or consideration of 1-5 day suspension In certain instances refer to law enforcement and/ or referral to expulsion
2nd offense	Behaviors managed by staff supervising, no office referral required	Conference with student document as a minor behavior;notify parent/guardians	Conference with student document as a major behavior	Notify parents/guardians; consideration of restorative intervention and or 1-5 day suspension In certain instances refer to law enforcement and/ or referral to expulsion
3rd offense	Behaviors managed by staff supervising, office referral may be necessary notify consideration of parent/guardian and/or staff intervention	Conference with student document as a minor behavior;notify parent/guardians document as a minor behavior	Notify parents/guardians; consideration of restorative intervention document as a major behavior	Notify parents/guardians; consideration of restorative intervention and/ or 1-5 day suspension In certain instances refer to law enforcement and/ or referral to expulsion

7-12 Behavior Violations and Leveled Reponse

	Tier 1	Tier 2	Tier 3	Tier 4
1st offense	Behaviors managed by staff supervising, no office referral required	Conference with student document as a minor behavior	Conference with student;notify parent/guardian; consideration of 1-2 days suspension and or restorative intervention document as a major behavior; consideration to refer to law enforcement	Notify parents/guardians; consideration of 1-5 day suspension and/or restorative intervention;possible referral to building resources document as a major behavior In certain instances refer to law enforcement and/ or referral to expulsion
2nd offense	Behaviors managed by staff supervising, no office referral required	Conference with student document as a minor behavior;notify parent/guardians	Notify parents/guardians;c onsideration of 1-3 day suspension and/or restorative intervention document as a major behavior; consideration to refer to law enforcement	Notify parents/guardians; consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resources document as a major behavior; In certain instances refer to law enforcement and/ or referral to expulsion

3rd offense	Behaviors managed by staff supervising, office referral may be necessary notify consideration of parent/guardian and/or staff intervention	Conference with student behavior;notify parent/guardians document as a minor behavior; possible referral to building resources	Notify parents/guardians; consideration of 1-5 days suspension and/or restorative intervention; possible referral to building resources; document as a major behavior; consideration to refer to law enforcement	Notify parents/guardians;consideration of 1-5 day suspension and/or restorative intervention;possible referral to building resources document as a major behavior In certain instances refer to law enforcement and/ or referral to expulsion
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Definitions of Interventions and Disciplinary Actions

DETENTION - A student may be asked to stay in during lunch/recess, or remain after school by a teacher or principal for the purpose of correcting a violation. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

IN-SCHOOL SUSPENSION (ISS) - An action by school administration where a child is temporarily removed from his or her regular classroom(s) but remains under the direct supervision of school personnel.

OFFICE INTERVENTION - Any disciplinary intervention resulting from a violation of district standards of conduct applied by building administration.

OUT-OF-SCHOOL SUSPENSION (OSS) -Out-of-school suspension is used for the purpose of creating separation and safety during investigation and intervention planning in response to a behavioral incident. At all age levels, use of out-of-school suspension should be paired with environmental, instructional, and/or restorative intervention. An action by school administration prohibiting a student from attending school for a period of no more than 10 days. Each suspension action may include a re-entry meeting and readmission plan.

PARENT(S) OR GUARDIAN(S) CONFERENCE - A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the principal shall contact the parent(s) or guardian(s). **REFERRAL TO SCHOOL BEHAVIOR TEAM OR STUDENT SUCCESS TEAM (Building resources)** -Wrenshall School uses a multi-tiered system of support. Students can be referred to a small school team for academic or social-emotional-behavioral interventions. The process varies a bit at each school but includes a brief meeting, determining an intervention, trying it for approximately 30 school days, and reviewing outcomes.

REFERRAL TO COMMUNITY SERVICE(S) - School staff may work with parents or guardians to support the consideration of accessing community services. The process of helping a family connect to a community service, sharing information (with permission), or making introductions to a community service are all part of a “referral”.

AFTER SCHOOL DETENTION

Restrictions from the classroom or other school related activities, lunch/recess detention, after school detention, Saturday school, in-school suspension, out-of-school suspension, and/or other consequences deemed appropriate will be administered for inappropriate behavior.

Detention for the high school will be served on predetermined weekdays from 3:30 p.m. to 5:00 p.m. Students who fail to serve detention that they were assigned may be assigned an additional detention to serve on top of the original detention missed. Failure to attend detention/s may result in continued lunch detentions, I.S.S. until the detentions owed have been made up. Students with detention/s will also experience “Loss of Student Status” (See Below). **Detention Expectations:**

1. Show up by 3:30 and follow the directions of the detention supervisor
2. Bring homework to work on
3. No electronic devices/phones
4. No sleeping or resting eyes
5. No leaving the room or getting out of seat without permission from the supervisor

IN-SCHOOL SUSPENSION (ISS)

If directed to report to I.S.S., a student must go directly to the main office after they arrive on school grounds and wait for an I.S.S. supervisor to come get them.

Once assigned, the student may have to spend a full seven class periods in I.S.S., completing the consequence the following day if necessary. He or she will not be permitted back to class until the consequence is served. On some occasions, multiple days of I.S.S. or a combination of I.S.S. and other consequences may be assigned.

In-School Suspension Expectations

1. All students assigned will begin with a Behavior Reflection sheet.
2. No electronic devices/phones
3. No sleeping
4. Bring Homework or something to read
5. Bathroom breaks will be scheduled
6. Student will receive lunch during the scheduled time.
7. Listen, respect and follow all instructions of the I.S.S. supervisor (Other rules are at the discretion of the I.S.S. supervisor)

Other In-School Suspension Expectations Include:

1. No hall-time without an adult
2. Students that are assigned I.S.S. will receive credit for work they complete in a timely manner (at the discretion of the teacher) that they missed due to their having served I.S.S.
3. If a student fails or refuses to serve an assigned I.S.S., he or she will not return to classes until the full ISS has been completed in a manner acceptable to administration. In such cases, the student will receive no class credit for missed assignments and they will be marked absent unexcused. Additional consequences may be assigned including additional suspensions.

OUT-OF-SCHOOL SUSPENSION

Students who are assigned out-of-school suspension are subject to the following academic considerations on the day(s) of the suspension:

1. The teacher may require make-up of work missed and/or compensatory assignments.
2. Chapter or larger tests may be made up under usual make-up arrangements.

It is the student's obligation to follow up on academic work missed during suspension.

Students under out-of-school suspension are restricted from school grounds and all school related events/activities during the period of the suspension.

LOSS OF STUDENT STATUS

Any student receiving an after school detention or suspension will receive "Loss of Student Status." "Loss of Student Status" includes, but is not limited to restrictions from attending: class trips, certain band/choir functions, school functions (games, dances, programs, plays, concerts, recreation/fun nights, etc.), and curricular/extracurricular activities in general.

A student that receives an after school detention, I.S.S., O.S.S., etc. will immediately receive “Loss of Student Status” and as a result, will not be able to attend or participate in any school related events on the day the consequence was issued. Furthermore, the “Loss of Student Status” will not be removed until all consequences owed are served and requirements fulfilled.

ALCOHOLIC / NON ALCOHOLIC BEVERAGES AND ILLEGAL DRUGS

No student or guest of a student shall possess, consume, or show evidence of having used an alcoholic beverage or illegal drug during the school day, while in the school building, on school grounds, on the bus, at the bus stop, or at any school activity, regardless of age. Minnesota State High School League (MSHSL) consequences will result and referral to a law enforcement agency and/or juvenile court may also be made. Students may not possess or consume non-alcoholic wines, wine coolers, or beer on school property, at school functions, at bus stops, or in transportation to or from school related functions.

SMOKING / TOBACCO PRODUCTS

Student possession and/or use of tobacco products are prohibited in the school building, on school grounds, at bus stops, on the bus, or at school activities (home or away). Students may not have tobacco products or devices that are known to deliver nicotine or tobacco in lockers or on their person.

Possession or smoking in the school building, on school grounds, at the bus stop, on the bus, or at any school function (home or away) will result in referral to law enforcement as well as the Minnesota State High School League (MSHSL). A referral to a juvenile court may also be made. Additional consequences can also be given at the administration’s discretion.

Smudging permitted—American Indian students or staff members are permitted to use tobacco, sage, sweetgrass, or cedar to conduct smudging in a public school and must be conducted under the direct supervision of a staff member.

DRUG-FREE & WEAPON-FREE ZONE

Drug-Free and Weapon-Free Zone: Minnesota Law considers the school as a drug-free and weapon-free zone. The zone includes school grounds and extends one city block, or 300 feet, beyond the boundaries of school property.

The law is tough on anyone caught selling or possessing illegal drugs in this zone. The law is also tough on anyone caught possessing or using a dangerous weapon in this area.

Juveniles convicted of these crimes, who are at least 14 years old, can be treated as an adult and sentenced in an adult court.

SCHOOL WEAPONS POLICY

Students are forbidden to possess any instrument, in school, on school grounds, at the bus stop, on the bus, or at a school-sponsored activity, that is a weapon or ammunition.

Weapons violations include any kind of weapon (loaded or unloaded) or ammunition on a person, inside their locker, or in their vehicle including **pocket knives, hunting rifles, bows, etc.**, and any other dangerous article or substance being unlawfully used as a weapon against another.

Offense: For students in grades K-12, possession of a weapon will result in the following action by the school authority:

1. Notification of the police
2. Confiscation of the weapon if feasible
3. An initial suspension of 5 days & a conference with parent/guardian prior to the student returning to school
4. A recommendation for expulsion may be made by the Superintendent

"Possession" is defined as having a weapon on one's person or in an area subject to one's control on school property, at the bus stop, on the bus, or at a school-sponsored activity.

***If a student has accidentally brought a weapon or ammunition to school they are to turn it in immediately to administration or an adult supervisor if administration isn't available (i.e. - on the school bus). If it is determined that it was a complete accident, no one was threatened or harmed, and the student turned it in immediately upon discovering it, no consequences will be administered. All weapons and ammunition turned over will not be given back to the student and parents will be called to come pick it up.

EXPULSION FOR POSSESSION OF FIREARM

The Minnesota State Crime Bill of 1995 states: A school board must expel, for a period of at least one year, a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purpose of this section, a firearm is defined in United States Code, title 18, section 921.

SAFETY HAZARD VIOLATIONS

Potential safety hazards exist for students in the following areas:

1. *Fire alarms* - Students who tamper with or set off the fire alarm system will be suspended and turned over to the appropriate local authorities for prosecution.
2. *Fire crackers* - Possession or use of any firecrackers, smoke bombs, or any other pyrotechnical device in the building, at the bus stop, on the bus, on school grounds or at school activities is forbidden because of the health and safety of the student body. Violators will be turned over to the appropriate local authorities for prosecution.
3. *Firearms and knives* - Guns and knives are not permitted on school property and will be confiscated. Law enforcement may be called depending on the circumstances.
4. *Threats & Assault* - Students that threaten physical violence against any staff member or student or actually assault a staff member or student will be assigned appropriate consequences that may include suspension or expulsion.

WRENSHALL SCHOOL DISTRICT NO. 100'S POLICY AGAINST HARASSMENT, HAZING, DISCRIMINATION, AND VIOLENCE

Everyone at Wrenshall School District No. 100 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, or sexual harassment (includes harassment because of sexual orientation), as well as hazing, and violence of any kind.

1. A harasser may be a student or an adult. Harassment may include, but is not limited to, the following, when related to religion, race, or sex:
 - name calling, jokes, or rumors
 - graffiti
 - notes or cartoons
 - unwelcome touching of a person or clothing
 - offensive or graphic posters, book covers, clothing, etc.
 - any words or actions that make a student or staff member feel uncomfortable, embarrassed, or upset.

2. If any words or actions make a student feel uncomfortable or fearful, they need to tell a teacher, counselor, administrator, or the district's Human Rights Officer as soon as possible.
3. Students may also make a written report. It should be given to a teacher, counselor, administrator, or the district's Human Rights Officer.
4. A student's right to privacy will be respected as much as possible.
5. We take all reports of religious, racial, or sexual harassment or violence seriously and will take all appropriate actions based on your report
6. The school district will also take action if anyone tries to intimidate you or tries to take action to harm you because you have reported.

This is a summary of the school district policy against religious, racial, and sexual harassment and violence. Complete policies are available on the school district's website and in the district office upon request.

INDEPENDENT SCHOOL DISTRICT NO. 100
HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 100 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group.

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

—

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

_____ This complaint
is filed based on my honest belief that _____ has harassed or has been violent to
me or to another person or group. I hereby certify that the information I have provided in this
complaint is true, correct, and complete to the best of my knowledge and belief.

Signature) (Date) _____ (Complainant

Received by _____
(Date) _____

HAZING

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of **HARM** to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose.

1. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
2. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
3. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
4. This policy applies to behavior that occurs on or off school property and during and after school hours.
5. 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.
6. 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.

The complete policy on hazing is on file in the district office and can be found on the school’s website.

COUNSELING/SCHOOL SOCIAL WORK SERVICES

Services offered at Wrenshall include social and emotional, academic, career counseling, and guidance. In addition, the counselor/school social worker can assist in referrals to other agencies. Students wishing to see the counselor/school social worker are encouraged to stop by and sign up for an appointment.

SECTION 504

Section 504 is an Act that prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance.

ISD #100 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under this Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

A complete 504 policy is on file in the district office. Please contact district administration for more information on this policy

CHILD ABUSE AND NEGLECT REPORTING

School District employees are **required** to report evidence of child physical or sexual abuse, neglect, emotional maltreatment, or prenatal exposure to controlled substances. Any person

who is required to report this evidence and who willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child neglect, physical or sexual abuse, emotional maltreatment, or prenatal exposure to controlled substances is immune from civil or criminal liability that otherwise might result from such action.

The district administration, school nurse, counselor, and/or reporter of the incident may discuss the situation with the child or youth and emphasize that the school is not interested in accusing or punishing anyone, but rather, is interested in helping ensure that the maltreatment does not continue.

Upon receiving a report of suspected neglect, physical or sexual abuse, emotional maltreatment, or prenatal exposure to controlled substances, the reporter of the incident must call the proper authorities within 24 hours. Each local social service agency and law enforcement agency has legal authority to interview at school, without parental consent, the alleged victim and any other minors who currently reside with or who have resided with the alleged perpetrator.

STUDENT DRESS CODE POLICY

Students are expected to dress appropriately for the public school setting at all times.

Headgear:

Students are not allowed to wear hoods during the school day.

Clothing:

Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors and illegal on school property, will not be allowed. Objectionable emblems, badges, symbols (including confederate flags & swastika's), derogatory mascots, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to any group, evidences of gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals is not allowed.

Physically revealing clothing is also unacceptable in the school setting. **This includes, but is not limited to, spaghetti straps, halter tops, cut-out shirts, and clothing that reveals underwear or bare midriffs.**

When an item of clothing is determined by school staff to be inappropriate it will be reported to administration. If administration then determines the attire is inappropriate, the student will be expected to turn the clothing inside-out, change, or cover prior to continuing participation at school. The student will be asked to refrain from wearing such items in the future. Failure to comply or repeated offenses will result in disciplinary action.

Shoes

Shoes are to be worn in the school setting at all times.

Sunglasses

Sunglasses are not necessary in the school building and are not to be worn in class or during indoor school functions.

Gang Related Apparel

The School District, in its desire to keep students free from threats or harmful influence of gangs or other violent groups, believes that apparel identified as "gang-related" can be reasonably construed as hazardous to the health and safety of the school environment.

Gang symbols, signs, slang, attire, and graffiti will not be allowed in the school setting. Students, staff, and parents who have evidence of these influences in our school should report the concern to school administration immediately. Behavior or dress suspected as being gang related will be reported to the Sheriff's Department.

Chains, Extreme Jewelry, Etc.

Heavy link chains may not be worn as a necklace, bracelet, belt, or wallet attachment. If it is determined that the chain is heavy enough to be used as a weapon or could jeopardize the safety of the student in possession or any other student or staff member, the student will be asked to remove the item and refrain from wearing the item in the future. Failure to comply or repeated offenses will result in disciplinary action.

Spike collars, chains, heavy locks, some rings/earrings or other extreme wear, will not be allowed if determined to be hazardous to health/safety or is considered to create a distraction to the educational process.

Blankets- Blankets are not allowed in school.

PASSES

E-Hall Pass

Passes are required for building movement except during scheduled passing time between classes. If you have been detained by a teacher and anticipate being tardy to your next class, request a pass from the detaining teacher.

Absence Admit Slip

An absence admit slip (excused or unexcused) will be issued by the high school office after an absence or tardy and is required for admittance to class.

Out-of-Building Pass

This pass is issued to the student from the high school office. It is issued to students leaving the building during school hours for special appointments (i.e. medical or dental appointments, illness, court appearance, driver's exams, etc.) Students and parents are encouraged to transact personal business at times other than the normal school day. During school hours, students must sign out when leaving and sign back in when returning to school. Students are not to leave before receiving this pass from the office. Anyone leaving the building without receiving this pass is subject to disciplinary action.

Routine errands and incidental personal business should also be conducted before or after school. While parents have the right to excuse their children from school, it is the school's discretion on whether or not to accept those excuses.

CLOSED CAMPUS

The Wrenshall School operates as a K-12 closed campus. Grades 7-12 students will remain inside the building and on school grounds from the time of arrival at school in the morning until the close of school in the afternoon.

Students must have permission from the office to go to their cars during the school day. Anyone caught outside the building without permission (even in the parking lot) may be subject to disciplinary consequences.

Students leaving the school building without receiving permission from the office will be unexcused and may face consequences for violating the district's closed campus policy. Furthermore, parents/guardians cannot excuse these absences after the fact.

Students should be responsible and bring all items they will need for school, practice, games, contests, events, etc. to school on time. Students should not be leaving school early (For any amount of time) to retrieve items, get food, etc. These absences violate the school's closed campus policy and are not allowed by the school nor will they be approved as excused absences. While parents have the right to excuse their children from school, it is the school's discretion on whether or not to accept those excuses. Students that willfully break the school's closed campus policy, even with parent approval, may be subject to ineligibility in the upcoming game, contest, or event and may face other disciplinary measures.

LOCKERS AND LOCKS

Students will be assigned a locker on the first day of school. Students are not to change lockers without approval. If the need to change lockers exists, students are expected to make the request with the admin or the main office. Students are expected to keep their lockers locked at all times as they are responsible for anything in the locker they were assigned. Locker combinations are to be given to the office. The school will sometimes sell locks for students to use.

LOCKER CONTENT / SECURITY

It is suggested that students not keep valuable items or large sums of money in their locker. Students do have the opportunity to store valuables or money in the main office if they wish. The school is not responsible for any theft.

LOCKER DECORATIONS

Many students choose to decorate the inside of their lockers. Pictures, posters, or other decorations should reflect the same expectations as the student dress policy. The student should refrain from posting items or photos advertising alcohol, drugs, or tobacco. Furthermore, students should also refrain from posting items or photos that are sexually suggestive, or contain inappropriate language. Physically revealing pictures or posters are also unacceptable. The student will have one opportunity to remove such items. Non-compliance or repeated behavior will lead to school officials taking action to remove the inappropriate material and possible disciplinary action.

Writing on the outside of lockers is not permitted and it will be the responsibility of the student who uses the locker to remove the graffiti.

LOCKER SEARCHES

It is the policy of the State of Minnesota that: **School lockers are the property of the school district.** At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of lockers at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as 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.

BACKPACKS

Backpacks will **NOT** be allowed in the classrooms. They must be left in the student's locker, unless arrangements have been made with a teacher or administrator. If a backpack is brought to the classroom and there is a drug dog search, the bag must be left in the room.

BUS TRANSPORTATION

All students are entitled to be emotionally and physically safe while being transported to and from school. Certain laws and regulations govern the operation of school buses. Minnesota Statute, section 123.7991 lists as one of seven concepts that: *Transportation by school bus is a privilege, not a right.* Safety on the buses is our prime consideration and thus riding privileges can be revoked. Cooperation and appropriate, safe behavior on the bus is expected of all students.

Bus Rider Policy

1. The bus driver is in complete charge while on the bus
2. All riders shall remain seated when the bus is in motion and keep head, hands, arms, etc. inside the bus.
3. Scuffling, fighting, and obscene language are forbidden.
4. Bus riders will not litter the bus with food or other debris.
5. Damage to the bus other than regular usage will be paid for by the persons responsible.
6. Students must be at the designated loading site at the scheduled times.
7. Students must follow the recommended procedure when crossing the roadway.
8. Students must wait until the bus comes to a complete stop before stepping off the curb to board.
9. Students are to get on the bus at their designated stops and not get off before arriving at school.
10. Students going home may get off the bus at another designated destination only with a parent/guardian note initialed by one of the administration.
11. Because buses are loaded to capacity in the mornings, students will not be allowed to bring friends and/or guests on the buses. If you have an overnight guest on a school night, you are responsible for their transportation to school the next morning. Evening routes allow for prearranged guests because of after school activities.
12. Every bus rider must abide by these rules or jeopardize their right to ride the bus.
13. Bus drivers will report all misconduct to the Principal and parents/guardians will be notified of the misconduct.

Consequences for Misbehavior on the Bus

Kindergarten-6th grade

First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents. Your child could be assigned an alternate seat.

Second Offense: One-day bus suspension.

Third Offense: Three-day bus suspension; conference with student, parent, school, driver.

Fourth Offense: Five-day bus suspension.

Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

7th -12th Grade

First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents. Your child could be assigned an alternate seat.

Second Offense: One to three-day bus suspension; conference with student, parent, school, driver.

Third Offense: Five to ten-day bus suspension.

Fourth Offense: Loss of bus riding privileges for the remainder of the school year

***The administration reserves the right to skip any of the above steps depending on the severity of the infraction/s. This will be handled at the discretion of school administration.**

Fan Bus

Students in high school will be taken to selected conference and district athletic contests for cost. The following rules will prevail:

1. Fan bus trips will be posted in the bulletins. Students must register and pay the transportation charge in advance of the event. Students may register in the main office during the school day.
2. Students riding a school bus to any school-sponsored event are reminded they are to ride the bus both ways. The only exception is if a parent or guardian has contacted the bus driver and wishes to take their son or daughter home. Students may not ride home with anyone but their parents or guardian.
3. All bus transportation rules/expectations will apply.

BREAKFAST/ LUNCH PROGRAM

Meal Prices for 2024-2025 School Year

Student First Breakfast with Milk Free

Student First Lunch with Milk Free

Ala Carte Milk \$.55

Students are welcome to bring their own breakfast or lunch to eat during meal times.

Adult Breakfast \$ 2.40

Adult Lunch \$ 5.00

Second meals for students are charged the adult price. Students must enter or scan their Personal Identification Number (PIN) to generate the reimbursement payment for district food service.

Families are encouraged to complete the federal education benefits application each year. Eligible students generate significant compensatory aid for the school district and may determine eligibility for grants, scholarships, internet assistance and more.

The national school lunch program reimburses district food service for eligible students. For the second consecutive year, the state universal lunch program reimburses the district for any student not covered by the federal lunch program. The state only pays the difference for the actual meals served.

All lunches and beverages are to be consumed in the cafeteria. The only exception to this rule is high school students which are allowed to eat in the classroom/commons if they are participating in a club during lunch. The student is responsible for discarding unused food, wrappers, and containers, and for returning trays and utensils to the washing station.

The school hot lunch program provides balanced nutritional meals for students K-12. Menus are planned using Federal guidelines and standards.

Menus are posted in strategic areas of the building for the convenience of our students. In addition, the district/community news publication, *IMAGES*, provides lunch menus monthly.

***In order to prevent food waste or shortages, it is the student's responsibility to sign up for a hot lunch at the beginning of their 1st hour class. If a student is late to school, it is their responsibility to check in with the main office and let them know whether they will be eating hot lunch. Anyone that doesn't register in a timely manner will be served last and it may result in them not getting what they wanted.**

If you have questions regarding your lunch account, please contact the administrative assistant in the district office at 384-4274 ext: 2006.

MORNING, NOON & OPEN GYM

Expectations for student participation in noon and morning gym will be set by the monitoring supervisor. Students using the gym must wear appropriate gym shoes and respect the facilities and all equipment. There must also be an adult supervisor (Approved by the school) present during any open gym.

The school may provide basketballs. Students are not allowed to remove any school equipment from the gym unless checked out by a coach, supervisor, or the Principal.

MAIN ENTRY / MAIN LOBBY / COMMONS

Students are asked to refrain from gathering on the sidewalk and/or stairway outside the main entry. In addition, the lobby areas should not be congested prior to morning classes or during noon hour. Alternative gathering sites may include the gym lobby, commons, or appropriate hallways. Student cooperation in this effort will be greatly appreciated.

Students are prohibited from opening doors coming into the school for any students, staff, or guests (even if they know them) during the school day. All people entering the building after

the school is in lockdown (Approximately at 8:20 a.m.) must be buzzed in by office staff. Students that are in violation of this may face consequences. Please keep in mind this rule is in place to protect the safety of all students and staff.

The student commons in the high school music wing has been designated as a quiet area. Students are encouraged to use this area for reading, study, and casual socialization when the time is appropriate and when permission has been given.

STUDENT TEACHING ASSISTANTS

Students may opt to serve as teaching assistants each semester. Teaching assistants must be responsible students who will report to the teacher or staff member promptly during the class time assigned. To be considered for a TA position, students must have at least a 2.5 GPA. Students will receive a pass/fail grade from the assigned teacher. Students may earn a **maximum of 4 credits** for being assigned a teacher assistant during their four years of high school.

STUDENT DRIVING/ PARKING LOT

12th graders are allowed to park in the main lot as far back as possible. The spaces towards the front are reserved for staff and visitors only. All other student drivers need to park in the multi-purpose gym lot. All students must have a parking permit and a parking form on file every year to park in our school lots. Students are to comply with the parking pattern established by painted lines in the lot. Repeat offenses may result in the inability to park on school grounds or possibly even lead to the vehicle being towed at the owner's expense.

The parking lot is off limits to students as a gathering place during school hours and over the noon hour. If you break the closed campus rule and leave campus in your vehicle without permission you may lose the right to park in the school parking lot.

If you park in any school parking lot, or on school property, your vehicle may be exposed to the drug dog that visits the school periodically.

All student drivers are required to fill out the Wrenshall Student parking pass. (Located in the back of the handbook. This should be read and signed by both student and parent/guardian. Students who choose to drive to school are expected to drive with caution in the area of the School Zone. This is obviously in consideration for the safety of all in a busy traffic/pedestrian area.

Consequences for not complying with this request may include detention, suspension, parent conferences, losing the ability to park in the school parking lot, and/or referral to local law enforcement.

1. All drivers should operate their vehicles with caution in the School Zone.
2. Students may not drive vehicles while on school-sponsored trips or to or from vocational or paired/shared classes without the prior approval of the school administration.
3. Students are not to sit in, visit at, drive, or ride in motor vehicles during the school day (includes noon hour).
4. Student parking is provided in the lot across the street from the school's main entry. **The first two rows of parking spaces closest to the school are reserved for school staff and visitors only.**

Other directives/changes regarding student parking may be communicated during the school year based on need.

BEVERAGE POLICY

There are beverage machines where water may be purchased during the school day. After school other varieties may be purchased. Students are responsible for monitoring litter and spills. A beverage violation occurs when a container is not disposed of properly or a spill is not cleaned up. Consuming a beverage in a computer lab will automatically become a beverage violation. When three or more violations occur in a day, the beverage machines will be turned off the following day. All beverage violations should be reported to the Principal.

CHANGE

Change will **not** be available in either the main office, the district office, or the business manager's office. Checks will also not be cashed. Students who use the pop machines should come to school with proper change.

TELEPHONES AND MESSAGES

The office telephone is a business phone and will be used by students **only when necessary as determined by main office personnel**. Students will be called from class to receive **emergency messages only**. A common goal of teachers and parents is to develop in each child a sense of responsibility. We discourage and will limit calls home for items students have forgotten unless it is deemed essential by the child's teacher. Office phone use should be limited to matters affecting health and safety.

Parents/guardians are asked to leave messages and not text students during school hours and not request students be pulled from class except in the case of an emergency.

CELL PHONES & COMMUNICATION DEVICE AWAY FOR THE DAY

Wrenshall School recognizes the importance of communication and collaboration, and provides chromebooks for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, we will enforce the following.

- Cell phones and all mobile devices shall be TURNED OFF before the first bell rings and kept off and stored in lockers until the end of the day.
- Smart watches can be worn but only used to check the time.
- Earbuds should not be worn during a teacher's lesson.
- Cell phones and all mobile devices shall be kept in a student's backpack or locker not in clothing pockets
- Cell phones and all mobile devices are not allowed to be used in a classroom, library, common areas, outdoors or in restrooms.
- Cell phones and all mobile devices can be turned back on at the end of school day.
- Cell phones and all mobile devices are not allowed to be used during transition times or between classes
- Picture phones are prohibited in locker rooms in compliance with MSHSL rules.
- Students bringing communication devices to school should recognize the risk of theft. The school is not responsible for stolen property.
- If a student needs to make an emergency call during the school day they are to go to the office.

CONSEQUENCES

- First Offense–Student will receive a warning and will be asked to put it away in their locker.
- Second Offense–The device will remain in the main office until the end of the day. Admin will call parents/guardians to notify and remind them of the policy.
- Third Offense ~Parent/guardian will be called to pick up the students phone.
- *It should be noted that refusal to surrender a cell phone or other electronic device not authorized to use when directed to do so by a school staff member, teacher or administrator is a violation of our school’s Code of Conduct. Insubordinate behavior could lead to detention, suspension or exclusion from school events

AUDIO/VIDEO DEVICES

Students may operate iPods, MP3 players, radios, tape players, CD players, and any similar devices only with headphones and only in the following circumstances: on the bus to and from school; in school prior to the start of classes in the morning, and after school. Violations of the aforementioned policy will result in the same consequences as cell phone violations (See “Communication Devices”)Classroom teachers reserve the right to follow their own classroom policies regarding device usage. Students bringing audio/video devices to school should recognize the risk of theft. The school is not responsible for stolen property.

TEXTBOOKS, LIBRARY BOOKS, LUNCH ACCT. FINES/BILLS, NEGATIVE ACCOUNT BALANCES

Wrenshall students are provided with textbooks, reference books, workbooks, and a wide selection of library books. These should be treated with care to assure the future availability to other students. Students and parents are responsible for the care of the books issued to them and will be expected to pay fines up to the cost of replacement for lost or damaged books. Costs of new textbooks range from \$30 to over \$100 (An effort will be made to purchase used replacement texts). Students that lose textbooks may be required to pay replacement costs or their parents may be required to pay replacement costs before another text is issued. Students that lose library books may be required to replace the missing books or their parents may be required to replace the missing books before they are allowed to take out additional library books.

It is the teacher’s discretion if classroom books need to be covered. Book covers should be replaced when the condition is such that it no longer protects the book. We would appreciate parent assistance in keeping student textbooks covered.

VALUABLES

Students are encouraged to leave valuables and large sums of money at home. Student lockers and locker rooms are unfortunately not the most secure places in a building with so many people. Please consult with office staff if you wish to have items placed in safe keeping for the day.

THEFTS

All thefts should be reported to school staff or administration immediately. **The school cannot and will not assume responsibility for theft of personal property.**

PUBLIC DISPLAYS OF AFFECTION

Inappropriate displays of affection such as kissing, embracing, sitting on laps etc. are not acceptable in or around the school. Such behaviors may result in consequences deemed appropriate by the Principal. **It is expected that students and faculty will share in establishing an environment that encourages desirable school friendships.**

SCHOOL CLOSING & EMERGENCY ANNOUNCEMENTS

Emergency school closings, information on late starts, etc. are broadcast over area television and radio stations. These stations are notified as soon as possible that school will be closed or delayed. **No announcement means school is in session.**

Parents/guardians should arrange for and thoroughly discuss with their child what should be done if they are transported home early due to an emergency. In addition, the school strongly encourages parents/guardians to have emergency transportation plans on file for each child.

Please tune into one of the following stations and refrain from calling the school:

Radio - AM
KDAL 610 AM

Radio - FM
KDAL 95.7 FM

TV
KDLH Channel 3
KBJR Channel 6
WDIO Channel 10

The Instant Alert telephone notification system will also be utilized to inform families of any changes in the school day and to announce any other pertinent information.

FIRE/TORNADO/LOCKDOWN DRILLS

Fire, tornado, and lockdown drills at regular intervals are required by law and are an important safety precaution to help ensure the safety of our students. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route or goes to their assigned spots as quickly and orderly as possible. The teacher in each classroom will give students proper instructions on how to carry out the drill. Students misbehaving or disrupting these drills will be subject to disciplinary consequences. The district will perform 5 fire drills, 5 lockdown drills, 1 tornado drill throughout the school year.

LOST AND FOUND

Many of our students possess the same brand and/or color of jackets, snow pants, boots, backpacks, athletic gear, balls, etc. Labeling of personal items will minimize confusion in locating owners of lost items. Please label your child's possessions.

Items that have been turned in as lost will be kept in the lost and found which is located at the bottom of the elementary staircase next to the cafeteria. Each year numerous items from lost and found are unclaimed. Items left in lost and found for three weeks will be given to a local charity due to the lack of storage space. Students should check in the main office to recover lost textbooks or items of value.

VISITORS

Any persons other than Wrenshall High School students, staff, or school board personnel, are regarded as visitors and must report to the main office for clearance before going anywhere in the building or on school grounds. This request is for the safety of our students.

If a parent arrives to pick up a student, he or she should report to the office and one of the office staff will go to the classroom to get the child. Parents should not go directly to the classroom.

No student guests will be allowed due to security and liability issues.

PETS

If you would like to share a family pet with the class, please contact the teacher in advance to arrange for the visit. Once you arrive at school with the pet, be sure to have control over it at all times. A large group of excited children can cause some unusual reactions in pets. We generally ask parents/guardians to return the pet home with them on the same trip. Any extended stay for the pet should be pre-arranged with the classroom teacher.

Unless the pet is part of a show and tell or a medical necessity, there should be no pets brought into the building or onto school grounds to protect the safety of our staff and students.

Parents bringing pets are not to go directly to the classroom and are still required to first check in to the main office.

SUGGESTED SCHOOL SUPPLIES

Notebooks, folders, pencils for your 7 classes and a lock for your locker. Tennis shoes for outdoor or indoor gym class. Your backpack must be kept in your locker during the day.

CHANGE OF ADDRESS

Changes of address, telephone number, or emergency information during the school year should be reported to the main office as soon as possible so that emergency forms and instant alert information can be updated.

COMPUTER USE / INTERNET

Wrenshall students are provided the opportunity to access the Internet for educational research and information. Electronic information research skills are now fundamental and vital to the education of citizens, the work force, and for higher education. Unless parents/guardians specifically request their child not to have Internet access (See Denial of Access Form), the school district will allow student access to the Internet.

The Computer and Internet Acceptable Use Policy establishes the policies and guidelines for acceptable, responsible, and safe use of the Wrenshall School District's technology resources. Violation of the policy, or any other inappropriate use of the system, may result in computer and/or Internet privileges being revoked. In addition, disciplinary action, and/or legal action may be taken.

COMPUTER AND INTERNET ACCEPTABLE USE POLICY PURPOSE

The intent of this policy is to establish policies and guidelines for acceptable and safe use of the Wrenshall School District technology resources by students, staff, and any other users. Technology resources include all data, video, and telecommunication equipment and systems, including but not limited to computers, networks, Internet resources, printers, scanners, cameras, projectors, and telephones. This policy complies with guidelines of the Children's Internet Protection Act (CIPA) and other applicable federal and state regulations including FERPA-Family Education Rights and Privacy Act.

GENERAL STATEMENT OF POLICY

Electronic information research skills are now fundamental and vital to the education of citizens, the work force, and for higher education. Access to the Internet enables students and employees to explore thousands of libraries, databases, and other information resources

around the world. The school district expects that teachers will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its proper use. Unless parents/guardians specifically request their child not to have Internet access, the school district will allow student access to the Internet.

RESPONSIBLE & ETHICAL USE

A. Expectations and Responsibilities

1. Use of school district Internet access is limited to educational purposes such as research, class assignments, instruction, collaborative educational projects, and professional development.
2. Users will protect their individual accounts by keeping passwords secure, not using another person's account, and reporting any computer account or security problems to a teacher, technology staff, administrator, supervisor, or other appropriate authority.
3. Users will respect the legal protection provided by copyright, trademark, and licenses.
4. All users will use school district services and facilities in a manner that does not interfere with or disrupt other network users, services, or equipment.
5. Users storing data and information on district diskettes, hard drives, or servers do so at their own risk. The district will not be responsible for any loss of data, assignments, or projects.
6. The school district is not responsible for unauthorized financial obligations resulting from staff or student users of the district's Internet access accounts.
7. Users will be polite, appropriate, and adhere to all generally accepted standards of courtesy and etiquette.
8. If a user inadvertently accesses unacceptable material or an unacceptable Internet site, the user should immediately notify the most immediate teacher, supervisor, tech director, or administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.
9. The School district does not support personal equipment. Users will not install any personal equipment or software on any district owned device or systems.

B. Unacceptable Uses and Restrictions

1. Users will not access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. materials with obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or could cause damage, danger, or disruption to the educational process; or
 - d. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or may constitute harassment or discrimination.
2. Users will not post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to addresses, telephone numbers, access

codes, passwords, labeled photographs, any information that would make the individual's identity easily traceable, and any unauthorized disclosure, use, or dissemination of personal information regarding minors.

- a. This includes, but is not limited to, any use or accessing of online social networking sites or social chat sites.
 3. Users will not attempt to gain unauthorized access to the school district systems or any other system ("hacking") through the school district system.
 4. Users will not knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, harass another person, or engage in personal attacks, including prejudicial or discriminatory attacks.
 5. Users will not attempt to login through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user.
 6. Users will not violate copyright laws or usage licensing agreements, or otherwise use another person's intellectual property without the person's prior approval or proper citation. This includes the downloading, copying, or exchanging of pirated Software or music to or from any School computer, and plagiarizing works found on the Internet.
 7. Users will not vandalize, damage, disable, or physically abuse the property of the school district, another person, or organization.
 8. Users will not access or attempt to gain access to unauthorized information or another person's materials, information, or files without the direct permission of that person.
 9. Users will not knowingly waste school district technology resources and supplies including the printing of any information or images that are not for assigned School projects or purposes.
 10. Users will not purposefully interfere or disrupt school district technology equipment, software, or systems, which includes but is not limited to:
 - a. deliberately crashing machine(s);
 - b. spreading computer viruses, worms, or other malicious software (malware);
 - c. unauthorized security probing or evaluation activities;
 - d. wide-scale distribution of messages to forums or mailing lists unrelated to current classroom or school district topics.
 11. Users will not engage in any illegal act or violate any local, state, or federal statutes.
 12. Users will not use school district Internet access or accounts for unauthorized commercial use and/or financial gain unrelated to the mission of the School district.
- C. **Vandalism and harassment will not be tolerated.** Any instances of vandalism or harassment will result in the consequences listed in this policy or the Wrenshall Student Handbook.

Vandalism is defined as any intentional attempt to harm, modify, or destroy data of another user, Internet, school district, or other networks that are connected to the school district network. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent unwanted annoyance of another user, or the interference in any way of another user's work.

STUDENT EMAIL

- A. The school district provides student email accounts for educational purposes only. Provided email is limited in scope depending on student grade level.
 - Grades PK-6 can only send or receive emails from teachers and staff.
 - Grades 7-9 will receive district email addresses only. These students will not be able to email persons outside of the district, including parents/guardians.
 - Grades 10-12 will receive fully functioning email addresses. These students will be able to email persons inside and outside of the district, including parents/guardians.
- B. Student email communications are intended for educational purposes only. All email accounts belong to the school district and students are granted access at the sole discretion of the school district staff. All email communications are subject to monitoring for acceptable use.
- C. Students shall use their district provided email account for educational purposes only. Students should not use this account for personal uses including, but not limited to, private social networking, online dating, blogging, etc.
- D. Students are *not* allowed to access their personal email accounts from school computers.

LEARNING MANAGEMENT SYSTEM

The school district utilizes a Learning Management System (LMS) to facilitate student collaboration and create a 21st century learning environment (Not all teachers use it). Students will be able to receive and turn in some assignments through the LMS. Parents may be able to access student work online by requesting a user account for Infinite Campus through the district Technology Director. Persons not listed in the student's official school file as parents or guardians will not be granted access.

CONSEQUENCES

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences:

- Suspension or cancellation of computer use or access privileges;
- payment for damages and repairs;
- discipline under other appropriate school district policies, including Suspension;
- suspension or termination of employment; or

- civil or criminal liability under other applicable laws.

FILTERING

With respect to any of its computers with Internet access, the school district will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or
3. Harmful to minors.

Harmful to minors means any picture, image, graphic image file, or other visual depiction that:

- a) taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex, and/or other private bodily functions;
 - b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated, normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
4. The district is obligated to monitor and/or review filtering activities.
 5. The district implements several methods to help protect the network from harmful viruses and reduce the amount of spam email (email filter, firewalls etc.) A privacy disclaimer is attached to all outgoing email messages. All of these methods address the need to keep our system operational and protect the district from lawsuits.

LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system and individual computers.
- B. Routine maintenance and monitoring of the School district's computer system may lead to a discovery that a user has violated a policy or the law.
- C. The technology network and equipment is owned and operated by the school district for the express use of staff and students in education-related activities. The district retains the right to monitor activity of users.
- D. An individual investigation or search may be conducted if the school authorities have reasonable suspicion that the search will uncover a violation of law or school district policy. In addition, data and other materials in files maintained on the school district systems may be subject to review, disclosure, or discovery under state and federal law.
- E. Parents have the right to request to review the contents of their child's files. Parents

have the right to request the termination of their child's computer access at any time.

- F. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies.
- G. The school district will cooperate fully with any legal requirements of any Federal Freedom of Information Act request, Family Educational Rights and Privacy Act (FERPA) request or Minnesota Data Practices Act request.

LIMITATION ON SCHOOL DISTRICT LIABILITY

Wrenshall School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. District networks are private networks used as an education tool by employees and students. District computer networks are monitored electronically. Use of the school district computer system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including but not limited to: loss, damage, or unavailability of data stored on the district's diskettes, tapes, hard drives, mailboxes, or servers. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district computer system. The district does not promise that any particular level or method of access will be given or continued and retains the authority to qualify, limit, or terminate any or all technology, telecommunication systems, Internet, or computer use.

INTERNET USE AGREEMENT

- A. The purpose of the Internet and the educational value to be gained from proper Internet use is the joint responsibility of students, parents, and employees of the district.
- B. The school district will assume children have permission to use the Internet unless a signed Denial of Access Form (attached) is returned to the school. The form must be filed in the school office.
- C. If the Denial of Access form is not signed and returned, acceptance of all terms and conditions in this policy is implied.

**Wrenshall Public Schools
DENIAL OF ACCESS FORM**

Please complete, sign, and return this form only if you **DO NOT** want your child/children to have access to the Internet.

Dear Parents or Guardians:

Access to the Internet has become a standard teaching tool that enables students to explore thousands of libraries, databases, and other resources around the world. The school district expects that teachers will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. The Wrenshall Public Schools will assume your child has your permission to use the Internet unless this form is returned to the School's main office.

The School district has taken precautions to attempt to limit access to inappropriate or offensive materials with educational filters. However with changing web addresses and site titles, it is impossible for the district to restrict access to all inappropriate or offensive materials at all times, If you or your child finds a site that is inappropriate or offensive to you, please report the site address to your child's teacher, the library media specialist, technology coordinator, or Principal.

Teachers and staff will use this document to monitor the parent's requests. Please be aware, however, that the Internet is used extensively for research including access to district purchased databases. If you return this form, your child/children's use of technology resources will be limited to word processing, specific computer applications, and other non-electronic resources.

I, _____ (print name), do not want my child/children to have access to the Internet.

Please list the children you do not wish to have access to the Internet, along with their grade. Return this form to the school's main office.

Children's Name (s) Grade

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

Parent/Guardian's Signature _____ Date _____

This restriction will remain in effect until the parent/guardian requests a release of access denial for their child/children in writing to the building Principal.

WRENSHALL SCHOOL DISTRICT POLICIES STUDENTS NEED TO KNOW

419 Tobacco policy-The purpose of this policy is to maintain a learning and working environment that is tobacco free.

501 School Weapons Policy-It is the policy of the Wrenshall School district to maintain a positive, safe learning and working environment.

502 Search of Student lockers, Desks, Possessions and Person-The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

503 Student Attendance-It is the responsibility of the Wrenshall School district to the community that all school members will work to challenge and support students in the pursuit of their highest levels of academic and personal achievement. Recognizing the strong relationship between regular attendance for each class and high academic achievement, the District will establish a clear attendance system. Such a system will promote this relationship and hold students accountable for regular attendance. It is essential that Wrenshall School students and their families take responsibility for knowing and following the Attendance Policy.

504 Student Dress and Appearance-The Wrenshall School District respects students' rights to express themselves in the way they dress and expects students to respect the school community and fellow students by dressing appropriately for a K-12 learning environment.

505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees-The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

506 Student Discipline- 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.

507 Corporal Punishment-The purpose of this policy is to describe limitations on corporal punishment of students.

508 Extended School Year for Certain Students With Individualized Education Programs-The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

509 Enrollment of Nonresident Students-The school district desires to participate in the Enrollment Options Program established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

510 School Activities-The purpose of this policy is to impart to students, employees, and the community the school district's policy related to the student activity program.

511 Student Fundraising—The purpose of this policy is to address student fundraising efforts.

512 School-Sponsored Student Publications and Activities—The purpose of this policy is to protect students' rights to free speech in production of official school publications and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

513 Student Promotion, Retention, and Program Design—The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

514 Bullying Prohibition Policy—

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

515 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.

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

517 Student Recruiting—The purpose of this policy is to prevent school district employees from exerting undue influence for purposes of securing or retaining the attendance of a student in a school.

518 DNR - DNI Orders—The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

519 Interviews of Students by Outside Agencies—There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the

school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

520 Student Surveys–Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

521 – Student Disability Nondiscrimination–The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

522 Student Sex Nondiscrimination and Form–The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

523 Policies Incorporated by Reference–Certain policies as contained in the school district’s policies are applicable to students as well as to employees. To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies (see form)

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

524 Form – Internet Use and Safety

525 Violence Prevention (Applicable to Students and Staff)–The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior. The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

526 – Hazing Prohibition.pdf–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.

527 Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches–The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

528 Student, Parental, Family, and Marital Status Nondiscrimination–Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

529 Staff Notification of Violent Behavior by Students-In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student. The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

530 Immunization Requirements-The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

531 The Pledge of Allegiance-The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs From School Grounds-The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

533 Wellness.pdf-The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being and ability to learn by supporting healthy eating, physical activity. The Wrenshall School District is committed to enhancing the development of lifelong wellness practices through active partnership with parents and community.

534 School Meals Policy-The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

SUICIDE PREVENTION INFORMATION

Minnesotan's have access, 24/7, via call, text or chat to the 988 Suicide & Crisis Lifeline! Simply dial 988 to call, text directly to 988, or scan in the QR code in the image below to connect with chat.



CALL OR
TEXT TO
988

CHAT WITH US



Wrenshall Student Parking Form

In an effort to increase safety measures students who drive a vehicle to school are required to keep a parking form on file. You will receive a parking pass to hang on your mirror once this document is signed by a student and parent/guardian.

Please read over the student handbook rules as listed below.

Students who choose to drive to school are expected to drive with caution in the area of the School Zone. This is obviously in consideration for the safety of all in a busy traffic/pedestrian area. Consequences for not complying with this request may include detention, suspension, parent conferences, losing the ability to park in the school parking lot, and/or referral to local law enforcement.

1. All drivers should operate their vehicles with caution in the School Zone.
2. Vehicles cannot display vulgar language, confederate flags or any symbols, pictures or words that represent hate or discrimination.
3. Students may not drive vehicles while on school-sponsored trips or to or from vocational or paired/shared classes without the prior approval of the school administration.
4. Students are not to sit in, visit at, drive, or ride in motor vehicles during the school day (includes noon hour).
5. The parking lot is off limits to students as a gathering place during school hours and over the noon hour. If you break the closed campus rule and leave campus in your vehicle without permission you may lose the right to park in the school parking lot.
6. If you park in any school parking lot, or on school property, your vehicle may be exposed to the drug dog that visits the school periodically.
7. During school hours only **12th grade students will be allowed to park in the main lot.** All other student drivers will park in the multi purpose parking lot.
8. The multi-purpose door will be open until 8:30 and then locked after that. If you are leaving the school early, leave through the main doors only.
9. During school hours; if you are in the main lot student drivers cannot leave the main school parking lot if buses are lined up. Once the buses leave then you can safely exit the parking lot.
10. During school hours; when exiting the multi-purpose parking area after school when the buses are lined up you will turn left towards county 18.

Other directives/changes regarding student parking may be communicated during the school year based on need.

Student Name _____ Grade _____

License Plate Number _____ Car Make/Model _____

I have read and understand the Student Parking Policy and will follow all expectations listed.

Signed Student _____

Signed Parent/Guardian _____

Date _____

PARENT CONCERNS AND QUESTIONS PROTOCOL

If you have a concern or question, please contact the appropriate staff member. We want to work with you to provide the best experience for your child. We do ask that you follow the chain of command in our school.

Here is a list of the steps to follow in order:

1. Talk to the staff member directly involved (bus driver, teacher, paraprofessional, coach, etc.)
2. If not resolved, contact the Principal
3. If not resolved, contact the Superintendent
4. If not resolved, contact the School Board

We do understand there are some issues that require you to go directly to a supervisor. We will be glad to assist you in those situations.

When contacting School board members remember they are elected to represent the interest of all parents and district residents, and you should always feel free to tell them your point of view. School board members do not, however, have direct authority in day-to-day school operations. All authority is the result of official actions by a majority of the board at meetings open to the public. The board's primary responsibility is to make policies that guide the school district.

When should board members be contacted and what can they do? Contact a board member after other means to solve a problem have been attempted. A board member may take one or all of the following actions: informally discuss the issue with the superintendent, request that the board review the specific policies that relate to the situation, or propose new policies for the board's consideration. It is the intention of all school staff and School Board members of the Byron School District to listen to and resolve issues of concern as quickly and effectively as possible.

Wrenshall School Board Members **wschoolboard@isd100.org**

Mary Carlson	Board Chair
Eric Ankrum	Vice Chair
Misty Bergman	Board Treasurer
Ben Johnson	Board Clerk
Alice Kloepfer	Member
Nicole Krisak	Member

Wrenshall Elementary Student and Family Handbook 24-25



207 Pioneer Drive Wrenshall, MN 55797
218-384-4274
Fax: 218-384-4293

Mission~A small school where WE cultivate big futures.

**Vision~Celebrating and investing in each student to lay the foundation for
limitless opportunities.**

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Staff Directory

<p><u>Superintendent</u> Jeff Pesta Ext. 2003 jpesta@isd100.org</p>	<p><u>Principal</u> Michelle Blanchard Ext. 2101 mblanchard@isd100.org</p>
<p><u>School Guidance Counselor</u> Erik Holter ext eholler@isd100.org</p>	<p><u>Family School Worker</u> Deanna Koren Ext.3301 dkoren@isd100.org</p>
<p><u>Main Office Manager</u> Josie Hlava Ext. 2000 jhalava@isd100.org</p>	<p><u>Student Records/MARRS</u> Trish Swanson Ext.2002 tswanson@isd100.org</p>
<p><u>District Office Clerk</u> Rosy Bradley Ext. 2006 rbradley@isd100.org</p>	<p><u>District Office Administrative</u> Beth Peterson Ext. 2001 bpeterson@isd100.org</p>
<p><u>School Nurse</u> Danielle Arneson Ext.2005 darneson@isd100.org</p>	<p><u>Images Newspaper</u> Erin Riley ext 3102 images@isd100.org</p>

Teachers	Grade	Email
Tina Kauma Shirley Vanguilder	Early Childhood Teacher Teacher Aide	tkauma@isd100.org svanguilder@isd100.org
Anna George	Kindergarten	ageorge@isd100.org
Chloe Olesen	Kindergarten	colesen@isd100.org
Natalie Cass	First Grade	ncass@isd100.org
Nikki Rowland	Second Grade	nrowland@isd100.org
Theresa Vermeersch	Third Grade	tvermeersch@isd100.org
Suzy Berger	Fourth Grade	sberger@isd100.org
Laura Lembke	Fourth Grade	llemcke@isd100.org
Ross Tollgaard	Fifth Grade	rtollgaard@isd100.org
Kenny Mattinen	Sixth Grade	kmattinen@isd100.org
Molly Kidd	Art Elementary Specialist	mkidd@isd100.org
	Phy Ed. Elementary Specialist	@isd100.org
Deb Fenlason	Elementary Music/Band	trahkola@isd100.org
Chloe Swanson	Library/ Elementary Specialist	cswanson@isd100.org
Nick Hinchliff	Elementary Special Education	nhinchliff@isd100.org
Kaitlyn Hellman	Elementary Special Education	khellman@isd100.org
Sheri Fossen	Title 1/Earlychildhood Special Ed.	sfossen@isd100.org
Kelli Perrault	Paraprofessional/Title 1	kperrault@isd100.org
Lauren Borg	Paraprofessional	lborg@isd100.org
Kaila Hlava	Paraprofessional	khlava@isd100.org
Sara Hietala	Paraprofessional	shiettila@isd100.org
Renee Duncan	Paraprofessional	rduncan@isd100.org
Renee House	Food Service Director/Head Cook	rhousel@isd100.org
Erin Riley	Images Newspaper	images@isd100.org

Letter from your Principal

Dear Wrenshall Families,

Please let me welcome you to a new year at Wrenshall School. It is my hope that you and your child will have a rewarding school experience as a Wrenshall Wren. In order for school to be a place for children to learn and grow, it is essential to create an environment of mutual respect. We want school to be a place to experience the excitement of learning, a place where the students, parents and school staff form a partnership. Working together, there is no limit to what we and our children can achieve. As we plan for a new school year we are continuing to model a positive behavior intervention framework for our elementary students. This framework promotes common language establishing expectations for all students. We also have been implementing Restorative Practices. The aim of restorative practices is to develop a community to manage conflict and tensions by repairing harm and building relationships. We want our students to thrive in a safe environment. This parent/student handbook is intended to be a guide into your child's school program. After reviewing it for general information, I encourage all parents and students to become actively involved in their child's school experience. Best wishes for an exciting and rewarding school year.

In partnership,
Ms. Blanchard

Part I: General Information



ELEMENTARY ENTRANCE AGE

Students may enroll in school at Wrenshall Elementary provided they are at least five years old on September 1st for Kindergarten, or at least six years of age for first grade. Please contact the school for more details.

Arrival and Dismissal Times

Buses arrive	8:00 - 8:15 a.m.
Breakfast served/cafeteria	8:00 - 8:20 a.m.
Classes begin	8:30 a.m.
Lunches and recess (3 Sections)	11:00 a.m. - 12:00 a.m.
Walkers dismissed	3:08 p.m.
Bus students dismissed	3:10 p.m.
Buses depart	3:20 p.m.

ENTRANCE AND END OF THE DAY PROCEDURES

If your child does not ride the bus please time his or her arrival for no earlier than 8:00 a.m. Although teachers arrive earlier they are not supervising hallways or the playground. Their time is spent preparing for the day.

Classes begin at 8:30 a.m. and we ask that students **not** arrive earlier than 8:00 a.m. as supervision of students isn't provided until that time. Elementary students arriving prior to 8:00 a.m. may only do so if they are attending Wrens Club (Advanced scheduling is required).

The building is to be cleared by 3:15 p.m. each day, unless you have an appointment with a teacher or an after-school activity.

Elementary students are to proceed directly home or to the residence of after-school care following 3:08 dismissal. Elementary students are not to stay after school unless their parent/guardian has made arrangements with the child's teacher, Principal or the student is involved in extracurricular activities. **Any non-participants must be accompanied by parents. Notes must be sent if students are staying for an after school activity.**

Students that are released early to walk home are expected to leave school grounds when dismissed.

***The school is not liable for injuries sustained on school grounds after 3:15 p.m. for any students that are not involved in extracurricular activities.

ELEMENTARY EARLY DEPARTURE OR ALTERNATE PICKUP

If you wish to make a change in the way you usually have your child come home from school (maybe grandma is to pick him/her up), we **must have a note or a call from home. Please call the classroom teachers by 2:30 p.m. and leave a message each day changes need to be made for your child(ren).** Children sometimes become confused and may not do as you wish. For your child's safety we ask that you let the classroom teacher or the main office secretary know of any change in departure plans. We **require** that parents/guardians go to the main office rather than the classroom when picking their child up early. This procedure is recommended in an effort to minimize interruptions in the elementary classroom. We also want to assure that an unauthorized person is not taking your child. Your child will be sent to the main office for release. **Students will not be allowed to make plans during the day to go someplace other than home.**

PARENT CONCERNS AND QUESTIONS

If you have a concern or question, please contact the appropriate staff member. We want to work with you to provide the best experience for your child. We do ask that you follow the chain of command in our school. Here is a list of the steps to follow in order:

1. Talk to the staff member directly involved (bus driver, teacher, paraprofessional, coach, etc.)
2. If not resolved, contact the Principal
3. If not resolved, contact the Superintendent
4. If not resolved, contact the School Board

We do understand there are some issues that require you to go directly to a supervisor. We will be glad to assist you in those situations.

LIBRARY BOOKS

Our media center contains study areas and a wide variety of literature for all students to access separated by grade level and interest level. Students that lose library books may be required to

replace the missing books or their parents may be required to replace the missing books before they are allowed to take out additional library books.

CHANGE OF ADDRESS

Changes of address, telephone number, or emergency information during the school year should be reported to the main office as soon as possible so that emergency forms and instant alert information can be updated.

LOST AND FOUND

Many of our students possess the same brand and/or color of jackets, snow pants, boots, backpacks, athletic gear, balls, etc. Labeling of personal items will minimize confusion in locating owners of lost items. Please label your child's possessions.

Items that have been turned in as lost will be kept in the lost and found which is located at the bottom of the elementary staircase next to the cafeteria. Each year numerous items from lost and found are unclaimed. Items left in lost and found for three weeks will be given to a local charity due to the lack of storage space. Students should check in the main office to recover lost textbooks or items of value.

BIRTHDAYS/SEASONAL PARTIES

If acceptable, classrooms acknowledge your child's birthdays and seasonal events throughout the year.

Treats for your child's birthday are traditional but not mandatory. All treats need to be store bought and in the original package. Each classroom will communicate more details.

Please be aware of Peanut free classrooms, avoid any treats with peanuts and nuts or anything processed in a plant with peanuts or nuts. In an attempt to respect the feelings of all students we request: Mail or text invites from home (they will not be passed out in school.

BRINGING ITEMS TO SCHOOL

Students should be reminded not to bring valuable or dangerous items to school. We cannot safeguard valuable items. Our students should not bring items from home unless approved by the teacher or Principal.

PETS

If you would like to share a family pet with the class, please contact the teacher in advance to arrange for the visit. Once you arrive at school with the pet, be sure to have control over it at all times. A large group of excited children can cause some unusual reactions in pets. We generally ask parents/guardians to return the pet home with them on the same trip. Any extended stay for the pet should be pre-arranged with the classroom teacher.

BUS TRANSPORTATION

All students are entitled to be emotionally and physically safe while being transported to and from school. Certain laws and regulations govern the operation of school buses. Minnesota Statute, section 123.7991 lists as one of seven concepts that: ***Transportation by school bus is a privilege, not a right.*** Safety on the buses is our prime consideration and thus riding privileges can be revoked. Cooperation and appropriate, safe behavior on the bus is expected of all students.

1. The bus driver is in complete charge while on the bus
2. All riders shall remain seated when the bus is in motion and keep head, hands, arms, etc. inside the bus.
3. Scuffling, fighting, and obscene language are forbidden.
4. Bus riders will not litter the bus with food or other debris.
5. Damage to the bus other than regular usage will be paid for by the persons responsible.
6. Students must be at the designated loading site at the scheduled times.
7. Students must follow the recommended procedure when crossing the roadway.
8. Students must wait until the bus comes to a complete stop before stepping off the curb to board.
9. Students are to get on the bus at their designated stops and not get off before arriving at school.
10. Students going home may get off the bus at another designated destination only with a parent/guardian note and signed by one of the administration.
11. Because buses are loaded to capacity in the mornings, students will not be allowed to bring friends and/or guests on the buses. If you have an overnight guest on a school night, you are responsible for their transportation to school the next morning. Evening routes allow for prearranged guests because of after school activities.
12. Every bus rider must abide by these rules or jeopardize their right to ride the bus.
13. Bus drivers will report all misconduct to the Principal and parents will be notified of the misconduct.

Consequences for Misbehavior on the Bus Kindergarten through 6th grade

First Offense: The driver has given your student a verbal warning, and a bus incident report will be sent home.

Second Offense: One-day bus suspension.

Third Offense: Three-day bus suspension; conference with student, parent, school, driver.

Fourth Offense: Five-day bus suspension.

Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

***The administration reserves the right to skip any of the above steps depending on the severity of the infraction/s. This will be handled at the discretion of school administration.**

SCHOOL CALENDAR

The school board adopts the school calendar annually.
Follow this Link: <https://www.isd100.net/>

COMMUNICATION

We strive to be consistent with our families with communication. Our staff is required to initiate consistent communication with families via phone calls, notes, apps, school website, student achievement reports and conferences. The *Images* newspaper is sent out once a month to our community and families who have enrolled students in our district.

CHILD NUTRITION SERVICES

The purpose of the Wrenshall Food Program is to provide well-balanced meals at a reasonable cost. All meals and beverages are to be consumed in the cafeteria. Students are responsible for discarding unused food, wrappers, containers and returning trays and utensils to the washing station. All students can receive one breakfast and one lunch free daily. MDE Free School Meals Program FAQ
<https://education.mn.gov/MDE/dse/FNS/SNP/free/>

EMPLOYMENT/VOLUNTEER BACKGROUND CHECKS

We have opportunities for employment throughout the year please visit the school website. We welcome volunteers to support our classrooms during the school year. Background checks are required before employment or volunteering takes place.

VISITING SCHOOL

Minnesota State law requires all visitors/volunteers to check into the school. During school hours visitors must check in with the main office and receive a visitors pass and sign out before they leave the building. If you need to pick up your child during the day, please check in with the office and the receptionist will **call your child down**.

FOOD IN THE CLASSROOM

Students may bring in a healthy snack each day. Teachers allow time during the day for children to have a healthy snack. Snacks high in sugar/and or caffeine are discouraged. We recommend a snack from one of the food groups: Fruits, grain, vegetables, protein, dairy.

WRENS CLUB

Wrens Kid's Club is all about kids! Our philosophy is to help kids grow through positive reinforcement, hands on play and educational enrichment. We offer a safe, fun and educational environment for kids. We are open before and after school during the summer months and on some school days for our pre-school aged children. Child care is available for Pre-K through 6th grade students. We would love to have you join us! Our hours are 6:30 a.m. to 5:30 p.m. Questions? Email: wrensclub@isd100.org or call (218) 384-4274 ext 3100.

TECHNOLOGY

MEDIA CENTER

Our Media Center is located on the first floor.

We offer both digital and print resources for our students.

Elementary students go to the library for book check out and for literacy instruction.

COMPUTER AREA

Please treat these areas with care. **Food and drink are prohibited in the computer rooms.** Any beverage consumed in a computer lab will result in a beverage violation. Responsible behavior in this area is expected. As the computer room is considered a classroom, all other classroom expectations apply.

COMPUTER USE / INTERNET

Wrenshall students are provided the opportunity to access the Internet for educational research and information. Electronic information research skills are now fundamental and vital to the education of citizens, the work force, and for higher education. Unless parents/guardians specifically request their child not to have Internet access (See Denial of Access Form), the school district will allow student access to the Internet.

The Computer and Internet Acceptable Use Policy establishes the policies and guidelines for acceptable, responsible, and safe use of the Wrenshall School District's technology resources. Violation of the policy, or any other inappropriate use of the system, may result in computer and/or Internet privileges being revoked. In addition, disciplinary action, and/or legal action may be taken.

APPENDIX

Computer and Internet Acceptable Use Policy

PURPOSE

The intent of this policy is to establish policies and guidelines for acceptable and safe use of the Wrenshall School District technology resources by students, staff, and any other users. Technology resources include all data, video, and telecommunication equipment and systems, including but not limited to computers, networks, Internet resources, printers, scanners, cameras, projectors, and telephones. This policy complies with guidelines of the Children's Internet Protection Act (CIPA) and other applicable federal and state regulations including the FERPA- Family Education Rights and Privacy Act.

GENERAL STATEMENT OF POLICY

Electronic information research skills are now fundamental and vital to the education of citizens, the work force, and for higher education. Access to the Internet enables students and employees to explore thousands of libraries, databases, and other information resources around the world. The school district expects that teachers will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its proper use. Unless parents/guardians specifically request their child not to have Internet access, the school district will allow student access to the Internet.

RESPONSIBLE & ETHICAL USE

A. Expectations and Responsibilities

1. Use of school district Internet access is limited to educational purposes such as research, class assignments, instruction, collaborative educational projects, and professional development.
2. Users will protect their individual accounts by keeping passwords secure, not using another person's account, and reporting any computer account or security problems to a teacher, technology staff, administrator, supervisor, or other appropriate authority.
3. Users will respect the legal protection provided by copyright, trademark, and licenses.
4. All users will use school district services and facilities in a manner that does not interfere with or disrupt other network users, services, or equipment.
5. Users storing data and information on district diskettes, hard drives, or servers do so at their own risk. The district will not be responsible for any loss of data, assignments, or projects.
6. The school district is not responsible for unauthorized financial obligations resulting from staff or student users of the district's Internet access accounts.
7. Users will be polite, appropriate, and adhere to all generally accepted standards of courtesy and etiquette.
8. If a user inadvertently accesses unacceptable material or an unacceptable Internet site, the user should immediately notify the most immediate teacher, supervisor, tech director, or administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.
9. The School district does not support personal equipment. Users will not install any personal equipment or software on any district- owned device or system.

B. Unacceptable Uses and Restrictions

1. Users will not access, review, upload, download, store, print, post, receive, transmit, or

distribute:

- a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. materials with obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or could cause damage, danger, or disruption to the educational process; or
 - d. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or may constitute harassment or discrimination.
2. Users will not post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to addresses, telephone numbers, access codes, passwords, labeled photographs, any information that would make the individual's identity easily traceable, and any unauthorized disclosure, use, or dissemination of personal information regarding minors.
 - a. This includes, but is not limited to, any use or accessing of online social networking sites or social chat sites.
 3. Users will not attempt to gain unauthorized access to the school district systems or any other system ("hacking") through the school district system.
 4. Users will not knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, harass another person, or engage in personal attacks, including prejudicial or discriminatory attacks.
 5. Users will not attempt to login through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user.
 6. Users will not violate copyright laws or usage licensing agreements, or otherwise use another person's intellectual property without the person's prior approval or proper citation. This includes the downloading, copying, or exchanging of pirated Software or music to or from any School computer, and plagiarizing works found on the Internet.
 7. Users will not vandalize, damage, disable, or physically abuse the property of the school district, another person, or organization.
 8. Users will not access or attempt to gain access to unauthorized information or another person's materials, information, or files without the direct permission of that person.
 9. Users will not knowingly waste school district technology resources and supplies including the printing of any information or images that are not for assigned School projects or purposes.
 10. Users will not purposefully interfere or disrupt school district technology equipment, software, or systems, which includes but is not limited to:
 - a. deliberately crashing machine(s);
 - b. spreading computer viruses, worms, or other malicious software (malware);
 - c. unauthorized security probing or evaluation activities;
 - d. wide-scale distribution of messages to forums or mailing lists unrelated to

current classroom or school district topics.

11. Users will not engage in any illegal act or violate any local, state, or federal statutes.
 12. Users will not use school district Internet access or accounts for unauthorized commercial use and/or financial gain unrelated to the mission of the School district.
- C. **Vandalism and harassment will not be tolerated.** Any instances of vandalism or harassment will result in the consequences listed in this policy or the Wrenshall Student Handbook.

Vandalism is defined as any intentional attempt to harm, modify, or destroy data of another user, Internet, school district, or other networks that are connected to the school district network. This includes, but is not limited to, the uploading or creating of computer viruses.

Harassment is defined as the persistent unwanted annoyance of another user, or the interference in any way of another user's work.

STUDENT EMAIL

- A. The school district provides student email accounts for educational purposes only. Provided email is limited in scope depending on student grade level.
- Grades PK-6 can only send and receive emails from teachers and staff.
 - Grades 7-9 will receive district email addresses only. These students will not be able to email persons outside of the district, including parents/guardians.
 - Grades 10-12 will receive fully functioning email addresses. These students will be able to email persons inside and outside of the district, including parents/ guardians.
- B. Student email communications are intended for educational purposes only. All email accounts belong to the school district and students are granted access at the sole discretion of the school district staff. All email communications are subject to monitoring for acceptable use.
- C. Students shall use their district provided email account for educational purposes only. Students should not use this account for personal uses including, but not limited to, private social networking, online dating, blogging, etc.
- D. Students are *not* allowed to access their personal email accounts from school computers.

LEARNING MANAGEMENT SYSTEM

The school district utilizes a Learning Management System (LMS) to facilitate student collaboration and create a 21st century learning environment (Not all teachers use it). Students will be able to receive and turn in some assignments through the LMS. Parents may be able to access student work online by requesting a user account for Infinite Campus through the district Technology Director. Persons not listed in the student's official school file as parents or guardians will not be granted access.

CONSEQUENCES

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences:

- Suspension or cancellation of computer use or access privileges;
- payment for damages and repairs;

- discipline under other appropriate school district policies, including Suspension;
- suspension or termination of employment; or
- civil or criminal liability under other applicable laws.

FILTERING

With respect to any of its computers with Internet access, the school district will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or
3. Harmful to minors.

Harmful to minors means any picture, image, graphic image file, or other visual depiction that:

- a) taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex, and/or other private bodily functions;
 - b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated, normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c) taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
4. The district is obligated to monitor and/or review filtering activities.
 5. The district implements several methods to help protect the network from harmful viruses and reduce the amount of spam email (email filter, firewalls etc.) A privacy disclaimer is attached to all outgoing email messages. All of these methods address the need to keep our system operational and protect the district from lawsuits.

LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system and individual computers.
- B. Routine maintenance and monitoring of the School district's computer system may lead to a discovery that a user has violated a policy or the law.
- C. The technology network and equipment is owned and operated by the school district for the express use of staff and students in education-related activities. The district retains the right to monitor activity of users.
- D. An individual investigation or search may be conducted if the school authorities have reasonable suspicion that the search will uncover a violation of law or school district policy. In addition, data and other materials in files maintained on the school district systems may be subject to review, disclosure, or discovery under state and federal law.
- E. Parents have the right to request to review the contents of their child's files. Parents have the right to request the termination of their child's computer access at any time.
- F. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies.
- G. The school district will cooperate fully with any legal requirements of any Federal Freedom of

Information Act request, Family Educational Rights and Privacy Act (FERPA) request or Minnesota Data Practices Act request.

LIMITATION ON SCHOOL DISTRICT LIABILITY

Wrenshall School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. District networks are private networks used as an education tool by employees and students. District computer networks are monitored electronically. Use of the school district computer system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including but not limited to: loss, damage, or unavailability of data stored on the district's diskettes, tapes, hard drives, mailboxes, or servers. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district computer system. The district does not promise that any particular level or method of access will be given or continued and retains the authority to qualify, limit, or terminate any or all technology, telecommunication systems, Internet, or computer

INTERNET USE AGREEMENT

- A. The purpose of the Internet and the educational value to be gained from proper Internet use is the joint responsibility of students, parents, and employees of the district.
- B. The school district will assume children have permission to use the Internet unless a signed Denial of Access Form (attached) is returned to the school. The form must be filed in the school office.
- C. If the Denial of Access form is not signed and returned, acceptance of all terms and conditions in this policy is implied.

Wrenshall Public Schools DENIAL OF ACCESS FORM

Please complete, sign, and return this form only if you **DO NOT** want your child/children to have access to the Internet.

Dear Parents or Guardians:

Access to the Internet has become a standard teaching tool that enables students to explore thousands of libraries, databases, and other resources around the world. The school district expects that teachers will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. The Wrenshall Public Schools will assume your child has your permission to use the Internet unless this form is returned to the School's main office.

The School district has taken precautions to attempt to limit access to inappropriate or offensive materials with educational filters. However with changing web addresses and site titles, it is impossible for the district to restrict access to all inappropriate or offensive materials at all times, If you or your child finds a site that is inappropriate or offensive to you, please report the site address to your child's teacher, the library media specialist, technology coordinator, or Principal

Teachers and staff will use this document to monitor the parent's/guardian's requests. Please be aware, however, that the Internet is used extensively for research including access to district purchased databases. If you return this form, your child/children's use of technology resources will be limited to word processing, specific computer applications, and other non-electronic resources.

I, _____ (print name),
do not want my child/children to have access to the Internet.

Please list the children you do not wish to have access to the Internet, along with their grade. Return this form to the school's main office.

Children's Names

Grade

_____	_____
_____	_____
_____	_____
_____	_____

Parent/Guardian's Signature _____ Date _____

This restriction will remain in effect until the parent/guardian requests a release of access denial for their child/children in writing to the building Principal.

ATHLETICS/ACTIVITIES

Currently we offer

- K-6 parent volunteer elementary basketball program
- Volleyball camp for elementary girls grades 3-6
- Grades K-6 Cheerleading
- Art Club
- Girl Scouts/Boys Scouts
- Father/Daughter Ball
- After school enrichment programs: Look through flyers sent home throughout the school year.

COMMUNITY EDUCATION

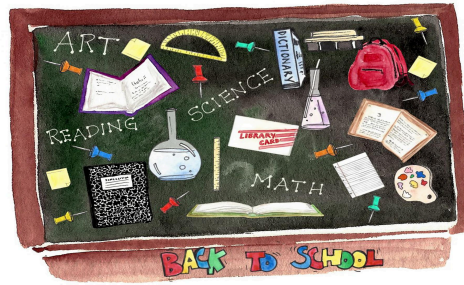
There are various community and student opportunities throughout the school year to participate in and events to look for. Flyers are sent home throughout the year.

ANNUAL SCHOOL EVENTS

Here at Wrenshall we have a variety of annual events that elementary students and their families have an opportunity to participate in:

- Grandparents Day (September)
- Music Programs (throughout the year)
- Scholastic Book Fair (During conference times November and March)
- Earth Day Clean up (April)
- 5th Grade Conservation Day (September)
- 5th Grade Starbase Program (October)
- 6th Grade Osprey Environmental Center (Spring)
- School Wide Science Fair (February)
- Veterans Day Program (November)
- Track and Field Day (May/June)
- Book Tasting Night (May)

Part II: Academics



ATTENDANCE

The State of Minnesota requires that children must attend school regularly. Students are expected to be at school everyday unless they are ill or there is an emergency in the family. Students are expected to come to school on time.

SCHOOL WIDE ATTENDANCE POLICY

Educational studies conducted nationally as well as locally indicate a significant correlation between student attendance and student performance. Excessive absenteeism results in lower achievement.

A good attendance record is one of the characteristics most sought after by employers and poor attendance is a major reason for employee dismissal. It is essential that our students learn this important life skill. A good attendance record will improve the quality of their education and make them a marketable employee.

Thus, student absenteeism should be limited to instances in which an absence is genuinely unavoidable. Each student, his/her parent or guardian, and the school share an obligation to encourage and ensure the student's continuous school attendance.

Minnesota State Law: "The Minnesota Law provides that every child between seven and sixteen must receive instruction for a period of not less than nine months during any school year, unless the child has completed the studies ordinarily required in the tenth grade and is at least sixteen years of age. A student may be excused from attendance by the School Board upon application of his/her parents or guardians on grounds specific to the law."

Absences from School for Religious and Cultural Observances- American Indian students are permitted to be absent from school for instruction conducted by tribal spiritual or cultural advisors.

Attendance will be taken every class period of the school day.

Expectations: Students are to make an effort to schedule appointments outside of the school day. Students are expected to stay at school and attend scheduled classes throughout the day.

Students are expected to attend school on a regular basis in order to be successful in their academic schedules and also to become familiar with the requirements of future employment.

The district is aware that there are many situations that may necessitate absences, such as medical emergencies, chronic illnesses, family crisis, and other unusual circumstances. Every reasonable effort will be made to work with families in these situations to ensure the child has educational support to achieve success.

*It should be noted that elementary students arriving after 9:22 a.m. and/or leaving before 2:15 p.m. will be counted as half a day absent from school.

Excused Absences

An excused absence indicates a legal absence from school via parent/guardian or doctor verification. However, the school reserves the right to excuse or unexcused any non-medical absence according to state guidelines and school district rules and procedures.

Parents are expected to call the school in the morning to report and explain the absence of their child from school. Upon return to school and checking in the student should bring a written note by parent/guardian or doctor in case of a medical absence.

If a student has to leave school early, he or she must have his or her parents call the main office secretary at extension 2000 or be able to show a written excuse signed by a parent.

Furthermore, after parent approval, the student must receive permission from the school office before leaving the building. Any absences that occur throughout the school day that are not approved by the office prior to student departure, are considered unexcused and cannot be excused later by a parent.

The following reasons shall be sufficient to constitute excused absences:

1. Student illness: Parents are only able to excuse their child up to 15 days in a single class period per school year (without a doctor's note) and only within 48 hours of an absence.
2. Serious illness or death in the student's immediate family.
3. Medical or dental appointments: **Parents should make every effort to schedule appointments/treatment outside of the school day.** When this cannot be done, a student's absence due to a medical appointment or dental treatment will need to be verified by a doctor's/dentist's note or fax. **Furthermore, a student will only be medically excused for at most a 1/2 day unless otherwise specifically noted by a medical professional.** It is the responsibility of the student to have the doctor list the time the appointment started and ended on their doctor's excuse note/fax.
4. Court appearance.
5. Recognized religious holiday observance.
6. Religious instruction not to exceed three hours per week.
7. Vacation with prior school approval.
8. Impassable roads/inclement weather.
9. School related absences such as: field trips, sports, a school sponsored event, suspension, etc. (These do not count against a student 15 allowed absences per period)

*In the case of special circumstances, the Administration may approve additional absences.

Prearranged Absences:

A prearranged absence form must be obtained from the main office when students are going to be absent from school for an extended period of time.

Unexcused Absences

1. Any student absent from class, school, detention, or assigned Saturday School that was not approved by the parent/guardian **AND** the school from the above list.
2. Absences in which the parent/guardian fails to contact the school within 48 hours of absence. The school has the discretion to extend this time period as long as it is not abused.
3. Absence resulting from unexcused tardiness.
4. Disciplinary action may result from unexcused absence(s).

Tardies

1. It is the student's responsibility to report to school and class on time
2. When a student reports to school late please report to the office with parent/guardian.

Truancy

1. A student will be considered truant when they willfully miss a class or classes without proper approval (parent and school). Said absence/s will be considered unexcused.
2. After three unexcused or a combination of eight total excused and/or unexcused absences from school in a school year, a letter will be sent home notifying parent/guardian. A copy of this letter will be forwarded to Carlton County's truancy officer. Upon receipt of the letter the truancy officer may elect to contact or meet the student, place the student on an attendance contract, and/or contact or meet with the parents.
3. If a student reaches seven or more unexcused absences in a school year, the truancy officer may refer the student at the County Attorney's Office as a habitual truant pursuant to Minnesota Statute 260C.007, subdivision 19. Upon receipt of a referral from the truancy officer, the County Attorney's Office may elect to file a truancy petition with the district court.
4. Under MN state statutes 124D.03 & 124D.08, **a district may terminate the enrollment of a non-resident student at the end of the school year if the student meets the definition of being habitually truant** (In the high school, that means 7 unexcused class periods in the same hour and in the elementary, that means 7 unexcused full days.

PARENT INVOLVEMENT

Parents/guardians are an integral part of our Wrenshall School family. There are opportunities for involvement in school activities and in individual classrooms. Each classroom will have more detailed information for volunteer opportunities. One of the main ways parents can contribute is by supporting their children in their learning and participating with them in school events.

FIELD TRIPS

All class field trips are planned by each individual teacher and are not required as part of the educational curriculum. Teachers may take field trips to enrich our students' educational experience.

Field trip proposals should be directed to district administration for pre-approval one month prior to the proposed field trip.

The teacher or advisor should make field trip requests. All overnight field trips must be approved by the school board.

Students on a field trip will conduct themselves appropriately, follow the direction of the chaperone/s, and abide by all school rules and regulations while on a field trip.

Parents must give written permission for the student to go on field trips. Students need to be responsible to take slips home and return them on time.

Students not attending field trips are expected to attend school during the field trip. Any absences will count toward the school's attendance policy and potential truancy.

SCHOOL SUPPLIES

If you are in need of a list of school supplies your child will need, please speak to the classroom teacher, check the school website, or read the September issue of Images. Throughout the year, 5th grade students will be selling school supplies at the School Store. School shoes may be the same ones they wear at home. Backpacks help keep materials together and are an easy way for students to carry their school supplies, books, lunches, etc. to and from school.

CONFERENCES

Parent/Teacher conferences are held twice a year for families, one in November and a second one in March. Teachers will send home notifications to set up date and times that work best for families

ASSESSMENTS

As required by the State of Minnesota we assess our students on a yearly basis during the month of April. Elementary testing starts in grade 3.

The Minnesota Comprehensive Assessments (MCA) and alternate assessment Minnesota Test of Academic Skills (MTAS) are the state tests that help districts measure student progress toward Minnesota's academic standards and also meet federal and state legislative requirements. Students take one test in each subject. For more information regarding testing click on the link:

[MCA Parent Fact Sheet](#)

[Frequently Asked Questions: Why Statewide Test Results Matter](#)

RESOURCES FOR STUDENTS AND FAMILIES

We have resources available for families to utilize throughout the year please reach out to the following staff:

- School Family worker: Deanna Koren
- School counselor: Erik Holter
- Northhomes: Ashley Hanhela and Tori Lange
- Birch and Pines: Sharlene Santmyer
- Speech Services: Jolee Wiediger

SPECIAL EDUCATION

All students referred for special education assessments must have signed parent permission prior to assessment. After the assessment, parents will be called in for a conference to discuss the results and recommendations. Services are provided when this criteria is met.

If your child is referred to special education for an assessment, the district will enter your child's name and date of birth into the Minnesota Medicaid System to find out if your child is receiving Medical Assistance or MinnesotaCare. If you do not want the district to enter your child's name and date of birth into the Minnesota Medicaid System, please inform the district administration that you do not want the district to check the Medicaid System.

Psychologist -- Assesses some students for better understanding of the student's ability to learn.

Special Education Teacher -- Teaches students who are unable to learn in the way that most students do even though they may have the ability.

Speech / Language Clinician -- Works with students with significant communication disorders such as articulation problems or language delay.

Adaptive Physical Education -- Works with the Physical Therapist as a diagnostician and helps plan programs for students with fine motor difficulties who are receiving other special education services.

Physical Therapist -- Works with the Occupational Therapist as a diagnostician and helps plan programs for students with gross motor difficulties who are receiving other special education services.

Certified Occupational Therapist Assistant (C.O.T.A.) -- Works directly with special education students that the Occupational Therapist and Physical Therapist have diagnosed as having significant motor development delay.

SECTION 504

Section 504 is an Act that prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance.

ISD #100 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under this Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

A complete 504 policy is on file in the district office. Please contact district administration for more information on this policy

TITLE I

Our school offers Title I reading and/or math assistance to students in grades K-6 who qualify for services. Title I is a federally funded program which supports a full-time teacher that provides instruction aimed at strengthening the skills of participants.

PK-6 OUTDOOR CLASSROOM

Outdoor education and play support emotional, behavioral and intellectual development. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative.

Teachers have begun an initiative to start outdoor education. The spaces are located on the side of the school building near the trail. The expansion of this program will be ongoing as grants and other funding sources will be researched to support the costs of adding seating, curriculum, and shelters.

HOMEWORK TIPS

Checklist for Helping your child with homework:

Model that education and homework are important:

- Have you set a regular time every day for homework?
- Does your child have the papers, books, pencils and other things needed to do assignments?
- Does your child have a fairly quiet place to study with lots of light?
- Do you set a good example by reading and writing yourself?
- Do you stay in touch with your child's teachers?

Monitor Assignments

- Do you know what your child's homework assignments are?
- How long assignments should take?
- How does the teacher want you to be involved?
- Do you see that assignments are started and completed?
- Do you read the teacher's comments on assignments that are returned?
- Is TV viewing and other technology devices cutting into your child's homework time?

Provide Guidance

- Do you understand and respect your child's style of learning?
- Does he/she work better alone or with someone else?
- Does he/she learn best when he/she can see things, hear them, or handle them?
- Do you help your child to get organized?
- Does your child need a calendar or assignment book? A bag for books and a folder for papers?
- Do you encourage your child to develop good study habits (e.g., scheduling enough time for big assignments; making up practice tests)?
- Do you talk with your child about homework assignments? Does your child understand them?

Be proactive

- Do you meet the teacher early in the year before any problems arise?
- If a problem comes up, do you meet or communicate with the teacher?
- Do you cooperate with the teacher and your child to work out a plan and a schedule to fix homework problems?
- Do you follow up with the teacher and with your child to make sure the plan is working?

Part III- Building Culture/Climate



*STANDARDS OF CONDUCT

*Please refer to the High School Handbook for a guide on behaviors and consequences. In order to ensure a sound and safe school environment essential to learning, it is critical that certain expectations, policies, and procedures be observed in the school setting. Students should display respect in attitude, behavior, and language. Halls and classrooms shall be kept clean and safe. **Our expectations are never intended to restrict individuals; rather they are intended to protect their rights.** Expectations should be followed whether or not a teacher is present. As school staff/students, we have an obligation to maintain and protect the facility and its contents. **We must and will take this role seriously!**

Student Behavior Expectations of Wrenshall School

Be Prompt and Prepared ~ Be on time and arrive with appropriate materials, including assignments completed on time to help you be successful.

Respect all Staff Members ~ Be an active listener and follow directions promptly. Accept responsibility for your behavior.

Respect the Rights of Others ~ Use appropriate voices. Listen and do not interrupt the speaker. Respect the opinion and point of view of others. Respect individual differences and sensitivities and refrain from harassment.

Respect Property ~ Respect the personal property of individuals. Treat school property, materials, and equipment with respect. Assist in maintaining a clean school and environment.

Display a Concern for Learning ~ Remain on task. Respect the rights of others to remain on task and learn. Respect the right of the teacher to teach.

Display Appropriate Social Skills ~ Accept disagreement, constructive criticism, and compliments gracefully. Display courtesy. Display tact. Display a concern for others.

Bullying ~ A student is being bullied when he/she is exposed, repeatedly and over time, to negative actions on the part of one or more students. Bullying behavior will not be tolerated and is subject to an appropriate consequence up to expulsion.

Wrenshall School Philosophy Regarding Learning and Discipline

Optimum learning occurs in a positive, safe and secure environment. Students, parents or guardians, teachers, administrators and other district employees all share in the responsibility to ensure a positive climate for learning. The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in this policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, discipline:

- Helps the student learn a lesson that will positively affect present and future behavior.
- Is designed to help the student control and change behavior, and guide the student into adulthood.
- Helps the student to grow intellectually and emotionally.
- Enhances the student's self-confidence, self-worth and self-image.

Roles and Responsibilities

School Board – The school board holds all district employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of this discipline policy.

Superintendent – The superintendent will establish guidelines and directives to carry out this policy, hold district employees, students and parents responsible for conforming to this policy, and support district employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.

Principal– The school principal or designee is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting themselves in a manner contrary to the policy. The principal or designee will also involve other professional employees in the disposition of behavior referrals and make use of those agencies appropriate for assisting students and parents.

Teachers – All teachers have responsibility for providing a well-planned teaching/learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior.

Other School District Employees – All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent.

Parents or Legal Guardians – Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Students – All students are held individually responsible for their behavior and for knowing and adhering to the Code of Student Conduct.

These discipline guidelines are based on school policies located on the district's website. Wrenshall School is a place of learning and it is important that interventions to change behavior are partnered with consequences for behaviors so that students are able to learn from these experiences. Please refer to the High School student handbook for behavior referral expectations.

IN-SCHOOL SUSPENSION

If directed to report to I.S.S., a student must go directly to the main office after they arrive on school grounds and wait for an I.S.S. supervisor to come get them.

Once assigned, the student may have to spend a full seven class periods in I.S.S., completing the consequence the following day if necessary. He or she will not be permitted back to class until the consequence is served. On some occasions, multiple days of I.S.S. or a combination of I.S.S. and other consequences may be assigned.

In-School Suspension Rules

1. Report to the office immediately after arriving on school grounds
2. No verbal or non-verbal communication
3. No food, beverages, or gum
4. No electronic devices/phones
5. No sleeping or resting eyes
6. No picture books or magazines unless they are related to school work (supervisors discretion)
7. No leaving the room or getting out leaving your seat unless approved by the I.S.S. supervisor
8. No resting head, kicking feet up, or lying down
9. No drawing unless related to a school assignment
10. Must have work to do or something to read
11. Listen, respect and follow all instructions of the I.S.S. supervisor (Other rules are at the discretion of the I.S.S. supervisor)

Other In-School Suspension Expectations Include:

- No hall-time without an adult
- Students that are assigned I.S.S. will receive credit for work they complete in a timely manner (at the discretion of the teacher) that they missed due to their having served I.S.S.

--If a student fails or refuses to serve an assigned I.S.S., he or she will not return to classes until the full ISS has been completed in a manner acceptable to administration. In such cases, the student will receive no class credit for missed assignments and they will be marked absent unexcused. Additional consequences may be assigned including additional suspensions.

OUT-OF-SCHOOL SUSPENSION

Students who are assigned out-of-school suspension are subject to the following academic considerations on the day(s) of the suspension:

1. The teacher may require make-up of work missed and/or compensatory assignments.
2. Chapter or larger tests may be made up under usual make-up arrangements.
3. It is the student's obligation to follow up on academic work missed during suspension.
4. Students under out-of-school suspension are restricted from school grounds and all school related events/activities during the period of the suspension.

RESTORATIVE JUSTICE/PRACTICES

Wrenshall School District is currently moving toward a more restorative approach to discipline.

Restorative Practices- A framework for a broad range of restorative justice approaches that proactively build a school community based on cooperation, mutual understanding, trust and respect, and respond to conflict by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done to the school community. These practices can be used to implement positive behavior in classrooms and on school campuses.

Restorative Justice/Practices:

- Addresses misbehavior and harm in a way that strengthens relationships and enhances responsibility.
- Focuses on harm done rather than only rule-breaking.
- Gives voice to the person harmed and others impacted by the harm.
- Utilizes collaborative problem-solving approaches.

Third Parties such as the Carlton County Restorative Justice Program may be permitted to provide assistance in regards to restorative practices.

Positive Behavior Interventions

Wrenshall elementary school models Positive Behavior Interventions to help support our students learn and grow. We aim to take a restorative approach if behaviors occur.

It is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

Positive behavioral interventions and support is a way for schools to encourage positive behavior.

- Through this framework, we teach students about behavior, just as they would teach about other subjects like reading or math.
- The focus is to prevent not punishment.
- We teach our students behavior expectations for every area in the building to build a common language amongst both staff and students.

We will recognize students following our **Respect, Effort, Belong** expectations by giving them praise and they will receive a Wrens Strong ticket to be used for weekly drawings.

We have listed expectations for different areas of the school which include, hallways, restrooms, buses, playground and cafeteria. Signs will be displayed in these shared spaces for daily reminders for the students to see.

WRENS STRONG EXPECTATIONS

Restroom

Respect	Effort	Belong
<input type="checkbox"/> Lock your stall bathroom <input type="checkbox"/> Respect everyone's privacy	<input type="checkbox"/> Flush the toilet when done <input type="checkbox"/> Wash your hands appropriately	<input type="checkbox"/> Keep the bathroom clean <input type="checkbox"/> Report problems with sink, toilet or messes to an adult

Lunchroom

Respect	Effort	Belong
<input type="checkbox"/> Use good manners <input type="checkbox"/> Keep your area clean	<input type="checkbox"/> Don't play with your food <input type="checkbox"/> Use indoor voices	<input type="checkbox"/> Sit in designated area <input type="checkbox"/> Keep hands and feet to yourself

Playground

Respect	Effort	Belong
<input type="checkbox"/> Listen and follow	<input type="checkbox"/> Use equipment	<input type="checkbox"/> Include everyone play

directions from adults <input type="checkbox"/> Use kind words	appropriately <input type="checkbox"/> No rough play	together <input type="checkbox"/> Put equipment away
---	---	---

School bus

Respect	Effort	Belong
<input type="checkbox"/> Listen to your bus driver <input type="checkbox"/> No food or drink allowed	<input type="checkbox"/> Stay seated at all times face the front <input type="checkbox"/> Use indoor voices	<input type="checkbox"/> Keep track of your belongings <input type="checkbox"/> Use kind words and actions

Hallway

Respect	Effort	Belong
<input type="checkbox"/> Keep hands and feet to self <input type="checkbox"/> Stay quiet - classes are in progress	<input type="checkbox"/> No Running <input type="checkbox"/> Keep hallways clean	<input type="checkbox"/> Go directly to your destination <input type="checkbox"/> Set a good example

WRENS STRONG STUDENTS OF THE MONTH

We recognize and celebrate students by nominating students who show Wrens Strong attributes Effort, Respect, Belong and fall into either academic or exemplary. The nominees are displayed in our monthly Images newsletter and their pictures by the business office.

VALUABLES

Students are encouraged to leave valuables and large sums of money at home. Student cubbies are unfortunately not the most secure places in a building with so many people. Please consult with office staff if you wish to have items placed in safe keeping for the day.

THEFTS

All thefts should be reported to school staff or administration immediately. **The school cannot and will not assume responsibility for theft of personal property.**

STUDENT BULLYING PROHIBITION POLICY

BULLYING PROHIBITION – POLICY 514: A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that

interferes with students' ability to learn and teachers' ability to educate students in a safe environment. AN act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

Bullying means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. harming a student
2. damaging a student's property
3. placing a student in reasonable fear of harm to his or her person or property, or
4. creating a hostile educational environment for a student

Discipline procedures for a student found to be in violation of this policy may include, but are not limited to: warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

*This also includes cyber-bullying and other forms of bullying via the internet, and social networking applications.

IS IT BULLYING?

Rude=Inadvertently saying or doing something that hurts someone else is.

Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).

Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

Examples of bullying behaviors:

Direct Bullying

Physical: hitting, kicking, shoving, spitting
assault someone

Verbal: taunting, teasing, racial slurs,
group activities
verbal sexual harassment

Non-Verbal:threatening, obscene gestures
eye rolling, seat saving

Indirect Bullying

getting another person to

spreading rumors

deliberate exclusion from

cyberbullying

Responsibility for Safe Behavior

Students are expected to be physically under control at all times to avoid injury to themselves and others; thus running in halls, rough play, fighting, etc. are prohibited!

Referral Slips

Instructional staff and administration will have these in their possession. Referral slips will be written for students following acts of inappropriate behavior. The purpose is to:

- address inappropriate student behavior
- inform parents of inappropriate behavior exhibited by their child
- serve as documentation for repeated acts of inappropriate behavior
- serve as a referral to the school counselor, psychologist, or Principal
- serve as documentation of consequences administered to students
- serve as documentation for the Discipline Review Committee

Law enforcement will be contacted

- In the event of an assault (verbal or physical)
- In the event of a weapons violation
- In the event of tobacco/alcohol/drug violations
- When a law appears to have been broken
- In the event of significant theft
- In the event of significant vandalism
- In the event of disorderly conduct on school premises

County Attorney's Office will be contacted

- In the event of excessive absenteeism/truancy

***Classroom discipline (discipline administered within the classroom) is left to the discretion of the classroom teacher**

****Levels of consequences may be recommended by the teacher, staff member, or supervisor citing the violation. However, the school administration and/or Discipline Review has the ultimate responsibility for determining consequences.**

*****Parents/guardians will receive notification regarding any significant behavior violations and resulting consequences (This may include talking to a parent in person or over the phone, a voice mail, a text message, an email, a letter, etc.)**

CELL PHONES AND COMMUNICATION DEVICES **AWAY FOR THE DAY**

Wrenshall School recognizes the importance of communication and collaboration, and provides chromebooks for students to be productive in the classroom. To keep the

focus on academics and to reduce unnecessary distractions, we will enforce the following.

- Cell phones and all mobile devices shall be TURNED OFF when entering school campus
- Cell phones and all mobile devices shall be kept in a student's backpack or locker not in clothing pockets
- Cell phones and all mobile devices are not allowed to be used in a classroom, library, common areas, outdoors or in restrooms
- Cell phones and all mobile devices can be turned back on at the end of school bell
- Cell phones and all mobile devices are not allowed to be used during transition times or between classes
- If a student needs to make an emergency call during the day, they are to go to the office
- Picture phones are prohibited in locker rooms in compliance with MSHSL rules.
- Students bringing communication devices to school should recognize the risk of theft. The school is not responsible for stolen property.
- If a student needs to make an emergency call during the school day they are to go to the office.
- Smart Watches are not allowed in the classroom.
- It should be noted that refusal to surrender a cell phone or other electronic device not authorized to use when directed to do so by a school staff member, teacher or administrator is a violation of our school's Code of Conduct. Insubordinate behavior could lead to detention, suspension or exclusion from school events.

CONSEQUENCES

- *First Offense ~ the device will be held in the Administration office until the end of the school day.
- * Second Offense ~ the device will remain in the main office until the end of the week. Admin will call parents/guardians to notify and remind them of the policy.
- * Third Offense ~ Students are not allowed to bring their phone to school for ten 10 days.
- * Insubordinate behavior could lead to detention, suspension or exclusion from school events.

AUDIO/VIDEO DEVICES/SMART WATCHES

Smart Watches are not allowed in class. Students may operate iPods, MP3 players, radios, tape players, CD players, and any similar devices only with headphones and only in the following circumstances: on the bus to and from school; in school prior to the start of classes in the morning, and after school. Violations of the aforementioned policy will result in the same consequences as cell phone violations (See "Communication Devices") Classroom teachers reserve the right to follow their own classroom policies regarding device usage. Students

bringing audio/video devices to school should recognize the risk of theft. The school is not responsible for stolen property.

STUDENT DRESS CODE POLICY

Students are expected to dress appropriately for the public school setting at all times.

Hoods:

All students are not to wear hoods, or other head coverings within the building during the school day unless there is a special event and permission has been granted.

Clothing:

Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors and illegal on school property, will not be allowed.

Objectionable emblems, badges, symbols (including confederate flags & swastika's), derogatory mascots, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to any group, evidences of gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals is not allowed.

Shoes

Shoes are to be worn in the school setting at all times.

Sunglasses

Sunglasses are not necessary in the school building and are not to be worn in class or during indoor school functions.

Gang Related Apparel:

The School District, in its desire to keep students free from threats or harmful influence of gangs or other violent groups, believes that apparel identified as "gang-related" can be reasonably construed as hazardous to the health and safety of the school environment. Gang symbols, signs, slang, attire, and graffiti will not be allowed in the school setting. Students, staff, and parents who have evidence of these influences in our school should report the concern to school administration immediately.

Behavior or dress suspected as being gang related will be reported to the Sheriff's Department.

Chains, Extreme Jewelry, Etc:

Heavy link chains may not be worn as a necklace, bracelet, belt, or wallet attachment. If it is determined that the chain is heavy enough to be used as a weapon or could jeopardize the safety of the student in possession or any other student or staff member, the student will be asked to remove the item and refrain from wearing the item in the future. Failure to comply or repeated offenses will result in disciplinary action.

Spike collars, chains, heavy locks, some rings/earrings or other extreme wear, will not be allowed if determined to be hazardous to health/safety or is considered to create a distraction to the educational process.

Blankets:

Blankets are not allowed in school.

STUDENT EXPECTATIONS FOR EVENTS & ASSEMBLIES

Students are to follow all behavior expectations during school events and assemblies. Violations of rules or inappropriate behavior may result in removal from the event, activity, or assembly. Additional consequences may be administered.

It is the hope of Wrenshall School Staff and Administration that the student body will demonstrate their support for our athletic teams by attending home games. Once at the game, it is important that each student adheres to certain expectations that will make an enjoyable, safe evening for all.

1. Students are to enter the building through the main lobby entrance where tickets are sold.
2. Once students are admitted to the school activity, they are to remain in the building throughout the activity. If students choose to leave, they are subject to not being readmitted.
3. For the safety of players, the individual's safety, and respect for spectators viewing the game, student fans are asked to limit movement in and out of the gym while play is in progress. The game supervisor may monitor traffic and choose to readmit students only at quarter breaks, time-outs, and/or other stoppages of play.
4. Students are asked to NOT sit on concession tables or stairways.
5. We should support our team in the gymnasium. Socializing with friends should be done primarily in the gym. Students spending extensive amounts of time in the halls or lobby will be asked to return to the gym.
6. Students are expected to utilize positive methods and expressions of support for our team and display good sportsmanship toward the opposing team and fans.
7. All activities are an extension of the school day and school rules apply to those in attendance.
8. Locker and classroom hallways are off limits during games. Students must seek permission from game supervisor, administration, or ticket seller to enter these areas.
9. Elementary students attending after school events must be accompanied by an adult.
10. Students are to respect all staff members, ticket sellers, etc.

SCHOOL WEAPONS POLICY

Students are forbidden to possess any instrument, in school, on school grounds, at the bus stop, on the bus, or at a school-sponsored activity, that is a weapon or ammunition.

Weapons violations include any kind of weapon (loaded or unloaded) or ammunition on a person, inside their locker, or in their vehicle including **pocket knives, hunting rifles, bows, etc.**, and any other dangerous article or substance being unlawfully used as a weapon against another.

Offense: For students in grades K-12, possession of a weapon will result in the following action by the school authority:

1. Notification of the police
2. Confiscation of the weapon if feasible
3. An initial suspension of 5 days & a conference with parent/guardian prior to the student returning to school
4. A recommendation for expulsion may be made by the Superintendent

"Possession" is defined as having a weapon on one's person or in an area subject to one's control on school property, at the bus stop, on the bus, or at a school-sponsored activity.

***If a student has accidentally brought a weapon or ammunition to school they are to turn it in immediately to administration or an adult supervisor if administration isn't available (i.e. - on the school bus). If it is determined that it was a complete accident, no one was threatened or harmed, and the student turned it in immediately upon discovering it, no consequences will be administered. All weapons and ammunition turned over will not be given back to the student and parents will be called to come pick it up.

DRUG-FREE & WEAPON-FREE ZONE

Drug-Free and Weapon-Free Zone: Minnesota Law considers the school as a drug-free and weapon-free zone. The zone includes school grounds and extends one city block, or 300 feet, beyond the boundaries of school property.

The law is tough on anyone caught selling or possessing illegal drugs in this zone. The law is also tough on anyone caught possessing or using a dangerous weapon in this area.

Juveniles convicted of these crimes, who are at least 14 years old, can be treated as an adult and sentenced in an adult court.

EXPULSION FOR POSSESSION OF FIREARM

The Minnesota State Crime Bill of 1995 states: A school board must expel, for a period of at least one year, a pupil who is determined to have brought a firearm to school except the board

may modify this expulsion requirement for a pupil on a case-by-case basis. For the purpose of this section, a firearm is defined in United States Code, title 18, section 921.

SAFETY HAZARD VIOLATIONS

Potential safety hazards exist for students in the following areas:

1. *Fire alarms* - Students who tamper with or set off the fire alarm system will be suspended and turned over to the appropriate local authorities for prosecution.
2. *Fire crackers* - Possession or use of any firecrackers, smoke bombs, or any other pyrotechnical device in the building, at the bus stop, on the bus, on school grounds or at school activities is forbidden because of the health and safety of the student body. Violators will be turned over to the appropriate local authorities for prosecution.
3. *Firearms and knives* - Guns and knives are not permitted on school property and will be confiscated. Law enforcement may be called depending on the circumstances.
4. *Threats & Assault* - Students that threaten physical violence against any staff member or student or actually assault a staff member or student will be assigned appropriate consequences that may include suspension or expulsion.

HARASSMENT, HAZING, DISCRIMINATION, AND VIOLENCE ARE AGAINST THE LAW

WRENSHALL SCHOOL DISTRICT NO. 100'S POLICY AGAINST HARASSMENT, HAZING, DISCRIMINATION, AND VIOLENCE

Everyone at Wrenshall School District No. 100 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial, or sexual harassment (includes harassment because of sexual orientation), as well as hazing, and violence of any kind.

1. A harasser may be a student or an adult. Harassment may include, but is not limited to, the following, when related to religion, race, or sex:
 - name calling, jokes, or rumors
 - graffiti
 - notes or cartoons
 - unwelcome touching of a person or clothing
 - offensive or graphic posters, book covers, clothing, etc.
 - any words or actions that make a student or staff member feel uncomfortable, embarrassed, or upset.
2. If any words or actions make a student feel uncomfortable or fearful, they need to tell a teacher, counselor, administrator, or the district's Human Rights Officer as soon as possible.
3. Students may also make a written report. It should be given to a teacher, counselor, administrator, or the district's Human Rights Officer.
4. A student's right to privacy will be respected as much as possible.
5. We take all reports of religious, racial, or sexual harassment or violence seriously and will take all appropriate actions based on your report

6. The school district will also take action if anyone tries to intimidate you or tries to take action to harm you because you have reported.

This is a summary of the school district policy against religious, racial, and sexual harassment and violence. Complete policies are available on the school district's website and in the district office upon request.

**INDEPENDENT SCHOOL DISTRICT NO. 100
HARASSMENT AND VIOLENCE REPORT FORM**

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 100 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group.

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

_____ This
complaint is filed based on my honest belief that _____ has harassed or
has been violent to me or to another person or group. I hereby certify that the
information I have provided in this complaint is true, correct, and complete to the best
of my knowledge and belief.

(Complainant Signature)

(Date)

Received by _____

(Date) _____

Part IV-Health/Safety/Wellness



Recess:

- Students will be provided with daily opportunities to be physically active during a recess period. Recess and unstructured time will complement, not substitute, physical education classes.
- Recess will be offered outdoors, weather permitting. If outdoor recess is not advised due to weather, air quality, or other considerations, recess will be provided indoors.
- If the outside air temperature is less than 0 degrees fahrenheit or the windchill is -10 degrees below students will have indoor recess. Students need to dress for the weather including warm coats, snow pants, gloves, hats and boots. Please make sure your children have appropriate clothing for the winter months. Regardless of the wind chill, students who do not have the appropriate winter clothing will not be able to participate in outdoor recess.
- Children should be dressed appropriately for weather conditions.
- Preschool, kindergarten, elementary, will have safe playgrounds, recreational facilities, and other equipment available for free play.
- Lunchtime recess will be scheduled before the meal.
- A student's participation in recess or other unstructured time will not be denied as a form of discipline or punishment, or used for instructional makeup time.
- Recess will be supervised by adults to enforce safety rules and prevent injuries. At least one adult trained in first aid, cardiopulmonary resuscitation, and infection control will always be available when students are present on school grounds to respond to injuries and medical emergencies.
- Supervising adults will be informed of any medical limits impacting the participation of individual students in physical activity. Such information will be treated with strict confidentiality

ELEMENTARY MORNING RECESS

Elementary students not eating breakfast are to report to the playground upon arrival. During inclement weather, students may possibly be required to report to the Commons instead of the playground.

Students eating breakfast are to report to the cafeteria **immediately** upon arrival. Once students are finished eating, they should proceed to the playground or Commons depending on where supervision is taking place.

ELEMENTARY NOON RECESS

All grades K-6 have outdoor recess before lunch each day when the weather allows. As we do not have a large enough indoor space that is monitored at noon time, students must go outdoors unless they are too ill to be outside. If they are too ill to be outside, they will be referred to the nurse. **No exceptions will be made.** Students should dress appropriately based on the weather.

RECESS ATTIRE

Our playground catches the northwest wind and is cold even when the thermometer registers warm. Hats and gloves are needed nearly year round. In the winter we require that students wear **hats, mittens/gloves, coats, snow pants, and boots** on the playground. We want them to be warm and dry as they enjoy the outdoors, and so they can be as comfortable as possible once they are back indoors. It will be the playground supervisors' discretion on what attire is required based on the conditions (Keep in mind that due to cold temperatures and wet conditions, all winter attire may still be required even when there is no snow on the ground).

Closed toe shoes must also be worn on the playground. This means that flip flops and sandals are not allowed on the playground out of concern for student safety.

If proper attire is not brought to the playground by a student several times parents will be contacted. Continued unpreparedness may result in consequences.

RECESS EXPECTATIONS

- Wear the proper attire.
- Play in designated areas only.
- Keep hands, feet, etc. to yourself (No physical horseplay)
- Share all equipment
- Headphones or trading cards are not allowed
- Skateboards, roller skates, or roller blades are not allowed.
- Baseball/softballs are not allowed on the playground
- Sharp objects are not allowed.
- Please leave others' possessions alone.

***If you cannot get a ball before you reach the boundary, notify a supervisor to get it for you.**

***No food, gum, or toys that can be considered hazardous.**

***Stay out of the mud and water.**

***No throwing snowballs or rocks**

***No "king on the hill" or wrestling/shoving games**

- *No tackle football.
- *Line up as soon as the whistle blows for your group, enter the building quietly and in an orderly manner
- *Play carefully and treat others the way you want to be treated.
- *No excluding others to be mean
- *All students need to be physically under control at all times.
- *If you, or another student, have an injury or accident, let a supervisor know right away!
- *Please respect and listen to the recess Supervisors as we want you to have fun but stay safe.
- *Notify recess supervisors **IMMEDIATELY** of any problems you are having with other students. If the problems are bad enough make the classroom teacher aware as soon as possible followed by administration if you feel nothing is being done.

Additional Playground Rules

Swings: Sitting only, swing straight forward and back, slow down before you get off! No standing on or jumping off the swings. Only sixth graders may give pushes. **Do not run between the swings.**

EMERGENCY CONTACT CARDS

It is required that all families should have a card on file and will be contacted via email or phone call if the school does not have one.

ILLNESS AT SCHOOL

Should a student become ill while at school and is unable to attend classes, the student is to report to the nurse's office as soon as possible. The nurse is on duty daily. If a student should become ill when the nurse is not on duty, the student is to report to the main office secretary as soon as possible.

If necessary, the nurse or main office secretary will make arrangements for the student to go home. **Under no circumstances should a student leave for home without checking out through the main office.** (See "Check Out Procedures" above and "Passes: Out-of-Building Pass") If the nurse feels that student needs to go home the absence will be considered medically excused and won't count against the child's attendance.

Students must notify nurse or office staff if checking in or out of the nurse's office.

*It is imperative that your child's emergency card stays up to date so that you can be notified in the event of an illness or emergency. Please notify the school if there are any changes that need to be made to your child's emergency card.

SCHOOL CLOSINGS/EMERGENCY ANNOUNCEMENTS

If school is to be closed or dismissed early because of weather or other emergencies you will be notified through our Instant alert system. This will be the primary information resource for parents. Please make sure your email and phone numbers are always updated.

Emergency school closings, information on late starts, etc. are broadcast over area television and radio stations. These stations are notified as soon as possible that school will be closed or delayed. **No announcement means school is in session.**

Parents/guardians should arrange for and thoroughly discuss with their child what should be done if they are transported home early due to an emergency. In addition, the school strongly encourages parents/guardians to have emergency transportation plans on file for each child.

Please tune into one of the following stations and refrain from calling the school:

Radio - AM
KDAL 610 AM

Radio - FM
KDAL 95.7 FM

TV
KDLH Channel 3
KBJR Channel 6
WDIO Channel 10

The Infinite campus messenger notification system will also be utilized to inform families of any changes in the school day and to announce any other pertinent information.

ACCIDENTS AT SCHOOL

If your child is seriously injured at school, you will be notified. If emergency treatment is needed, and we cannot contact you, we will notify your family physician or take the child to the hospital. The school carries no insurance on students and is not responsible for accidental injuries. Be certain the emergency information form is up to date and complete in the main office.

Emergency forms are sent to each family annually and should be returned immediately. It is important to your child(ren) that we have this updated information. Please notify the main office during the school year if phone numbers change, or if you have any special requests (i.e. hospital preference), who we should call first, special health problems, etc. **It's very important that you indicate on the emergency form, any current medical issues and medications.**

REPORTING ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported to the person in charge (immediately) and to the school nurse or main office if possible. An accident report must be filed by the supervising adult within 24 hours and the completed form must be sent to the nurse's office.

HEAD LICE POLICY

Wrenshall School has a no nits, no head lice policy. We strongly suggest that **you** check your child's head for head lice and nits **weekly**. If you have any questions about how to do this or what to look for, you may contact the Wrenshall school nurse at extension 2005.

If you find head lice or nits on your child at home, please notify the school so we can check the other classroom students to prevent the spreading of lice as well as to prevent your child from being re-infected.

If head lice or nits are found at school these steps will be followed:

1. Parent/guardian or emergency contact will be called and the student will be sent home.
2. The child will be excluded from school until the day after treatment.
3. The child must be checked by appropriate school staff before being allowed back into the classroom. If nits or lice are found, students will be sent home.
4. You may contact the nurse to get methods, techniques, and tips for the treating of head lice.

VISION AND HEARING SCREENING

Vision and hearing screening will be done in the fall for first, second, third, fifth, eighth and eleventh grades. A screening can also be done for any child anytime during the school year if a problem is suspected. Contact the school nurse at extension 2005 if you have questions or concerns.

SCHOOL PATROL

Elementary students who walk to school and/or who cross streets by or enroute to school are to cross under the guidance of the school patrol when and where provided. Only walkers who utilize the school patrol will be dismissed prior to bus students. The school patrol consists of responsible sixth grade students who have been trained to get students safely across our streets and roads. Patrol members are on duty from 8:00 to 8:20 a.m. and from 2:55 to 3:10 p.m. each school day.

SCHOOL SAFETY AND EMERGENCY DRILLS

All schools are required by the Minnesota Department of Education to schedule regular safety drills throughout the school year. The three different drills practiced are fire, tornado, and lockdown. We also are prepared for an evacuation if that was needed. We have a team that meets each school year to review our emergency plans and revise as needed. In addition, we debrief after drills to consider ways to improve.

Fire Drills: In order to assure the safety of our students, the Minnesota Department of Education requires five fire drills throughout the school year. When the fire alarm sounds, students and staff leave the building in a quiet, orderly manner. Teachers take their Emergency Grab and Go bags, do an attendance check, and report their status to the principal or admin designee. Our goal is to be out of the building in under 2 minutes.

Tornado Drills: One tornado drill is held in the spring to coordinate with the Statewide Tornado Drill Day. Students are moved to designated safe areas to help minimize exposure to falling or flying debris. The principal or admin designee checks all areas for proper procedures.

Lockdown Drills: The lockdown drill is locks, lights and out of sight. We have five lockdown drills each school year. All students and staff stay out of sight in their locked classrooms. The principal and maintenance staff check the building to make sure all staff and students are properly following procedures. The goal is to maintain a safe environment for all our students and staff.

Evacuation: Our fire drill serves as our evacuation practice--getting out of the building efficiently. In the event of a true evacuation, all students, staff, and visitors would evacuate to our primary evacuation site: Wrenshall Fire Hall. There would be a formal system in place for parents to be united with their children. We thank you in advance for your cooperation to ensure the safety of our students.

CHILD ABUSE AND NEGLECT REPORTING

School District employees are **required** to report evidence of child physical or sexual abuse, neglect, emotional maltreatment, or prenatal exposure to controlled substances. Any person who is required to report this evidence and who willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports child neglect, physical or sexual abuse, emotional maltreatment, or prenatal exposure to controlled substances is immune from civil or criminal liability that otherwise might result from such action.

The district administration, school nurse, counselor, and/or reporter of the incident may discuss the situation with the child or youth and emphasize that the school is not interested in accusing or punishing anyone, but rather, is interested in helping ensure that the maltreatment does not continue.

Upon receiving a report of suspected neglect, physical or sexual abuse, emotional maltreatment, or prenatal exposure to controlled substances, the reporter of the incident must call the proper authorities within 24 hours. Each local social service agency and law enforcement agency has legal authority to interview at school, without parental consent, the alleged victim and any other minors who currently reside with or who have resided with the alleged perpetrator.

IMMUNIZATIONS

Minnesota state law requires immunizations for students in Kindergarten through 6th grade:

DTaP: (Tetanus, diphtheria, pertussis): **5 doses**

Polio: **4 doses**

MMR: (Measles, mumps, rubella): **2 doses** after birthday

Hepatitis B: **3 doses** over 6 months

Varicella (Chicken pox): **2 doses** after first birthday **OR** medical documentation of disease history.

Minnesota immunization law: Statute 212A.15 sub.2 **REQUIRES** that in order for a child to enroll in school a parent must show they have received the required immunizations or an exemption. Please make sure that your child has all the necessary immunizations/paperwork into the nurse's office **BEFORE your child attends class.**

Immunization/exemption forms (exemption forms must be notarized) are available in the nurse's office or on the Wrenshall website, under services, then under health. Parents can call their child's doctor's office and have their immunization records faxed to the school (fax: 218-384-4293 Attn: School Nurse)

Communicable Diseases Information

Please notify the school if your child appears to have any of these diseases and confirm the diagnosis with your doctor.

Disease	Early Symptoms	Incubation	Restriction of Attendance
Chicken Pox	Slight fever, general feeling of illness and blister like rash with scabs appearing after 3 to 4 days	2-3 weeks	Excluded from school for 6 days after the last eruption. All crusts should be dry.
Hand, Foot and Mouth disease	Low grade fever, runny nose, sore throat, blister like rash in mouth	3-6 days	First week of illness, virus may be in stool for a week
Mononucleosis	Sore throat, swollen glands, headache, fever and very tired.	4-6 weeks	NONE
Influenza	Fever of 100 or greater and cough and sore throat	24 hours before and up to 7 days after illness	2-7 days

		begins	
Strep Throat (associated with rash is called Scarlet Fever)	Sudden fever, sore throat, headache, nausea, vomiting.	1-3 days	Return 24 hours after the start of medical treatment
Pink Eye (conjunctivitis)	Redness, itching and drainage from eyes.	24-72 hours	Exclude until treated by a physician
Impetigo	Blisters, pustules, rapidly covered with honey-colored crust	1-10 days	Until sores are healed or treated for 24 hours. Call the school nurse.
Head Lice (Pediculosis)	Excessive itching of scalp, presence of lice/nits	Eggs hatch in 7-10 days	Exclude until treated with lice killing product (call school nurse when nits or live lice found.)
Ringworm of the Scalp	Itching, small scaly ringed patches with broken hair. Some inflammation and hair loss.	3 weeks or longer	Exclude until treated by a physician.
Ringworm of the body	Flat, spreading ring shaped area, center appears clear.	4-10 days	Until treatment started or area is covered.
Scabies	Intense itching, burrows and small lesions on skin i.e., fingers wrists, elbows	Several days to several weeks	Exclude until 24 hours after treatment begins by the physician.

ADMINISTRATION OF PRESCRIPTION AND NON-PRESCRIPTION MEDICATION AT SCHOOL

These steps must be completed before any medication will be given at school. Medication forms are available in the nurse’s office. Whenever possible, medication should be given at home and every effort should be made to avoid school hours.

1. A “Wrenshall School Medication Administration Authorization” form must be fully completed annually (once per year) **and** when any change in the prescription or requirements for administration occurs. This form is available from the school nurse or can be found on the Wrenshall school website, under services, then under health.
2. All medication(s) must come to school in the original container, if prescription, it must also be labeled for the student in accordance with the law and must be administered in a manner consistent with the instructions on the label or an updated medication order by a medical doctor.

3. All medication(s) are provided by the parent or guardian. **The school does not supply any medications for students or faculty.**
4. **Medications are not to be carried by the students, and will be left with the appropriate school district personnel** (i.e.- school nurse, secretary, office staff, etc.). The only exceptions to the requirement that students cannot carry medications are: prescription asthma medications that are self-administered with an inhaler, and medications administered as noted in a written agreement between the school district and the parent.

Non-Prescription:

1. Elementary students must follow all steps listed above for both prescription and non-prescription medications; this includes Tylenol, Ibuprofen, Motrin, cold medications, etc. Elementary students do not have the ability to self administer medication or have medication on their person at all.
2. The school must receive signed authorization on the school's non-prescription medication form (This form can be obtained in the nurse's office) from a parent/guardian permitting high school students to self-administer specific medication(s). Elementary students do not have this ability and all medication must be administered by the school nurse.
3. No medications will be provided by the school.
4. Medications must be brought in the original bottle.
5. The school may revoke a student's privilege to possess and use non-prescription pain relievers if there is any concern of abuse of this privilege.

***Any violations of these rules may result in disciplinary measures.

PARENT CONCERNS AND QUESTIONS PROTOCOL

If you have a concern or question, please contact the appropriate staff member. We want to work with you to provide the best experience for your child. We do ask that you follow the chain of command in our school.

Here is a list of the steps to follow in order:

1. Talk to the staff member directly involved (bus driver, teacher, paraprofessional, coach, etc.)
2. If not resolved, contact the Principal
3. If not resolved, contact the Superintendent
4. If not resolved, contact the School Board

We do understand there are some issues that require you to go directly to a supervisor. We will be glad to assist you in those situations.

Wrenshall School Board

wschoolboard@isd100.org

Mary Carlson	Board Chair
Eric Ankrum	Vice Chair
Misty Bergman	Treasurer
Ben Johnson	Clerk
Alice Kloepfer	Member
Nicole Krisak	Member



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

August 12, 2024

Meal Prices for 2024-2025 School Year

Student First Breakfast with Milk Free

Student First Lunch with Milk Free

Ala Carte Milk \$.55

Students are welcome to bring their own breakfast or lunch to eat during meal times.

Adult Breakfast \$ 2.40

Adult Lunch \$ 5.00

- Second meals for students are charged the adult price.
- Students must enter or scan their Personal Identification Number (PIN) to generate the reimbursement payment for district food service.
- Families are encouraged to complete the federal education benefits application each year. Eligible students generate significant compensatory aid for the school district and may determine eligibility for grants, scholarships, internet assistance and more.
- The national school lunch program reimburses district food service for eligible students.
- For the second consecutive year, the state universal lunch program reimburses the district for any student not covered by the federal lunch program. The state only pays the difference for the actual meals served.

SERVICE AGREEMENT

Jump Start 4 Kindergarten Contract

THIS AGREEMENT, by and between the CARLTON COUNTY COMMUNITY & FAMILY INITIATIVES DEPARTMENT, 1307 Cloquet Avenue, Cloquet MN 55720 (hereinafter referred to as the "Carlton County CFI") and wrenshall School Readiness (hereinafter referred to as "Provider") for the specified below.

WITNESSETH:

WHEREAS, Carlton County CFI administers the United Way of Carlton County Grant, LCTS Grant, and Northland Foundation Grant for the purpose of developing and implementing a data tracking system in early childhood programs throughout Carlton County to improve early childhood programming and increase the percentage of children entering kindergarten with the skills needed to be ready to learn.

WHEREAS, Carlton County Children's Mental Health and Family Services Collaborative passed a motion on December 18, 2023 authorizing the **2024** Jump Start budget funded by LCTS to Carlton County CFI; those funds will be combined with the United Way and the Northland Foundation, including expenditures for the **Jump Start 4 Kindergarten Coordinator**;

WHEREAS, Provider meets the training requirements for desired services authorized by Carlton County CFI; and

WHEREAS, Carlton County CFI wishes to offer such services to Provider;

NOW THEREFORE, in consideration of the mutual understandings and agreements set forth, Carlton County CFI and Provider agree as follows:

1. Services to be Purchased and Effective Dates of Service

A. Carlton County CFI agrees to offer and Provider agrees to provide the following services as part of the Jump Start 4 Kindergarten data tracking system:

Jump Start 4 Kindergarten will:

- coordinate adequate training for staff and monitor that they are collecting accurate information;
- assist and monitor the input of data ensuring that data is entered by the timeline specified;
- generate usable reports for the staff and families;
- conduct 3 site visits in the initial year of partnership, 2 site visits per program in subsequent years;
- coordinate networking meetings;
- develop the forms and family information to be distributed;
- ensure all necessary forms are completed and signed;
- assist programs in developing learning plan for at-risk children and monitor that assessment data is used to make program decisions;
- ensure that the child's skills are shared with the family and families are included in developing learning plans for their children;
- identify any improvements that need to be made to the project;
- support staff and families in any other ways identified through the project;
- continue to seek funding for this program;

- complete all grant reports and send progress reports to the school districts;
- communicate with administration about the needs of the district;
- supply the Brigance Screening tool;
- supply an online management license for each kindergarten student and all preschool children for whom an enrollment form was completed;

B. The terms of this agreement will be from **Sept 1, 2024** through **Oct. 31, 2025**.

2. Cost of Services

Cost of Services shall be as follows:

- A. \$0.00 for data management services
- B. \$5.00/preschool child for Brigance assessment materials and assessment online management system
- C. Provider will assume responsibility for any additional cost to their student information system (Infinite Campus or PowerSchool)
- D. Provider will assume responsibility for any and all training costs for their staff and staff time in accordance to their staff development procedures.
- E. Should Provider opt to use an assessment tool other than the Brigance tool supplied by the program, a flat fee of \$20 for Family Child Care sites and \$75 for Child Care Centers will be due.

3. Payment Process

Provider will be responsible for making payments to Carlton County Children and Family Initiatives Department for assessment fees.

Provider will be responsible for making payments directly to the student records company, should any payments be required.

4. Conditions of the Parties Obligations

- A. Data Collection Reports: Provider will collect and enter student data into the data collection system in the format requested. These reports will be provided to the Coordinator of Carlton County CFI by the specified schedule: kindergarten assessments due October 15, 2024, preschool assessments due by October 31, 2024. For those preschool children who score below the readiness cutoff and those who score in the "potentially gifted" range, an Individual Learning Plan (ILP) will be developed by Provider by the specified schedule: due November 15, 2024 (Children already on an Individual Education Plan (IEP) will not be required to have an ILP).
- B. Provider will collect Jump Start enrollment forms to be completed by families for each preschool child that is participating in the Jump Start program. Notice will be given to the Coordinator prior to online entry if Provider chooses to include children who are not yet 4 years old by Sept. 1, 2024. Billing is based on input into the system and is a one-time fee per child.

- C. Training: Provider will ensure that staff members who are conducting the student assessments have received the training needed to collect accurate and reliable data on student progress and the use of electronic student records. Carlton County CFI will offer an annual training for Provider's staff. Partner trainings are a requirement of the program and are mandatory with exceptions made for legitimate scheduling conflicts.
- D. Student Records: Carlton County CFI, or its duly authorized designee, shall have access to records at reasonable hours in order to exercise the right to monitor the student's record until the date of graduation for data tracking purposes and generation of reports only. Provider's conduct of the service is subject to audit at the Provider's expense and would occur only if there was reason to believe inappropriate service and/or conduct existed.
- E. Student Record Support: Carlton County CFI, or its duly authorized designee, shall have access to your student records administrator to develop an early childhood class record and reports and assistance maintain this record. Carlton County CFI will also have access to your MARSS secretary for the purpose of monitoring preschool screening information, entering children into the MARSS system and tracking student information.
- F. Provider will participate in 3 site visits in the initial year of partnership, 2 site visits per program in subsequent years and supply data on classroom statistics as needed.
- G. Outcomes: Provider and/or Carlton County CFI agree to track the grant proposal's indicators and target goals during the period of the Agreement and discuss the Provider's contributions to these outcomes.
- H. Each party agrees to cooperate fully with each other in the development and implementation of assessments and services.
- I. In the event of changes in Legislation, new guidelines by the State of Minnesota, or changes by the Federal government that materially impact this agreement or the responsibilities of a party, each party agrees to renegotiate any terms and/or conditions within this Agreement that would be affected and in need of change to reflect the new legislation or guidelines.

5. Subcontracting and Assignment

Provider shall not enter into subcontracts or assignment of any of the work contemplated under this Agreement without approval of the Carlton County Collaborative. All approved subcontracts or assignments shall be subject to the requirements of this Agreement. Provider shall continue to be responsible for the performance of the obligations of the Agreement despite any subcontract or assignment.

6. Mutual Indemnification

Each party shall be liable for its own acts to the extent provided by law and hereby agrees to indemnify, hold harmless and defend the other, its officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney's fees which the other, its officers and employees, may hereafter sustain, incur or be required to pay, arising out of or by reason of any act or omission of the party, its agents, servants, or employees, in the execution, performance, or failure to adequately perform its obligations pursuant to this Agreement.

7. Cancellation, Default and Remedy

- A. This Agreement shall continue in effect during the term of this agreement or until terminated by either party, with 30 days advance, written notice delivered to the other party at the address provided on the first page of this agreement.
- B. If a deficiency sufficient to cause cancellation of the Agreement is determined to exist by Carlton County CFI, Carlton County CFI will send a written notice to Provider. The notice shall detail the deficiency and request a written response from Provider to Carlton County CFI within ten (10) working days describing methods used to correct the deficiency. If a response is not received within the ten (10) working days, the Agreement will be canceled immediately.
- C. Waiver of any default shall not be deemed to be a waiver of any subsequent defaults. Waiver of breach of any provision of this Agreement shall not be considered to be a modification of the terms of the Agreement unless stated to be such in writing, signed by an authorized representative of the Carlton County CFI.
- D. In the event of cancellation of this contract, the Provider will return to the Carlton County CFI the balance of funds received and not expended.

8. Data Privacy

The provider agrees to comply in all respects with the Minnesota Government Data Practices Act. Minn. Stat. Chapter 13 and further agrees to comply with any requests of Carlton County CFI, which are necessitated by Carlton County CFI's obligation under said Act.

9. Single Instrument Legality

It is understood and agreed that the entire agreement of the parties is contained herein and that this Agreement supersedes all oral agreements and negotiation between the parties relating to the subject matter hereof, as well as any previous agreements presently in effect between Provider and Carlton County CFI relating to the subject matter hereof.

The provisions of this Agreement are severable. If a Court of Law holds any paragraph, section, subdivision, sentence, clause or phrase in this Agreement to be contrary to law or contrary to any rule or regulation having the force and effect of law, such ruling shall not affect the remaining portion of the Agreement. However, upon the occurrence of such event, the parties shall immediately meet to negotiate a revised Agreement, which does not violate the above-referenced ruling.

10. Compliance with Laws

Provider shall abide by all Federal, State and local laws, statutes, ordinances, rules and regulations now in effect or hereinafter adopted pertaining to this Agreement or to the facilities, programs, and staff for which Provider is responsible.

- 11. Applicable Law. The laws of the state of Minnesota shall govern this Agreement. Any dispute between parties will be venued in State District Court in Carlton, MN.

IN WITNESS WHEREOF, the parties have executed this Agreement.

Name: Jeff Pesta

Its: Owner

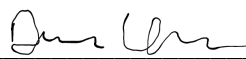
Signature 

Date: 7/30/2024

**Carlton County Children & Family Service
Collaborative**

Name: Donna LeKander

Its: Director

Signature 

Date: 7/30/2024



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

August 1, 2024

Annual Superintendent Goals and Priorities FY25

1. District Finances
 - A. Actively strive to maintain positive fund balance and cash flow without new debt
 - B. Pilot a purchasing card system
 - C. Further develop best practices

2. Human Capital/Resources
 - A. Develop first draft of a HR manual.
 - a. Associated job descriptions and evaluation tools
 - B. Develop dynamic organizational chart and recruit candidates for open spots
 - C. Supervise and evaluate all direct reports (remotely or in person)

3. Policy
 - A. Complete online policy manual to include mandatory policy review and legislative updates

4. Governance
 - A. Serve as District Chief Executive Officer and Ex-officio member of the Board
 - B. Prepare meeting agendas and minutes
 - C. Provide guidance to Board Directors on governance

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex, including discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, in any education program or activity that it operates, including in admission and employment. The school district does not discriminate in such a manner in its implementing regulations. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. Except as provided elsewhere under Title IX or its regulations, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the school district.
- C. The school district prohibits sex-based discrimination or sexual harassment that occurs within its education programs and activities. The school district shall promptly respond in a manner that is prompt and effective.
- D. Except as provided therein, Title IX and its regulations apply to all sex discrimination occurring under a school district's education program or activity in the United States. For the purpose of this paragraph, conduct that occurs under the school district's education program or activity includes but is not limited to conduct that is subject to the school district's disciplinary authority. The school district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the school district's education program or activity or outside the United States.
- E. The school district has adopted, published, and implemented grievance procedures consistent with the requirements of 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46, that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the school district's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or its regulations.
- F. The school district's obligation to comply with Title IX and its regulations is not obviated or alleviated by the Federal Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, or its implementing regulations, 34 Code of Federal Regulations, part 99, or any state law or local law. The obligation to comply is not obviated or alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by the school district and which receives Federal financial assistance.

- G. The school district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the school district’s education program or activity or outside the United States.
- H. Nothing in Title IX or its regulations may be read in derogation of any legal right of a parent, guardian, or other authorized legal representative to act on behalf of a complainant, respondent, or other person, subject to Paragraph F of this section, including but not limited to making a complaint through the school district’s grievance procedures for complaints of sex discrimination.
- I. In the limited circumstances in which Title IX or its regulations permits different treatment or separation on the basis of sex, the school district must not carry out such different treatment or separation in a manner that discriminates on the basis of sex by subjecting a person to more than de minimis harm, except as permitted by 20 United States Code, section 1681(a)(1) through (9) and the corresponding regulations sections 106.12 through 106.15, 20 United States Code, section 1686 and its corresponding regulation section 106.32(b)(1), or section 106.41(b). Adopting a policy or engaging in a practice that prevents a person from participating in an education program or activity consistent with the person’s gender identity subjects a person to more than de minimis harm on the basis of sex.
- J. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district’s Title IX Coordinator is:

 Jeff Pesta, Superintendent
 jpesta@isd100.org
 (218)384-4274
 207 Pioneer Drive, Wrenshall, MN 55797-9000

 Inquiries about Title IX and its regulations may be referred to the Title IX Coordinator(s), the United States Department of Education’s Office for Civil Rights, or both.
- K. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Superintendent/Title IX Coordinator directly.
- L. The effective date of this policy is August 1, 2024, and applies to alleged violations of this policy occurring on or after August 1, 2024.

II. DEFINITIONS

- A. “Admission” means selection for part-time, full-time, special, associate, transfer, exchange or any other enrollment, membership, or matriculation in or at an education program or activity operated by the school district.
- B. “Complainant” means
 - 1. a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or

2. a person other than a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in a school district education program or activity at the time of the alleged sex discrimination.
- C. "Complaint" means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged discrimination under Title IX or its regulations.
1. A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 Code of Federal Regulations, section 106.44(f)(1)(v).
 2. The following individuals have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the school district investigate and make a determination about alleged discrimination under Title IX:
 - a. a complainant;
 - b. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
 - c. the school district's Title IX Coordinator.
 3. With respect to complaints of sex discrimination other than sex-based harassment, in addition to the persons listed above, the following persons have a right to make a complaint:
 - a. any school district student or employee; or
 - b. any person other than a school district student or employee who was participating or attempting to participate in a school district education program or activity at the time of the alleged sex discrimination.
- D. "Confidential employee" means
1. A school district employee whose communications are privileged or confidential under Federal or Minnesota law. The employee's confidential status, for purposes of this part, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; or
 2. A school district employee whom the school district has designated as confidential under this part for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing those services.
- E. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s))

that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

- F. "Disciplinary sanctions" means consequences imposed on a respondent following a determination under Title IX that the respondent violated the school district's prohibition on sex discrimination.
- G. "Parental status" as used in Title IX and its regulations means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:
 - 1. A biological parent;
 - 2. An adoptive parent;
 - 3. A foster parent;
 - 4. A stepparent;
 - 5. A legal custodian or guardian;
 - 6. In loco parentis with respect to such a person; or
 - 7. Actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- H. "Party" means a complainant or respondent.
- I. "Peer retaliation" means retaliation by a student against another student.
- J. "Pregnancy or related conditions" means:
 - 1. Pregnancy, childbirth, termination of pregnancy, or lactation;
 - 2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
 - 3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- K. "Program or activity" and "program" means all of the operations of a local education agency as defined in 20 United States Code, section 8801, a special purpose district, a system of vocational education, or other school system.
- L. "Relevant" means related to the allegations of sex discrimination under investigation as part of the grievance procedures under Title IX and 34 Code of Federal Regulations, section 106.44. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
- M. "Remedies" means measures provided, as appropriate, to a complainant or any other person the school district identifies as having had their equal access to the school district's education program or activity limited or denied by sex discrimination. These

measures are provided to restore or preserve that person's access to the school district's education program or activity after a school district determines that sex discrimination occurred.

- N. "Respondent" means a person who is alleged to have violated the school district's prohibition on sex discrimination.
- O. "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the school district, a student, or an employee or other person authorized by the school district to provide aid, benefit, or service under the school district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.
- P. "Sex-based harassment" prohibited by Title IX and its regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:
 - 1. *Quid pro quo harassment.*

An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - 2. *Hostile environment harassment.*

Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the school district's education program or activity; or
 - 3. *Specific offenses.*
 - a. Sexual assault meaning an offense classified as a forcible or nonforcible

sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

- b. Dating violence meaning violence committed by a person:
 - i. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (a) The length of the relationship;
 - (b) The type of relationship; and
 - (c) The frequency of interaction between the persons involved in the relationship;
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the state of Minnesota, or a person similarly situated to a spouse of the victim;
 - ii. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - iii. shares a child in common with the victim; or
 - iv. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Q. "Student" means a person who has gained admission.

R. "Student with a disability" means a student who is an individual with a disability as defined in the Rehabilitation Act of 1973, as amended, or a child with a disability as defined in the Individuals with Disabilities Education Act.

S. "Supportive measures" means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- 1. Restore or preserve that party's access to the school district's education program or activity, including measures that are designed to protect the safety

of the parties or the school district's educational environment; or

2. Provide support during the school district's grievance procedures or during the informal resolution process.

The school district will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the school district's education program or activity or provide support during the school district's Title IX grievance procedures or during the informal resolution process.

- T. "Title IX" means Title IX of the Education Amendments of 1972, as amended.

III. DESIGNATION OF TITLE IX COORDINATOR AND DESIGNEES

- A. The school district must designate and authorize at least one employee, referred to as a Title IX Coordinator, to coordinate its efforts to comply with its obligations under Title IX and its regulations. If a school district has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight over the responsibilities and ensure the school district's consistent compliance with its responsibilities under Title IX and its regulations.
- B. As appropriate, the school district may delegate, or permit a Title IX Coordinator to delegate, specific duties to one or more designees.

IV. PARENTAL, FAMILY, OR MARITAL STATUS; PREGNANCY OR RELATED CONDITIONS

- A. Status Generally

The school district must not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex.

- B. Pregnancy or Related Conditions

1. Nondiscrimination

The school district must not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. The school district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity provided the school district ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions.

2. Responsibility to Provide Title IX Coordinator Contact and Other Information

The school district must ensure that when a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related conditions, unless the employee reasonably believes that the Title IX Coordinator has been notified, the employee promptly provides that person with the Title IX Coordinator's contact information and informs that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the

school district's education program or activity.

3. Specific Actions to Prevent Discrimination and Ensure Equal Access

The school district must take specific actions below to promptly and effectively prevent sex discrimination and ensure equal access to the school district's education program or activity once the student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions. The Title IX Coordinator must coordinate these actions.

a. Responsibility to provide information about school district obligations.

The school district must inform the student, and if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of the school district's obligations under 34 Code of Federal Regulations, section 106.31, paragraphs (b)(1) through (5) and section 106.44(j) and provide the school district's notice of nondiscrimination under section 106.8(c)(1)

b. Reasonable modifications

i. The school district must make reasonable modifications to the school district's policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the school district's education program or activity. Each reasonable modification must be based on the student's individualized needs. In determining what modifications are required under this paragraph, the school district must consult with the student. A modification that a school district can demonstrate would fundamentally alter the nature of its education program or activity is not a reasonable modification.

ii. The student has discretion to accept or decline each reasonable modification offered by the school district. If a student accepts the school district's offered reasonable modification, the school district must implement it.

iii. Reasonable modifications may include, but are not limited to, breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom; intermittent absences to attend medical appointments; access to online or homebound education; changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access; or other changes to policies, practices, or procedures.

c. Voluntary access to separate and comparable portion of program or activity

The school district must allow the student to voluntarily access any separate and comparable portion of the school district's education program or activity under Paragraph A. above.

d. Voluntary leaves of absence

The school district must allow the student to voluntarily take a leave of absence from the school district's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a student qualifies for leave under a leave policy maintained by the school district that allows a greater period of time than the medically necessary period, the school district must permit the student to take voluntary leave under that policy instead if the student so chooses. When the student returns to the school district's education program or activity, the student must be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the voluntary leave began.

e. Lactation space

The school district must ensure that the student can access a lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

f. Limitation on supporting documentation

The school district must not require supporting documentation under Paragraph B.3, subparagraphs b. through e. unless the documentation is necessary and reasonable for the school district to determine the reasonable modifications to make or whether to take additional specific actions. Examples of situations when requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action under Paragraph C. subparagraphs 3 through 5 is obvious, such as when a student who is pregnant needs a bigger uniform; when the student has previously provided the school district with sufficient supporting documentation; when the reasonable modification because of pregnancy or related conditions at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs; or when the specific action under Paragraph C. subparagraphs 3 through 5 is available to students for reasons other than pregnancy or related conditions without submitting supporting documentation.

4. Comparable Treatment to Other Temporary Medical Conditions

To the extent consistent with Paragraph B.3 above, the school district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy the school district administers,

operates, offers, or participates in with respect to students admitted to the school district's education program or activity.

5. Certification to Participate

The school district must not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the school district's class, program, or extracurricular activity unless:

- a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- b. The school district requires such certification of all students participating in the class, program, or extracurricular activity; and
- c. The information obtained is not used as a basis for discrimination prohibited by this part.

V. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. The school district requires all employees who are not confidential employees to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations. This requirement does not apply to an employee who has personally been subject to conduct that reasonably may constitute sex discrimination under Title IX or its regulations.

C. Confidential Employee Requirements

1. The school district must notify all participants in the school district's education program or activity of how to contact its confidential employees, if any.
2. The school district must require a confidential employee to explain to any person who informs the confidential employee of conduct that reasonably may constitute sex discrimination under Title IX or its regulations:
 - a. The employee's status as confidential for purposes of this part, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;
 - b. How to contact the school district's Title IX Coordinator and how to make a complaint of sex discrimination; and
 - c. That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

- D. Any employee of the school district who has experienced, has knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- E. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during nonbusiness hours, and may be made in person, by mail, by telephone, or by email using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- F. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

VI. SCHOOL DISTRICT'S RESPONSE TO SEXUAL HARASSMENT

A. General

Upon knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, the school district must respond promptly and effectively. The school district must also comply with 34 Code of Federal Regulations, section 106.44 to address sex discrimination in its education program or activity.

B. Barriers to Reporting

The school district must require its Title IX Coordinator to:

1. Monitor the school district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations; and
2. Take steps reasonably calculated to address such barriers.

C. Title IX Coordinator Requirements

1. The Title IX Coordinator is responsible for coordinating the school district's compliance with its obligations under Title IX and its regulations. The school district must require its Title IX Coordinator, when notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, to take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:
 - a. Treat the complainant and respondent equitably;
 - b. Offer and coordinate supportive measures, as appropriate, for the complainant. In addition, if the school district has initiated grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;

- c. Notify the complainant or, if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and if applicable and the informal resolution process, if available and appropriate. If a complaint is made, notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate;
- d. In response to a complaint, initiate the grievance procedures or the informal resolution process, if available and appropriate and requested by all parties;
- e. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures.
 - i. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:
 - [a] The complainant's request not to proceed with initiation of a complaint;
 - [b] The complainant's reasonable safety concerns regarding initiation of a complaint;
 - [c] The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
 - [d] The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
 - [e] The age and relationship of the parties, including whether the respondent is an employee of the school district;
 - [f] The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
 - [g] The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
 - [h] Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.
 - ii. If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the

complainant or other person, or that the conduct as alleged prevents the school district from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint

- f. If initiating a complaint under Subparagraph e. above, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures; and
 - g. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the school district's education program or activity.
2. The Title IX Coordinator is not required to comply with Paragraph C.1, subparagraphs a. through g. above upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its regulations.

D. Supportive Measures

Under the *Title IX Coordinator Requirements* above, the school district must offer and coordinate supportive measures, as appropriate, as described below. For allegations of sex discrimination other than sex-based harassment or retaliation, the school district's provision of supportive measures does not require the school district, its employee, or any other person authorized to provide aid, benefit, or service on the school district's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

1. Supportive measures may vary depending on what the school district deems to be reasonably available. These measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.
2. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the school district's educational environment, or to provide support during the school district's grievance procedures, or during the informal resolution process. The school district must not impose such measures for punitive or disciplinary reasons.
3. The school district may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process, or the school district may continue them beyond that point.
4. The school district must provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification

or reversal of the school district's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The school district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

5. The school district must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception in 34 Code of Federal Regulations section 106.44(j)(1) through (5) applies.
6. The school district must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 Code of Federal Regulations, section 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 in the implementation of supportive measures.

E. Students with Disabilities

If a complainant or respondent is an elementary or secondary student with a disability, the school district must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 Code of Federal Regulations, section 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 throughout the school district's implementation of grievance procedures under 34 Code of Federal Regulations, section 106.45.

F. Emergency Removal

Nothing in Title IX or its regulations precludes the school district from removing a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

G. Administrative Leave

Nothing in Title IX or its regulations precludes the school district from placing an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures. This provision must not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990.

H. Prohibited Disclosures of Personally Identifiable Information

The school district must not disclose personally identifiable information obtained in the course of complying with this part, except in the following circumstances:

1. When the school district has obtained prior written consent from a person with the legal right to consent to the disclosure;
2. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
3. To carry out the purposes of 34 Code of Federal Regulations, section 106, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the school district's education program or activity;
4. As required by federal law, federal regulations, or the terms and conditions of a Federal award, including a grant award or
5. To the extent such disclosures are not otherwise in conflict with Title IX or its regulations, when required by Minnesota or local law or when permitted under FERPA or its implementing regulations.

VII. GRIEVANCE PROCEDURES FOR THE PROMPT AND EQUITABLE RESOLUTION OF COMPLAINTS OF SEX DISCRIMINATION

A. General

The school district's grievance procedures for the prompt and equitable resolution of complaints of sex discrimination must be in writing and include provisions that incorporate the requirements of this section. The requirements related to a respondent apply only to sex discrimination complaints alleging that a person violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that a school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

B. Basic Requirements for Grievance Procedures

The school district's grievance procedures must:

1. Treat complainants and respondents equitably;
2. Require that any person designated as a Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The

decisionmaker may be the same person as the Title IX Coordinator or investigator;

3. Include a presumption that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the school district's grievance procedures for complaints of sex discrimination;
4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, including a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Major stages include, for example, evaluation (i.e., the school district's decision whether to dismiss or investigate a complaint of sex discrimination); investigation; determination; and appeal, if any;
 - a. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
 - b. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
 - c. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
 - d. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
 - e. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.
 - f. The school district has established the following process for reasonable extension of timeframes on a case-by-case basis for good cause as set forth above. The process includes notice to the parties and the reason for the delay:
 - i. An extension may be initiated by or requested of the Title IX Coordinator with notice provided as described above.
 - ii. Any concerns regarding an extension should be directed to the current Chair of the Wrenshall Board of Education.

5. Require the school district to take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the school district's grievance procedures, provided that the steps do not restrict the ability of the parties to: obtain and present evidence, including by speaking to witnesses, subject to the prohibition against retaliation; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures;
6. Require an objective evaluation of all evidence that is relevant, as defined in Article II, and not otherwise impermissible—including both inculpatory and exculpatory evidence—and provide that credibility determinations must not be based on a person's status as a complainant, respondent, or witness;
7. Exclude the following types of evidence, and questions seeking that evidence, as impermissible (i.e., must not be accessed or considered, except by the school district to determine whether an exception in subparagraphs (a) through (c) applies; must not be disclosed; and must not otherwise be used), regardless of whether they are relevant:
 - a. Evidence that is protected under a privilege as recognized by federal or Minnesota law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
 - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the school district obtains that party's or witness's voluntary, written consent for use in the school district's grievance procedures; and
 - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred; and
8. If the school district adopts grievance procedures that apply to the resolution of some, but not all, complaints articulate consistent principles for how the school district will determine which procedures apply.

C. Notice of Allegations

Upon initiation of the school district's grievance procedures, the school district must provide notice of the allegations to the parties whose identities are known.

1. The notice must include:

- a. The school district's grievance procedures, and if applicable, any informal resolution process;
 - b. Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX or this part, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to the school district;
 - c. A statement that retaliation is prohibited; and
 - d. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if the school district provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.
2. If, in the course of an investigation, the school district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the school district must provide notice of the additional allegations to the parties whose identities are known.

If, in the course of an investigation, the school district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the school district will notify the parties of the additional allegations.

D. Consolidation

The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

E. Complaint Investigation

- A. The school district must provide for adequate, reliable, and impartial investigation of complaints. To do so, the school district must:
 1. Ensure that the burden is on the school district – not on the parties – to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred;
 2. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;
 3. Review all evidence gathered through the investigation and determine

what evidence is relevant and what evidence is impermissible regardless of relevance, consistent with § 106.2 and with paragraph (b)(7) of this section; and

4. Provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:
 - a. The school district must provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the school district provides a description of the evidence, it must further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
 - b. The school district must provide a reasonable opportunity to respond to the evidence or to the accurate description of the evidence; and
 - c. The school district must take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

F. Questioning Parties and Witnesses to Aid in Evaluating Allegations and Assessing Credibility

The school district must provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

G. Determination Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the school district must:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred, unless the school district uses the clear and convincing evidence standard of proof in all other comparable proceedings, including proceedings relating to other discrimination complaints, in which case the school district may elect to use that standard of proof in determining whether sex discrimination occurred. Both standards of proof require the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness; if the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination

occurred under Title IX or its regulations including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;

3. If there is a determination that sex discrimination occurred, as appropriate, require the Title IX Coordinator to coordinate the provision and implementation of remedies to a complainant and other persons the school district identifies as having had equal access to the school district's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity. The school district may not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the school district's grievance procedures that the respondent engaged in prohibited sex discrimination;
4. Comply with 34 Code of Federal Regulations, section 106.45, before the imposition of any disciplinary sanctions against a respondent; and
5. Not discipline a party, witness, or others participating in school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

H. Additional Provisions

If the school district adopts additional provisions as part of its grievance procedures for handling complaints of sex discrimination, including sex-based harassment, such additional provisions must apply equally to the parties.

I. Informal Resolution

In lieu of resolving a complaint through the school district's grievance procedures, the parties may instead elect to participate in an informal resolution process under 34 Code of Federal Regulations, section 106.44(k) if provided by the school district consistent with that paragraph.

J. Provisions Limited to Sex-Based Harassment Complaints

For complaints alleging sex-based harassment, the grievance procedures must:

1. Describe the range of supportive measures available to complainants and respondents; and
2. List, or describe the range of, the possible disciplinary sanctions that the school district may impose and remedies that the school district may provide following a determination that sex-based harassment occurred.

VIII. INFORMAL RESOLUTION OF A COMPLAINT

- A. At any time prior to determining whether sex discrimination occurred, the school district may offer to a complainant and respondent an informal resolution process, unless the

complaint includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student or such a process would conflict with federal, Minnesota, or local law. A school district that provides the parties an informal resolution process must, to the extent necessary, also require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

1. Subject to the limitations in Paragraph A. above, the school district has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations or when a complaint of sex discrimination is made, and may decline to offer informal resolution despite one or more of the parties' wishes.
 2. In addition to the limitations in Paragraph A. above, circumstances when the school district may decline to allow informal resolution include but are not limited to when the school district determines that the alleged conduct would present a future risk of harm to others.
- B. The school district must not require or pressure the parties to participate in an informal resolution process. The school district must obtain the parties' voluntary consent to the informal resolution process and must not require waiver of the right to an investigation and determination of a complaint as a condition of enrollment or continuing enrollment, or employment or continuing employment, or exercise of any other right.
- C. Before initiation of an informal resolution process, the school district must provide to the parties notice that explains:
1. The allegations;
 2. The requirements of the informal resolution process;
 3. That, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the school district's grievance procedures;
 4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
 5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
 6. What information the school district will maintain and whether and how the school district could disclose such information for use in grievance procedures, if grievance procedures are initiated or resumed.
- D. The facilitator for the informal resolution process must not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Any person designated by the school district to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Any person facilitating informal resolution must receive training as provided under this policy.

- E. Potential terms that may be included in an informal resolution agreement include but are not limited to:
 - 1. Restrictions on contact; and
 - 2. Restrictions on the respondent's participation in one or more of the school district's programs or activities or attendance at specific events, including restrictions the school district could have imposed as remedies or disciplinary sanctions had the school district determined at the conclusion of the school district's grievance procedures that sex discrimination occurred.

IX. DISMISSAL OF A COMPLAINT

- A. The school district may dismiss a complaint of sex discrimination made through its grievance procedures under this policy for any of the following reasons:
 - 1. The school district is unable to identify the respondent after taking reasonable steps to do so;
 - 2. The respondent is not participating in a school district education program or activity and is not employed by the school district;
 - 3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or,
 - 4. The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the school district will make reasonable efforts to clarify the allegations with the complainant.
- B. Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.
- C. The school district must notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint on the bases set out in 34 Code of Federal Regulations, section 106.46(i)(1). If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent that the dismissal may be appealed on the bases set out in 34 Code of Federal Regulations, section 106.46(i)(1). If the dismissal is appealed, the school district must:
 - 1. Notify the parties of any appeal, including notice of the allegations consistent with paragraph (c) of this section if notice was not previously provided to the respondent;
 - 2. Implement appeal procedures equally for the parties;

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
 4. Ensure that the decisionmaker for the appeal has been trained as set out in this policy;
 5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
 6. Notify the parties of the result of the appeal and the rationale for the result.
- D. When the school district dismisses a complaint, it must, at a minimum:
1. Offer supportive measures to the complainant as appropriate;
 2. For dismissals under Paragraph A. 3 and 4 above in which the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate under 34 Code of Federal Regulations, section 106.44(g); and
 3. Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.
- E. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

XI. APPEAL OF DETERMINATION

- A. The school district offers the following process for appeals from a determination whether sex discrimination occurred. This appeal process will be, at a minimum, the same as the school district offers in all other comparable proceedings, including proceedings relating to other discrimination complaints.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the appellate decisionmaker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the appellate decisionmaker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the appellate decisionmaker is final. No further review beyond the appeal is permitted.

XII. SANCTIONS AND REMEDIES

Following a determination that sex-based harassment occurred, the school district may impose disciplinary sanctions, which may include any and all consequences cited in the current Board approved student handbook. The school district may also provide remedies, which may include:

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the decisionmaker determines a respondent is responsible for violating this policy, the decisionmaker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.]

XIII. RETALIATION

The school district must prohibit retaliation, including peer retaliation, in its education program or activity. When the school district has information about conduct that reasonably may constitute retaliation under Title IX or its regulations, the school district is obliged to comply with 34 Code of Federal Regulations, section 106.44. Upon receiving a complaint alleging retaliation, the school district must initiate its grievance procedures or, as appropriate, an informal resolution process.

XIV. TRAINING

- A. The school district must ensure that the following persons receive training related to their duties under Title IX promptly upon hiring or change of positions that alters their duties under Title IX or its regulations, and annually thereafter. This training must not rely upon sex stereotypes.
 1. *All employees* must be trained on:
 - a. The school district's obligation to address sex discrimination in its education program or activity;
 - b. The scope of conduct that constitutes sex discrimination under Title IX and its regulations, including the definition of sex-based harassment; and
 - c. All applicable notification and information requirements under 34 Code of Federal Regulations, sections 106.40(b)(2) and 106.44.
 2. *Investigators, decisionmakers, and other persons who are responsible for implementing the school district's grievance procedures or have the authority to modify or terminate supportive measures.*

In addition to the training requirements for all employees described in Paragraphs 1 and 2 above, all investigators, decisionmakers, and other persons who are responsible for implementing the school district's grievance procedures or have the authority to modify or terminate supportive measures under 34 Code of Federal Regulations, section 106.44(g)(4) must be trained on the following topics to the extent related to their responsibilities:

- a. The school district's obligations under 34 Code of Federal Regulations, section 106.44;
- b. The school district's grievance procedures under 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46;
- c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- d. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46.

3. *Facilitators of informal resolution process*

In addition to the training requirements for all employees described in Paragraph 1 above, all facilitators of an informal resolution process under 34 Code of Federal Regulations, section 106.44(k) must be trained on the rules and practices associated with the school district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

4. *Title IX Coordinator and Title IX Personnel*

In addition to the training requirements in Paragraphs 1 through 3 above, the Title IX Coordinator and Title IX Personnel must be trained on their specific responsibilities under 34 Code of Federal Regulations, section 106.8(a), section 106.40(b)(3), section 106.44(f) and (g), the school district's recordkeeping system and the requirements of 34 Code of Federal Regulations, section 106.8 (f), and any other training necessary to coordinate the school district's compliance with Title IX. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions.

XV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. Notice of Nondiscrimination

1. The school district must provide notice of nondiscrimination to applicants for admission and employment, students, parents, guardians, or other authorized legal representatives of elementary and secondary school students, employees, and all unions holding collective bargaining agreements with the school district.
2. Contents of Notice of Nondiscrimination

The notice of nondiscrimination must include the following elements:

 - a. A statement that the school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment;
 - b. A statement that inquiries about the application of Title IX and its regulations to the school district may be referred to the school district's Title IX Coordinator, the federal Office for Civil Rights, or both;
 - c. The name or title, office address, email address, and telephone number of the Title IX Coordinator;
 - d. How to locate the school district's nondiscrimination policy and the school district's grievance procedures; and
 - e. How to report information about conduct that may constitute sex discrimination under Title IX; and how to make a complaint of sex discrimination under the regulations.
3. The school district must prominently include all elements of its notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to people entitled to notice, or which are otherwise used in connection with the recruitment of students or employees.
4. If necessary, due to the format or size of any publication, the school district may instead include in those publications the information covered in the following statement: "Wrenshall Public School" prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at "<https://www.isd100.net>"
5. The school district must not use or distribute a publication stating that the school district treats applicants, students, or employees differently on the basis of sex, except as such treatment is permitted by Title IX or its regulations.

XVI. RECORDKEEPING

The school district must create, and maintain for a period of seven years:

- A. For each complaint of sex discrimination, records documenting the informal resolution process under 34 Code of Federal Regulations, section 106.44(k) or the grievance procedures under section 106.45, and if applicable section 106.46, and the resulting outcome.

- B. For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations, including notifications under 34 Code of Federal Regulations, section 106.44(c)(1) or (2), records documenting the actions the school district took to meet its obligations under section 106.44

- C. All materials used to provide training under this policy. The school district must make these training materials available upon request for inspection by members of the public.

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

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



2024 Title IX and Policy 522 Update

Introduction

In April 2024, the U.S. Department of Education, Office of Civil Rights (OCR) released the latest version of the Final Rule (regulations) for Title IX (34 Code of Federal Regulations, part 106).

The U.S. Department of Education website states that the 2024 Final Rule protects all students and employees from all sex discrimination prohibited under Title IX, including discrimination based on sex stereotypes, sexual orientation, gender identity and sex characteristics. The 2024 Final Rule also revises the procedures that schools are to implement for Title IX grievances and related matters.

The 2024 Final Rule, which has an effective date of August 1, 2024, has been challenged in courts throughout the United States, though not in Minnesota at the time that the new version of Model Policy 522 was created. States that have challenged the 2024 Final Rule have focused upon the Final Rule's prohibition on gender identity discrimination and upon provisions that may potentially require schools to allow transgender students to use restrooms, locker rooms, and pronouns that align with their gender identity, among other claims. Courts have issued injunctions preventing enforcement of the Title IX Final Rule in states that have challenged the regulations.

The Title IX Final Rule provisions to which some states have objected in court are consistent with state law in Minnesota and some other states. The Minnesota Human Rights Act (Minnesota Statutes, chapter 363A) prohibits discrimination "in any manner in the full utilization of or benefit from any educational institution" because gender identity. In September 2020, the Minnesota Court of Appeals issued a decision involving a transgender student's use of a school locker room. The Court wrote, "we conclude from the plain language of the MHRA prohibits separating and segregating a transgender student from locker-room access" (the court later extended its reasoning to restroom use).

Because the 2024 Final Rule appears to be largely consistent with the Minnesota Human Rights Act and because the Final Rule's procedural provisions may be significantly beneficial, **MSBA created a new version of Model Policy 522, which is now posted on the MSBA website.**

The revisions to Model Policy 522 largely restructure the previous version of the model policy and include numerous changes. Due to the significant nature of these changes, the 2024 revisions are not shown in redline—the Model Policy 522 fully replaces the previous version.

In summary, the changes include:

- Article I, Paragraphs A-D - These paragraphs were substantially revised to comply with the new requirements of the 2024 Final Rule.
- Article I, Paragraph E - This paragraph includes language as to the expanded scope of a school district's obligations under the 2024 Final Rule.
- Article I, Paragraph J - This paragraph adds language to the existing paragraph as required by 34 C.F.R. § 106.31(a).

- Article II – The 2024 regulations delete references to “actual knowledge” and deliberate indifference” and insert a requirement that schools respond “promptly and effectively.” See C.F.R. § 106.44(a). The definitions in Article II were revised to incorporate this change.
- Article III – This Article addresses the designation of a school district’s Title IX Coordinator. The 2024 Final Rule significantly revised the designation requirements under Title IX; allowing some of the required roles/responsibilities in the grievance process to be combined or performed by one individual. It is recommended, however, that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint or is otherwise not qualified under this policy to serve in that role in a particular case.
- Article IV - This Article is essentially new as it incorporates numerous changes and significant additions to school district requirements related to protecting parent, family, marital status and related conditions as found in 34 C.F.R. § 106.40.
- Article VI, Paragraph F – This paragraph address emergency removals of students and employees from school who are alleged to have engaged in harassment and/or violence. The interrelationship between the Title IX regulations authorizing the emergency removal of students and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.
- Article VII – The grievance procedures in this Article were significantly revised in the 2024 Final Rule resulting in substantial revisions to this Article.
- Article VII.B – As noted in this section, the Title IX regulations require reasonably prompt timeframes for major stages of the grievance procedures, but do not specify any particular timeframes. School districts may, therefore, establish their own district-specific timeframes. Despite this discretion, it is recommended that legal counsel be consulted before adjusting time periods as the suggested timeframes still comport with the general expectations of enforcement agencies and significant changes could lead to a legal challenge.
- Article VII.B.7(c) - This paragraph identifies how certain evidence is to be considered in determining if harassment occurred. One factor addressed is the issue of consent. This term is not defined in the Model Policy or in the new regulations. The federal Department of Education will not require a school district to adopt a particular definition of consent, where that term is applicable with respect to sex-based harassment and the determination as to what “consent” means will be left to the school district. If assistance is needed in a particular case in determining this standard, it is recommended that school district legal counsel be consulted.
- Article VII.E. – This paragraph addresses an untested provision of the Title IX regulations that gives schools some discretion to consolidate related complaints. The regulations provide that a school district’s obligation to comply with Title IX and its regulations is not obviated or alleviated by the Federal Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, or its implementing regulations, 34 Code of Federal Regulations, part 99, or any state law or local law. Thus, as noted in this section of the model policy, schools have the discretion to consolidate related complaints despite the data privacy rights of individual parties or witnesses. It is important to note, however, that this decision is discretionary. Yet, the decision may have an impact not only on data privacy rights but the ultimate determination as to a violation by the respondent(s) due to the introduction of evidence that shows additional acts of alleged misconduct. For these reasons, there is a possibility that challenges could be raised if a



school district unilaterally decides to consolidate complaints, even if it has the right to do so under Title IX. For these reasons, before making this decision, school districts may wish to consult with legal counsel as to whether to unilaterally proceed with consolidation or seek the prior written consent from parties to consolidate and waive their data privacy rights, to the extent the right to privacy or other due process rights are impacted.

- Article XV. C.5 – This paragraph provides a notification as to the prohibition that a school district must not distribute publications stating that applicants, students or employees may be treated differently based on sex unless otherwise permitted. The 2024 Final Rule adds requirements regarding the notice of nondiscrimination and the publication of this requirement.
- Article XVI – This Article sets out specific data retention requirements under the 2024 Final Rule. These retention requirements may differ from school district retention policies under their adopted Records Retention Schedule that is required by state law. Thus, school districts should consider whether amendments should be made to their Records Retention Schedule and submitted to the State Historical Society for approval.

To the extent that the 2024 Final Rule is challenged in a manner that would affect its enforcement in Minnesota, MSBA will make adjustments to the Model Policy in the future. For the time being, however, the revisions to this policy are applicable and enforceable for Minnesota schools. School boards are encouraged to consult with the school district's attorney if they have questions as to adopting the new version of Model Policy 522.



Adopted: _____

MSBA/MASA Model Policy 524

Orig. 1996

Revised: _____

Rev. 2024

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. LIMITED EDUCATIONAL PURPOSE

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

IV. USE OF SYSTEM IS A PRIVILEGE

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

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other

personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at

teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

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

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the

school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

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

XI. USER NOTIFICATION

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

policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

Under the new law, the Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals will collaborate to make best practices available to schools on a range of different strategies to achieve the goals stated above.]

~~Students are prohibited from using cell phones and other electronic communication devices during the instructional day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~

~~If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~

~~Students who use an electronic communication device during the school day and/or in~~

~~violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.~~

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
[Minn. Stat. § 121A.73 \(School Cell Phone Policy\)](#)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

INTERNET USE AGREEMENT - STUDENT

STUDENT

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. The school district has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the school district to restrict access to all controversial materials and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____

SUPERVISING TEACHER

(Must be signed if applicant is a student)

I have read the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to promote these policies with the student. Because the student may use the Internet on the school district computer system for individual work or in the context of another class, I cannot be held responsible for the student's use of the Internet on network. As the supervising teacher I do agree to instruct the student on acceptable use of the Internet and network and proper network etiquette.

Teacher's Name (please print): _____

Teacher's Signature: _____

INTERNET USE AGREEMENT - EMPLOYEE

SCHOOL DISTRICT EMPLOYEE

I have read and do understand the school district policies relating to safety and acceptable use of the school district computer system and the Internet and agree to abide by them. I further understand that should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

User's Full Name (please print): _____

User Signature: _____

Date: _____

606.5 LIBRARY MATERIALS

I. PURPOSE

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

II. GENERAL STATEMENT OF PURPOSE

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

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

III. DEFINITIONS

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

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

Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

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

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

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

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

V. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library

collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.
-
- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
 - C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
 - D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
 - E. Gifts and Donations of Library Materials

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

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

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

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- C. Informal Request for Reconsideration of Specific Library Material
 - 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
 - 2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 - 3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
 - 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the

specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. Upon receipt of completed *Formal Request for Reconsideration of Specific Library Collection Material* form, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. One member of the school district administration
 - b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration
 - f. Two student representatives (as appropriate to the specific request).
3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.
6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

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

IX. PROHIBITION ON RETALIATION

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

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

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

Sample Form: Formal Request for Reconsideration of Specific Library Collection Material

The _____(name of district)_____ school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selection and evaluation of library materials to school district staff. This policy establishes procedures for formal reconsideration of specific library collection material.

A ____(name of district)___ school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

A requestor has the option to request Formal Reconsideration if the informal process set forth in Policy 606.5 has not resolved the matter.

The first step in the Formal Reconsideration process is submission of a fully completed Formal Request for Reconsideration form. A separate form must be completed in full for each library material item for which formal reconsideration is requested.

If you wish to request formal reconsideration of specific library collection material, please return a completed form to:

_____(name of school district employee)_____

_____(location/email address/other)_____

_____ **Date**

_____ **Name of Requestor**

_____ **Address**

Phone _____ **Email** _____

Type of Library Material (please check)

Book (e-book)	<input type="checkbox"/>
Movie	<input type="checkbox"/>
Magazine	<input type="checkbox"/>
Database	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>

Audio Recording	<input type="checkbox"/>
Digital Resource	<input type="checkbox"/>
App	<input type="checkbox"/>
Streaming Media	<input type="checkbox"/>
Other	<input type="checkbox"/>

Title: _____

Author/Producer: _____

Please explain the concern you have concerning this Library Material.

Please explain the circumstances that brought this Library Material to your attention.

Have you examined the entire Library Material? If not, please identify the sections you reviewed.

Please identify resources that may provide additional information and/or other viewpoints regarding this Library Material.

Please set forth the ways in which you believe this Library Material does not comply with the selection objectives and criteria set forth in Policy 606.5

Please set forth the resolution that you seek.

[Note: Minnesota school districts and charter schools may revise this sample form as they deem

The American Library Association has granted permission to the Minnesota School Boards Association to adapt its *Sample Reconsideration Form* for use by Minnesota school districts and charter schools.

appropriate.]

DRAFT

The American Library Association has granted permission to the Minnesota School Boards Association to adapt its *Sample Reconsideration Form* for use by Minnesota school districts and charter schools.



Wrenshull Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

August 12, 2024

Requests to Hire

1. Licensed Teachers (Kindergarten and a Science Teacher as recommended in the Principal's Report) effective August 26, 2024.
2. Communications Coordinator, at-will agreement, approximate salary range \$20,000 dependent upon experience, effective as soon as filled. The proposed position is a combination of webmaster, social media and Images online newspaper editor and other communications tasks as assigned. The compensation would utilize budget resources currently allocated for stand-alone communications roles.