

Regular School Board Meeting of ISD 857

Monday, February 10, 2025 6:00 PM

Board & Public in HS Library/Remote viewing via ZOOM, 100 County Road 25 ,
Lewiston, MN 55952

I. Call Meeting to Order

II. Pledge of Allegiance.

III. Quorum Call

David Baer
Sara Daley
Daniel Kreidermacher
Bree Maki
Luke Miller
Dave Pringle
Amber Pasche

IV. Approve the February 10, 2025 Meeting Agenda

V. L-A High School Student Report

VI. Open Forum

Guideline: Three minutes per speaker; 15 minutes maximum. Complaints about personnel or individuals are prohibited. No Board action is taken during the Open Forum. This is the only time during the Board meeting that audience participation is allowed unless scheduled prior.

VII. Consent Agenda

- A. Board Meeting Minutes: December 5, January 13
- B. Financial Reports a. Board Bills January 2025
 - b. Wire Payments January 2025
 - c. Multi Year to Date Guideline by Object

Thank you to the Owen Mundt Memorial fund and The Cardinal Foundation for providing funds to purchase a new plasma cutter and water table.

Accept the resignation of Dylan Weninger as a JV Baseball Coach. Dylan will be a volunteer varsity coach.

Approve FMLA leave for Laura Flathers, January 14, 2025 - January 28, 2025.

Approve hire of Lynn Hagmann, ECFE Parent Educator at MA/Step 10.

Accept retirement notification of Jane Weaver effective May 30, 2025 with gratitude and appreciation for her 25 years of teaching in the Lewiston - Altura School District.

Thank you to the Booster Club for their donation of \$325.00 to the LA Senior High Student Council.

VIII. Accept bid from McDowell Company for \$1,598,700 for the high school roof replacement project with a 4-ply asphalt/gravel surfaced built-up roof system with a Fall 2025 completion as specified in the bid documents.

IX. Approve Revised 2024-2025 Budget for \$30,280,506 in revenues, and \$11,609,685 in expenditures. This includes building bond revenue for upcoming construction expenses.

X. Policies and Forms on 1st Reading
a. 506 Student Discipline and Complaint Procedure
b. 513 Student Promotion, Retention and Program Design
c. 597 Early Admission Policy
d. 614 School District Testing Plan and Procedure

XI. PK-5 Principal's Report

XII. L-A High School Principal's Report

XIII. Superintendent and Dashir Report

XIV. Board Committee Reports

XV. Upcoming Meeting Schedule
Health and Safety Committee: Thursday, February 20th 7:15am
Policy Review Committee: Thursday, February 27th, 7:00am
Finance Committee: Tuesday, March 4th 9:00am (change of date from 2/25)
Regular Board Meeting: March 10th, 6:00pm
Community Education: March 17th, 4:00pm
Finance Committee: March 25th, 9:00am

XVI. **Adjourn**

MINUTES OF THE LEWISTON-ALTURA WORKING SCHOOL BOARD MEETING
ISD #857
December 5, 2024

A working meeting of the School Board of Independent School District #857 was held on December 5, 2024 at 5:30pm in the High School Library. Members Sara Daley, Daniel Kreidermacher, Bree Maki, Sarah Sommer, David Baer, David Pringle were present. Melissa Meisch was absent.

Maki called the meeting to order at 5:30pm. Attendance was taken. Daley arrived at 5:40pm.

A discussion was led by Luke Pfothenauer, InGensa Inc. about the upcoming construction projects at the elementary and high school. This included what to expect during the design phases, the bidding process and the construction phases. Estimated timelines were highlighted.

Motion by Pringle, seconded by Baer to adjourn the meeting at 6:15pm. MCU.

Dave Pringle, Clerk

MINUTES OF THE LEWISTON-ALTURA REGULAR SCHOOL BOARD MEETING
ISD #857
January 13, 2025

A regular meeting of the School Board of Independent School District #857 was held on January 13, 2025 at 6:00pm in the High School Library. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Sara Daley, Amber Pasche, Luke Miller. Dave Pringle was absent.

Acting Chair Maki called the meeting to order at 6:00pm. The Pledge of Allegiance was recited.

All Board members recited the Ceremonial Oath of Office.

Motion by Kreidermacher and seconded by Daley to approve the meeting agenda. MCU.

Justin Gilchrist and Austin Kreidermacher provided a LAHS student report on activities.

Pasche nominated Maki to be 2025 Board Chair. Having no additional nominations, Maki was declared Board Chair by acclamation.

Maki nominated Daley to be 2025 Vice-Chair. Having no additional nominations, Daley was declared Vice-Chair by acclamation.

Maki nominated Pringle to be 2025 Clerk. Having no additional nominations, Pringle was declared Clerk by acclamation.

Kreidermacher nominated Baer to be 2025 Treasurer. Having no additional nominations, Baer was declared Treasurer by acclamation.

Kreidermacher was designated as the 2025 MN State High School League representative by consent.

It was agreed by consent that the Board will continue to meet on the 2nd Mondays of the month at 6:00pm in the high school library.

Kreidermacher moved and Miller seconded to continue compensation for regular, special, and appointed committee meetings and MSBA trainings at \$80.00 for the School Board and \$65.00 for Directors. MCU.

Motion by Baer and seconded by Daley to designate Minnwest Bank, The People's State Bank, Merchant's Bank, the Minnesota School District Liquid Asset Fund Plus and the PMA Financial Network, LLC as official depositories for school district funds. MCU.

Motion by Baer and seconded by Kreidermacher to designate Gwen Carman as the Identified Official with Authority for ISD 857 to authorize user access to MDE for secure data submissions. MCU.

Motion by Daley and seconded by Kreidermacher to authorize updates to and use of 2025 computerized signature files and further authorize use of 2024 signatures until updates are completed. MCU.

Motion by Kreidermacher and seconded by Miller to designate Kennedy and Graven, Chartered as the official school district law firm and provide the superintendent and Board Chair with the authorization to contact legal counsel on matters relevant to the school district. MCU.

Motion by Daley and seconded by Miller to designate The St. Charles Press and the Lewiston Journal as the official publication of the school district. MCU.

Board Chair Maki appointed the 2025 Committee Assignments:

Teacher Negotiations/Meet and Confer: Pringle, Maki, Baer;
Transportation and Support Staff Handbooks: Kreidermacher, Daley, Miller;
Principal Negotiations: Daley, Kreidermacher, Pasche;
Superintendent Negotiations: Maki, Miller
District Staff Development: Maki (Alt: Miller)
Finance Committee: Baer, Pringle, Kreidermacher
Community Engagement Committee: Maki, Daley, Pasche;
HVED Board Representative: Daley
CmEd and EC Advisory: Pasche;
District Policy Review: Baer (Alt: Miller);
Health & Safety/Wellness: Daley (Alt: Pringle);
Systems Accountability: Baer (Kreidermacher);
Activities: Kreidermacher, Miller.
Construction Renovation Advisory: Pringle, Miller Kreidermacher

There were no Open Forum comments.

Motion by Pasche and seconded by Baer to cancel the 2025 student trip and support teacher Sarah Berndt to pursue planning for a 2026 summer trip to Coast Rica. MCU.

Baer moved for approval of the Resolution Awarding the Sale of General Obligation School Building Bonds, Series 2025A, in the Maximum Aggregate Amount of \$19,950,000; Fixing their form and Specifications; Directing Their Execution and Delivery; and Providing for Their Payment was seconded by Kreidermacher. Roll call vote. Ayes: Daley, Baer, Kreidermacher, Pasche, Miller Maki. Nays: None. Absent: Pringle. Resolution approved 6-0.

Motion by Kreidermacher and seconded by Daley to approve the Consent Agenda. MCU.

Motion by Miller and seconded by Kreidermacher to approve the 2024-2025 Seniority List. MCU.

Motion by Kreidermacher and seconded by Daley to approve the 2025-2026 and 2026-2027 Academic Year Calendars. MCU.

Baer move approval of Resolution Directing Administration to Make Recommendations Regarding the Reduction and/or Discontinuance of Programs and Positions and Reasons Therefore. Roll call vote. Ayes: Daley, Baer, Kreidermacher, Pasche, Miller Maki. Nays: None. Absent: Pringle. Resolution approved 6-0.

Reports were presented by Principal Riebel, Dr. Hanson, Superintendent Carman, and board members.

Motion by Baer, seconded by Kreidermacher to adjourn the meeting at 7:26pm. MCU.

Dave Pringle, Clerk

Lewiston-Altura Public Schools
Board Bills for Approval January 2025

Check Number: 0-99999 Payment Date: 1.1.2025-1.31.2025 Period: 0-999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P257CK	001	68378	76914	Check	1	7265	Agape Therapies and Educational Servict	Yes	No	No	01/03/2025	15,780.00
		68368	76915	Check	1	6115	Associated Bank Green Bay, N.A.	Yes	No	No	01/03/2025	85,087.50
		68352	76916	Check	1	2183	B & S Rentals Inc.	Yes	No	No	01/03/2025	580.00
		68376	76917	Check	1	7158	CANONBELLES CHEESE	Yes	No	No	01/03/2025	1,086.40
		68381	76918	Check	1	7276	Cherry Enterprises, Inc	Yes	No	No	01/03/2025	1,405.03
		68377	76919	Check	1	7190	Chrombookparts.com	Yes	No	No	01/03/2025	441.94
		68357	76920	Check	1	2707	City of Lewiston	Yes	No	No	01/03/2025	2,152.66
		68370	76921	Check	1	6392	CXTEC	Yes	No	No	01/03/2025	6,568.98
		68375	76922	Check	1	7091	Dalco Enterprises	Yes	No	No	01/03/2025	1,892.14
		68374	76923	Check	1	7089	Dashir Management Services, Inc	Yes	No	No	01/03/2025	15,806.20
		68369	76924	Check	1	6376	Ed Midwest LLC	Yes	No	No	01/03/2025	5,250.00
		68371	76925	Check	1	6465	Ehlers	Yes	No	No	01/03/2025	371,800.00
		68360	76926	Check	1	3956	ESTR Publications	Yes	No	No	01/03/2025	68.60
		68358	76927	Check	1	3174	Excel Images Inc.	Yes	No	No	01/03/2025	299.75
		68373	76928	Check	1	6989	FULL COURT CUSTOM APPAREL INC	Yes	No	No	01/03/2025	360.00
		68355	76929	Check	1	2458	Glazier Drive	Yes	No	No	01/03/2025	499.00
		68356	76930	Check	1	2524	GRAINGER	Yes	No	No	01/03/2025	66.56
		68372	76931	Check	1	6903	Hart Country Meats	Yes	No	No	01/03/2025	1,575.50
		68361	76932	Check	1	4085	IEA, INC	Yes	No	No	01/03/2025	475.00
		68353	76933	Check	1	2257	J.W. Pepper & Son, Inc.	Yes	No	No	01/03/2025	402.39
		68362	76934	Check	1	4196	McCONE FOODS, INC	Yes	No	No	01/03/2025	990.00
		68359	76935	Check	1	3361	Minnesota FFA Association	Yes	No	No	01/03/2025	415.00
		68348	76936	Check	1	12495	MINNESOTA SCHOOL BOARDS ASSC	Yes	No	No	01/03/2025	335.00
		68354	76937	Check	1	2447	Minnesota Tech for Success	Yes	No	No	01/03/2025	820.00
		68365	76938	Check	1	4485	MINNTEX CITRUS INC	Yes	No	No	01/03/2025	16,180.51
		68349	76939	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	01/03/2025	998.95
		68366	76940	Check	1	5545	Plank Road Publishing	Yes	No	No	01/03/2025	541.47
		68380	76941	Check	1	7275	Rapid Wristbands	Yes	No	No	01/03/2025	410.40
		68350	76942	Check	1	1350	ST. CHARLES PUBLIC SCHOOLS	Yes	No	No	01/03/2025	4,682.45
		68363	76943	Check	1	4232	SUMMIT FIRE PROTECTION	Yes	No	No	01/03/2025	1,720.00
		68367	76944	Check	1	5876	Teachers on Call	Yes	No	No	01/03/2025	5,817.33
		68379	76945	Check	1	7268	Temp Social Work	Yes	No	No	01/03/2025	1,365.00
		68351	76946	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	01/03/2025	631.08
		68364	76947	Check	1	4448	VERIZON WIRELESS	Yes	No	No	01/03/2025	70.80
		68382	76948	Check	1	7277	FREEDOM BY DESIGN MN	Yes	No	No	01/03/2025	1,125.00
		68391	76949	Check	1	6395	Ability Built Computers	Yes	No	No	01/06/2025	600.00
		68383	76950	Check	1	00514	AUSTIN PUBLIC SCHOOLS	Yes	No	No	01/06/2025	200.00
		68394	76951	Check	1	7163	CALEDONIA MAT CLUB	Yes	No	No	01/06/2025	150.00
		68384	76952	Check	1	1168	DOVER EYOTA SCHOOL DISTRICT	Yes	No	No	01/06/2025	350.00

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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P257CK	001	68392	76953	Check	1	6496		EDUCATORS BENEFIT CONSULTANT	Yes	No	No	01/06/2025	139.35
		68385	76954	Check	1	1638		FILLMORE CENTRAL	Yes	No	No	01/06/2025	150.00
		68397	76955	Check	1	7196		GAMEONE	Yes	No	No	01/06/2025	310.60
		68393	76956	Check	1	6935		GWS - Greden's Welding Shop	Yes	No	No	01/06/2025	854.00
		68395	76958	Check	1	7167		HOPKINS HIGH SCHOOL	Yes	No	No	01/06/2025	100.00
		68390	76959	Check	1	6246		Kelly Printing & Signs, LLC	Yes	No	No	01/06/2025	675.00
		68388	76960	Check	1	5865	R1	Loffler Companies -- 131511	Yes	No	No	01/06/2025	210.64
		68396	76961	Check	1	7175		Riverland Community College	Yes	No	No	01/06/2025	15,106.75
		68398	76962	Check	1	7278		STEWARTVILLE WRESTLING BOOST	Yes	No	No	01/06/2025	100.00
		68386	76963	Check	1	19210		TRI STATE BUSINESS MACHINES	Yes	No	No	01/06/2025	706.70
		68387	76964	Check	1	5153		WINONA STATE UNIVERSITY WARRIK	Yes	No	No	01/06/2025	200.00
		68403	76965	Check	1	5631	R1	BSN Sports, LLC	Yes	No	No	01/09/2025	1,968.84
		68402	76966	Check	1	3210		HBC	Yes	No	No	01/09/2025	3,407.12
		68405	76968	Check	1	6280	R1	Music Mart	Yes	No	No	01/09/2025	33.50
		68401	76969	Check	1	3098	R1	Pan-O-Gold Baking Company	Yes	No	No	01/09/2025	698.35
		68399	76970	Check	1	2411		REINHART FOOD SERVICE	Yes	No	No	01/09/2025	16,729.30
		68406	76971	Check	1	7261		Steak Shop Catering Inc	Yes	No	No	01/09/2025	843.24
		68400	76972	Check	1	25014		ZIEBELL'S HIAWATHA FOODS, INC.	Yes	No	No	01/09/2025	5,607.43
		68407	76973	Check	1	7247		SCHOOL DISTRICT OF HOLMEN	Yes	No	No	01/09/2025	300.00
		68414	76974	Check	1	6842		Breakdown Sports USA	Yes	No	No	01/10/2025	125.00
		68408	76975	Check	1	1114		Century Link	Yes	No	No	01/10/2025	242.67
		68413	76976	Check	1	3906		D & A TESTING SERVICES	Yes	No	No	01/10/2025	3,501.00
		68416	76977	Check	1	7089		Dashir Management Services, Inc	Yes	No	No	01/10/2025	15,862.76
		68410	76978	Check	1	3174		Excel Images Inc.	Yes	No	No	01/10/2025	445.18
		68415	76979	Check	1	6891		Harter's Trash & Recycling Inc	Yes	No	No	01/10/2025	1,507.39
		68409	76980	Check	1	3038		Lewiston Hardware, LLC	Yes	No	No	01/10/2025	44.30
		68417	76981	Check	1	7166		Metropolitan Mechanical Contractors, INC	Yes	No	No	01/10/2025	520.00
		68412	76982	Check	1	3263		North Central Truck Equipment	Yes	No	No	01/10/2025	770.16
		68411	76983	Check	1	3184	Remit	Rochester Telecom Systems, Inc	Yes	No	No	01/10/2025	5.83
		68418	76984	Check	1	7268		Temp Social Work	Yes	No	No	01/10/2025	1,090.05
		68419	76985	Check	1	7279		DAVID BAER	Yes	No	No	01/10/2025	540.16
P2513	001	68438	76986	Check	1	7128		Affinity Plus Credit Union	Yes	No	No	01/15/2025	25.00
		68435	76987	Check	1	6265		ALERUS RETIREMENT BENEFITS AT	Yes	No	No	01/15/2025	250.00
		68434	76988	Check	1	5594		ALTRA FEDERAL CREDIT UNION	Yes	No	No	01/15/2025	25.00
		68436	76989	Check	1	6406		Ameritas Life Insurance Corp	Yes	No	No	01/15/2025	72.16
		68432	76990	Check	1	4951		Bremer Bank	Yes	No	No	01/15/2025	375.00
		68433	76991	Check	1	5100		DELTA DENTAL OF MINNESOTA	Yes	No	No	01/15/2025	1,204.90
		68427	76992	Check	1	11202		Education Minnesota - Lewiston-Altura	Yes	No	No	01/15/2025	2,022.44
		68437	76993	Check	1	6461		ISD 857 - Flex Plan Checking	Yes	No	No	01/15/2025	862.54

Lewiston-Altura Public Schools
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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P2513	001	68428	76994	Check	1	17090		MADISON NATIONAL LIFE	Yes	No	No	01/15/2025	438.73
		68430	76995	Check	1	4786	R1	Merchants Bank	Yes	No	No	01/15/2025	450.00
		68431	76996	Check	1	4877		MINNESOTA Public Employees Insuranc	Yes	No	No	01/15/2025	14,213.74
		68439	76997	Check	1	7203		WCF - CARDINAL FOUNDATION	Yes	No	No	01/15/2025	100.00
		68429	76998	Check	1	3545		Winona National Bank	Yes	No	No	01/15/2025	130.00
P257CK	001	68447	76999	Check	1	7290		BUERGE, NATALIE	Yes	No	No	01/17/2025	52.00
		68446	77000	Check	1	7289		CADY, CARTER	Yes	No	No	01/17/2025	52.00
		68443	77001	Check	1	7286		FOHRAMAN, CONNER	Yes	No	No	01/17/2025	52.00
		68441	77002	Check	1	6968		HANSEN, EMILY	Yes	No	No	01/17/2025	52.00
		68450	77003	Check	1	7293		HOWER, TREVOR	Yes	No	No	01/17/2025	52.00
		68448	77004	Check	1	7291		KREIDERMACHER, JORDYN	Yes	No	No	01/17/2025	52.00
		68445	77005	Check	1	7288		LOSS, CHARLIE	Yes	No	No	01/17/2025	52.00
		68449	77006	Check	1	7292		LUBINSKI, RENAE	Yes	No	No	01/17/2025	52.00
		68440	77007	Check	1	6964		NELSON, KAMEA	Yes	No	No	01/17/2025	52.00
		68442	77008	Check	1	6970		NELSON, ZANE	Yes	No	No	01/17/2025	52.00
		68451	77009	Check	1	7294		PEASLEE, JESS	Yes	No	No	01/17/2025	52.00
		68444	77010	Check	1	7287		SNITKER, PEYTON	Yes	No	No	01/17/2025	52.00
		68461	77011	Check	1	6916		ArbiterSports	Yes	No	No	01/20/2025	639.00
		68462	77012	Check	1	7091		Dalco Enterprises	Yes	No	No	01/20/2025	2,367.95
		68454	77013	Check	1	06180	R1	GOPHER SPORT	Yes	No	No	01/20/2025	88.70
		68455	77014	Check	1	07141		HIGH PLAINS COOPERATIVE	Yes	No	No	01/20/2025	6,226.11
		68458	77015	Check	1	5756		LEARNING A-Z	Yes	No	No	01/20/2025	125.00
		68457	77016	Check	1	5055		LEGACY TOUR & TRAVEL	Yes	No	No	01/20/2025	5,687.05
		68456	77017	Check	1	12495		MINNESOTA SCHOOL BOARDS ASSO	Yes	No	No	01/20/2025	230.00
		68459	77018	Check	1	5781		Prigge Electric LLC	Yes	No	No	01/20/2025	3,903.90
		68463	77019	Check	1	7131		SCHULTZ KAREN M	Yes	No	No	01/20/2025	302.40
		68460	77020	Check	1	5876		Teachers on Call	Yes	No	No	01/20/2025	999.86
		68475	77021	Check	1	6871		Arellano-Sanchez, Angela	Yes	No	No	01/22/2025	80.00
		68469	77022	Check	1	2707		City of Lewiston	Yes	No	No	01/22/2025	2,492.67
		68466	77023	Check	1	1366		CUSTOM ALARM	Yes	No	No	01/22/2025	615.00
		68467	77024	Check	1	1639		HAYFIELD HIGH SCHOOL	Yes	No	No	01/22/2025	225.00
		68471	77025	Check	1	3737		Hiawatha Valley Ed District	Yes	No	No	01/22/2025	32,834.65
		68474	77026	Check	1	6575		Jonsgaard, Scott	Yes	No	No	01/22/2025	544.24
		68473	77027	Check	1	6246		Kelly Printing & Signs, LLC	Yes	No	No	01/22/2025	162.00
		68470	77028	Check	1	3361		Minnesota FFA Association	Yes	No	No	01/22/2025	1,200.00
		68472	77029	Check	1	4712		MINNESOTA UNEMPLOYMENT INSUF	Yes	No	No	01/22/2025	9,778.25
		68478	77030	Check	1	7223		MUNDT, GEORGIA	Yes	No	No	01/22/2025	300.00
		68479	77031	Check	1	7295		PUETZ, KILEY	Yes	No	No	01/22/2025	62.42
		68476	77032	Check	1	7131		SCHULTZ KAREN M	Yes	No	No	01/22/2025	436.80

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P257CK	001	68477	77033	Check	1	7193		THEEDEE, RYAN	Yes	No	No	01/22/2025	461.84
		68468	77034	Check	1	19210		TRI STATE BUSINESS MACHINES	Yes	No	No	01/22/2025	567.32
		68480	77035	Check	1	7296		WESTERN WISCONSIN DISTRICT TE	Yes	No	No	01/23/2025	490.00
		68483	77036	Check	1	7196		GAMEONE	Yes	No	No	01/24/2025	1,918.04
		68482	77037	Check	1	7077		Happy Dancing Turtle	Yes	No	No	01/24/2025	175.00
		68481	77038	Check	1	4774		Minnesota School Counselors Association	Yes	No	No	01/24/2025	60.00
		68498	77039	Check	1	7301		Leibfried, Linda	Yes	No	No	01/30/2025	180.80
		68500	77040	Check	1	3641		Lake City Athletic Booster Club	Yes	No	No	01/30/2025	250.00
		68499	77041	Check	1	1659		PINE ISLAND HIGH SCHOOL	Yes	No	No	01/30/2025	150.00
		68501	77042	Check	1	7299		Svobodny, Jeanne	Yes	No	No	01/30/2025	200.00
		68517	77043	Check	1	7128		Affinity Plus Credit Union	Yes	No	No	01/31/2025	25.00
		68514	77044	Check	1	6265		ALERUS RETIREMENT BENEFITS AT	Yes	No	No	01/31/2025	250.00
		68513	77045	Check	1	5594		ALTRA FEDERAL CREDIT UNION	Yes	No	No	01/31/2025	25.00
		68515	77046	Check	1	6406		Ameritas Life Insurance Corp	Yes	No	No	01/31/2025	72.16
		68511	77047	Check	1	4951		Bremer Bank	Yes	No	No	01/31/2025	375.00
		68512	77048	Check	1	5100		DELTA DENTAL OF MINNESOTA	Yes	No	No	01/31/2025	1,204.90
		68506	77049	Check	1	11202		Education Minnesota - Lewiston-Altura	Yes	No	No	01/31/2025	2,022.44
		68516	77050	Check	1	6461		ISD 857 - Flex Plan Checking	Yes	No	No	01/31/2025	862.54
		68507	77051	Check	1	17090		MADISON NATIONAL LIFE	Yes	No	No	01/31/2025	438.73
		68509	77052	Check	1	4786	R1	Merchants Bank	Yes	No	No	01/31/2025	450.00
		68510	77053	Check	1	4877		MINNESOTA Public Employees Insuranc	Yes	No	No	01/31/2025	14,213.74
		68518	77054	Check	1	7203		WCF - CARDINAL FOUNDATION	Yes	No	No	01/31/2025	100.00
		68508	77055	Check	1	3545		Winona National Bank	Yes	No	No	01/31/2025	130.00

Bank Total: 001

\$736,512.98

Report Total:

\$736,512.98

Lewiston-Altura Public Schools January 2025 Wire Payments

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P2513	68420		Wire	1 1053		MINNESOTA ELECTRONIC FUNDS		No	No	No	01/15/2025	6,908.97
001	P2513	68421		Wire	1 1054		FEDERAL TAXES		No	No	No	01/15/2025	43,123.65
001	P2513	68422		Wire	1 18600		MINNESOTA TEACHERS RETIREMENT.		No	No	No	01/15/2025	26,867.26
001	P2513	68423		Wire	1 18610		Public Employers Retirement Association		No	No	No	01/15/2025	6,242.80
001	P2513	68424		Wire	1 4373		ING		No	No	No	01/15/2025	2,026.84
001	P2513	68425		Wire	1 6283		MinnWest Bank Group		No	No	No	01/15/2025	226.00
001	P2513	68426		Wire	1 6496		EDUCATORS BENEFIT CONSULTANTS		No	No	No	01/15/2025	7,467.47
001	P507P	68452		Wire	1 5546		VISA		No	No	No	01/17/2025	925.37
001	P507AM	68453		Wire	1 3128	R1	Amazon Capital Services		No	No	No	01/17/2025	1,065.82
001	P257CK	68464		Wire	1 6704		Quadient Finance USA, INC.		No	No	No	01/21/2025	547.61
001	MN507P	68465		Wire	1 5956		MiEnergy Cooperative		No	No	No	01/22/2025	9,365.13
001	P2514	68484		Wire	1 1053		MINNESOTA ELECTRONIC FUNDS		No	No	No	01/31/2025	6,658.95
001	P2514	68485		Wire	1 1054		FEDERAL TAXES		No	No	No	01/31/2025	41,901.21
001	P2514	68486		Wire	1 18600		MINNESOTA TEACHERS RETIREMENT.		No	No	No	01/31/2025	26,497.58
001	P2514	68487		Wire	1 18610		Public Employers Retirement Association		No	No	No	01/31/2025	5,996.84
001	P2514	68488		Wire	1 4373		ING		No	No	No	01/31/2025	2,026.84
001	P2514	68489		Wire	1 6283		MinnWest Bank Group		No	No	No	01/31/2025	226.00
001	P2514	68490		Wire	1 6496		EDUCATORS BENEFIT CONSULTANTS		No	No	No	01/31/2025	7,467.47
001	P256CK	68561		Wire	1 7072		Tuition Express		No	No	No	01/31/2025	125.03
001	P257CK	68562		Wire	1 4834		MERCHANT PROCESSING CENTER		No	No	No	01/31/2025	156.46
001	P257CK	68563		Wire	1 6283		MinnWest Bank Group		No	No	No	01/31/2025	94.09
001	P257CK	68564		Wire	1 6372		NeoFunds by Neopost		No	No	No	01/31/2025	547.61
001	P257CK	68565		Wire	1 6916		ArbiterSports		No	No	No	01/31/2025	3,000.00
001	P257CK	68566		Wire	1 7072		Tuition Express		No	No	No	01/31/2025	120.00
001	P257CK	68567		Wire	1 3153		Merchants Bank - Fees		No	No	No	01/31/2025	91.90

Bank Total: \$199,676.90

Report Total: \$199,676.90

Lewiston-Altura Public Schools Multi Year Guide Obj Series

Sequence: Fd, O/S, Org, Pro, Crs, Fin

Description	202307			202407			202507		
	Budget	Year to Date	%	Budget	Year to Date	%	Budget	Year to Date	%
	23REV			2REV			25ADP		
01 General									
100 Salaries & Wages	5,121,079.56	2,272,364.38	44%	4,694,589.00	2,228,981.58	47%	4,833,891.00	2,178,418.72	45%
200 Employee Benefits	1,383,286.32	562,845.98	41%	1,344,727.00	588,549.19	44%	1,182,974.00	596,479.57	50%
300 Purchased Services	1,529,536.00	790,907.62	52%	1,846,828.00	855,623.16	46%	1,817,326.00	921,163.84	51%
400 Supplies & Materials	518,595.32	310,242.91	60%	520,672.00	314,513.92	60%	316,145.00	225,955.80	71%
500 Capital Expenditures	361,981.75	196,432.89	54%	410,776.00	133,858.23	33%	396,231.00	56,656.21	14%
700 Debt Service	0.00	0.00	0%	2,500.00	2,500.00	100%	2,500.00	2,800.00	112%
800 Other Expenditures	49,224.00	45,537.02	93%	54,476.00	27,917.18	51%	43,360.00	20,649.64	48%
01 General	8,963,702.95	4,178,330.80	47%	8,874,568.00	4,151,943.26	47%	8,592,427.00	4,002,123.78	47%
02 Food Service									
100 Salaries & Wages	191,695.00	98,625.00	51%	189,368.00	84,933.54	45%	215,881.00	100,632.18	47%
200 Employee Benefits	0.00	32,557.24	0%	69,801.00	28,011.60	40%	64,851.00	35,746.10	55%
300 Purchased Services	11,150.00	5,649.14	51%	11,700.00	3,664.93	31%	5,400.00	8,563.22	159%
400 Supplies & Materials	235,000.00	111,661.96	48%	323,309.00	120,916.36	37%	306,809.00	122,793.12	40%
500 Capital Expenditures	4,300.00	0.00	0%	15,000.00	8,486.06	57%	0.00	13,296.00	0%
800 Other Expenditures	3,000.00	2,100.00	70%	2,000.00	898.80	45%	2,000.00	1,417.95	71%
02 Food Service	445,145.00	250,593.34	56%	611,178.00	246,911.29	40%	594,941.00	282,448.57	47%
04 Community Education									
100 Salaries & Wages	328,035.92	154,885.70	47%	313,960.00	160,516.47	51%	329,395.00	124,895.46	38%
200 Employee Benefits	67,490.37	30,974.38	46%	66,136.00	35,822.89	54%	78,717.00	26,973.80	34%
300 Purchased Services	16,210.00	9,402.10	58%	11,850.00	2,129.16	18%	3,600.00	6,604.02	183%
400 Supplies & Materials	34,807.29	20,236.45	58%	38,878.00	8,259.37	21%	30,878.00	7,633.39	25%
04 Community Education	446,543.58	215,498.63	48%	430,824.00	206,727.89	48%	442,590.00	166,106.67	38%
06 Bldg Construction									
300 Purchased Services	0.00	0.00	0%	0.00	0.00	0%	0.00	390.00	0%
06 Bldg Construction	0.00	0.00	0%	0.00	0.00	0%	0.00	390.00	0%
07 Debt									
700 Debt Service	498,150.00	498,100.00	100%	507,425.00	506,100.00	100%	721,325.00	514,262.50	71%
07 Debt	498,150.00	498,100.00	100%	507,425.00	506,100.00	100%	721,325.00	514,262.50	71%
30 Student Activity									
300 Purchased Services	79,415.50	60,252.16	76%	72,400.00	55,149.67	76%	80,500.00	36,014.48	45%

Lewiston-Altura Public Schools
Multi Year Guide Obj Series

Sequence: Fd, O/S, Org, Pro, Crs, Fin

Description	202307		202407		202507	
	Budget 23REV	Year to Date %	Budget 2REV	Year to Date %	Budget 25ADP	Year to Date %
30 Student Activity						
400 Supplies & Materials	48,842.13	23,516.51 48%	61,850.00	51,729.94 84%	69,850.00	10,883.26 16%
500 Capital Expenditures	15,000.00	1,239.75 8%	0.00	0.00 0%	0.00	0.00 0%
800 Other Expenditures	1,506.00	1,506.00 100%	500.00	670.95 134%	500.00	1,158.00 232%
30 Student Activity	144,763.63	86,514.42 60%	134,750.00	107,550.56 80%	150,850.00	48,055.74 32%
Report Totals:	10,498,305.16	5,229,037.19 50%	10,558,745.00	5,219,233.00 49%	10,502,133.00	5,013,387.26 48%

February 7, 2025

Lewiston-Altura Public Schools ISD857
c/o Gwen Carman, Superintendent
100 County Road 25
Lewiston, MN 55952

**SUBJECT: Lewiston-Altura High School - 2025 Roof Replacement Project
Prime Contract Bid Award Recommendations**

With Superintendent Carman presiding, prime contract bids for the 2025 Roof Replacement project were received and publicly opened starting at 2:00 P.M. on Thursday, February 6, 2025.

We had a budget of \$1,650,000 for the roof replacement scope of work and as seen in the attached bid tabulation, we received five total bids for the work with a variety of bid options. The low bids for the two options are as follows:

- 1) Base Bid: 4-ply asphalt/gravel built-up roof replacement with a 30-year warranty from McDowall Company for \$1,848,700 AND the Alternate#3 Fall 2025 completion DEDUCT of \$250,000 for a grand total of \$1,598,700. This roof system is much thicker than the single-layer EPDM/rubber roof and will perform better in our climate for the life of the roof. Please note: this built-up roof can be restored near the end of life (around year 25) for about 30% of the replacement cost and extends the service life by about 60-70%.
- 2) Alternate Bid: 45mil KEE fully adhered EPDM rubber roof replacement with a 20-year warranty from Ledegar Roofing for \$1,410,841. This bid was submitted as only the EPDM/rubber option AND had the Alternate#3 Fall 2025 completion. This roof system does not have a viable restoration option and would require replacement near the end of service life. While this roof system is less costly, we feel that the Base Bid Built-Up roof offers a better product and life cycle.

After careful review and consideration of the bid results, InGensa, Inc. requests and recommends that the Lewiston-Altura ISD #857 School Board approve the award of the bid by approved motion as follows:

AWARD the following bid proposal by approved motion:

- 1) **BASE BID: 4-PLY ASPHALT/GRAVEL BUILT-UP ROOF SYSTEM to:**

McDowall Company	BASE BID in the amount of:	\$1,848,700.00
	ALTERNATE#3 – FALL 2025 COMPLETION DEDUCT:	(\$250,000.00)
- 2) The total contract amount to McDowall Company will be: **\$1,598,700.00**

Unit prices for replacement of any deteriorated wood blocking, drain bowl assemblies, and wet insulation that may be encountered during the construction are also included on the bid tabulation.

Respectfully,

Gary A. Lovitz
Senior Project Manager, InGensa, Inc.

Enclosed: Final bid tabulation



Lewiston-Altura School District
2025 Roof Replacement at Lewiston-Altura High School

OWNER: Lewiston-Altura School District
 MANUFACTURER'S REPRESENTATIVE: Tremco Roofing and Building Maintenance
 CONSULTANT: Ingensa Inc.

Bid Tabulation
 Thursday, Feb 6th, 2025
 Bid Opening at 2:00 P.M.

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	McDowall Company 1431 Prosper Dr Waite Park, MN 56387 320-251-8640	Ledegar Roofing Company, Inc. 1701 Miller St. La Crosse, WI 54601 608-785-0901	McPhillips Bros. Roofing Co. 2590 Centennial Drive St. Paul, MN 55109 651-770-2062	Schwickert's Tecta America 330 Poplar St. Mankato, MN 56001 507-387-3101	John A. Dalsin & Son 2830 South 20th Ave Minneapolis, MN 55407 612-729-9334
# of Workdays Necessary	60	50	55	60	90
Addenda Received	x	x	x	x	x
BASE BID ROOF AREAS:					
BASE BID 1 - Replace roof Areas 1, 2, 3, 5, 9A, 9B, 10A, 10B, & 11 Gravel Surface Built-Up Roof Design	\$ 1,848,700.00	\$ -	\$ 2,750,000.00	\$ 2,349,000.00	\$ 2,328,000.00
ALTERNATES: (the intent is that Alternate 2 and 3 would be one or the other, not both)					
ALTERNATE BID 1 - Add/Deduct to change base bid roof design to an Adhered 45-mil Fleeceback KEE Roof System	\$ 40,000.00	\$ -	\$ 250,000.00	\$ 758,000.00	\$ -
ALTERNATE BID 2 - Add/Deduct to allow Spring project start date	\$ -	\$ -	\$ 2,750.00	\$ -	\$ -
ALTERNATE BID 3 - Add/Deduct to allow Fall project completion date	\$ 250,000.00	\$ 1,410,841.00	\$ 2,750.00	\$ -	\$ -
UNIT PRICES:					
UP #1 - Replace Deteriorated Wood Blocking	\$ 5.00	\$ 6.00	\$ 8.00	\$ 9.00	\$ 3.65
UP #2 - Damaged Drain Bowl Assembly	\$ 3,500.00	\$ 2,700.00	\$ 2,000.00	\$ 3,200.00	\$ 2,800.00
UP #3 - Replace Deteriorated Insulation	\$ 4.00	\$ 6.00	\$ 5.00	\$ 6.80	\$ 3.65
BID CALCULATIONS					
BASE BID - (BUR DESIGN)	\$ 1,848,700.00	\$ -	\$ 2,750,000.00	\$ 2,349,000.00	\$ 2,328,000.00
BASE BID + ALTERNATE 1 - (KEE DESIGN)	\$ 1,808,700.00	\$ -	\$ 2,500,000.00	\$ 1,591,000.00	
BASE BID + ALTERNATE 2 - (BUR DESIGN EARLY START)		\$ -			
BASE BID + ALTERNATE 3 - (BUR DESIGN LATE COMPLETION)	\$ 1,598,700.00				
BASE BID + ALTERNATE 1 + ALTERNATE 2 (KEE DESIGN EARLY START)		\$ -			
BASE BID + ALTERNATE 1 + ALTERNATE 3 (KEE DESIGN LATE COMPLETION)	\$ 1,558,700.00	\$ 1,410,841.00			

Lewiston-Altura School District
2025 Roof Replacement at Lewiston-Altura High School

OWNER: Lewiston-Altura School District
 MANUFACTURER'S REPRESENTATIVE: Tremco Roofing and Building Maintenance
 CONSULTANT: Ingensa Inc.

Bid Tabulation
 Thursday, Feb 6th, 2025
 Bid Opening at 2:00 P.M.

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	McDowall Company 1431 Prosper Dr Waite Park, MN 56387 320-251-8640	Ledegar Roofing Company, Inc. 1701 Miller St. La Crosse, WI 54601 608-785-0901	McPhillips Bros. Roofing Co. 2590 Centennial Drive St. Paul, MN 55109 651-770-2062	Schwickert's Tecta America 330 Poplar St. Mankato, MN 56001 507-387-3101	John A. Dalsin & Son 2830 South 20th Ave Minneapolis, MN 55407 612-729-9334
# of Workdays Necessary	60	50	55	60	90
Addenda Received	x	x	x	x	x
BASE BID ROOF AREAS:					
BASE BID 1 - Replace roof Areas 1, 2, 3, 5, 9A, 9B, 10A, 10B, & 11 Gravel Surface Built-Up Roof Design	\$ 1,848,700.00	\$ -	\$ 2,750,000.00	\$ 2,349,000.00	\$ 2,328,000.00
ALTERNATES: (the intent is that Alternate 2 and 3 would be one or the other, not both)					
ALTERNATE BID 1 - Add/Deduct to change base bid roof design to an Adhered 45-mil Fleeceback KEE Roof System	\$ 40,000.00	\$ -	\$ 250,000.00	\$ 758,000.00	\$ -
ALTERNATE BID 2 - Add/Deduct to allow Spring project start date	\$ -	\$ -	\$ 2,750.00	\$ -	\$ -
ALTERNATE BID 3 - Add/Deduct to allow Fall project completion date	\$ 250,000.00	\$ 1,410,841.00	\$ 2,750.00	\$ -	\$ -
UNIT PRICES:					
UP #1 - Replace Deteriorated Wood Blocking	\$ 5.00	\$ 6.00	\$ 8.00	\$ 9.00	\$ 3.65
UP #2 - Damaged Drain Bowl Assembly	\$ 3,500.00	\$ 2,700.00	\$ 2,000.00	\$ 3,200.00	\$ 2,800.00
UP #3 - Replace Deteriorated Insulation	\$ 4.00	\$ 6.00	\$ 5.00	\$ 6.80	\$ 3.65
BID CALCULATIONS					
BASE BID - (BUR DESIGN)	\$ 1,848,700.00	\$ -	\$ 2,750,000.00	\$ 2,349,000.00	\$ 2,328,000.00
BASE BID + ALTERNATE 1 - (KEE DESIGN)	\$ 1,808,700.00	\$ -	\$ 2,500,000.00	\$ 1,591,000.00	
BASE BID + ALTERNATE 2 - (BUR DESIGN EARLY START)		\$ -			
BASE BID + ALTERNATE 3 - (BUR DESIGN LATE COMPLETION)	\$ 1,598,700.00				
BASE BID + ALTERNATE 1 + ALTERNATE 2 (KEE DESIGN EARLY START)		\$ -			
BASE BID + ALTERNATE 1 + ALTERNATE 3 (KEE DESIGN LATE COMPLETION)	\$ 1,558,700.00	\$ 1,410,841.00			

Lewiston Altura
Budget / Fund Balance Overview (BUDGET)
FY25 Revised Budget

General Fund - 01	Beginning				End of Year	Net Increase
	Fund Balance	Revenues	Expenditures	Transfers	Proj. Balance	or Decrease
422 Unassigned Fund Balance	377,869	7,515,593	7,708,890	-	184,572	(193,297)
	1.98%				2.15%	
Restricted						
403 Staff Development	-	92,486	92,486	-	-	-
424 Operating Capital	141,227	228,482	228,482	-	141,227	0
428 Learning and Development	-	104,998	104,998	-	-	-
438 Gifted and Talented	-	8,257	8,257	-	(0)	(0)
441 Basic Skills Programs	89,956	391,627	391,627	-	89,956	(0)
449 Safe Schools Levy	-	21,223	21,223	-	-	-
467 Long-Term Facilities Maint	333,417	189,457	-	-	522,874	189,457
Nonspendable	45,715	-	-	-	45,715	-
472 Medical Assistance	51,979	9,429	9,429	-	51,979	-
Subtotal Restricted	662,294	1,045,959	856,502	-	472,837	189,457
Assigned Funds						
Assigned-Scholarships	91,753	-	-	-	91,753	-
Subtotal Assigned - 462	91,753	-	-	-	91,753	-
Total General Fund	1,131,916	8,561,552	8,565,392	-	1,128,076	(3,840)
Activites Fund - 30						
Restricted/Reserved - Subtotal	136,959	150,850	150,850	-	136,959	-
Total Activities Fund	136,959	150,850	150,850	-	136,959	-
Food Service Fund - 02						
460 Nonspendable	14,227	-	-	-	14,227	-
464 Restricted	221,568	632,349	635,801	-	218,116	(3,452)
Total Food Service	235,795	632,349	635,801	-	232,343	(3,452)
Community Services - 04						
464 Restricted	-	182,292	201,900	-	(19,608)	(19,608)
Restricted / Reserved						
431 Community Education	-	29,330	1,158	-	28,172	28,172
432 Early Childhood	30,830	35,229	45,988	-	20,071	(10,759)
444 School Readiness	13,771	106,543	190,319	-	(70,005)	(83,776)
Restricted/Reserved - Subtotal	44,601	171,102	237,465	-	(21,762)	(66,363)
Total Community Education	44,601	353,394	439,365	-	(41,370)	(85,971)
Construction - 06						
464 Restricted	389,704	20,041,484	1,271,952	-	19,159,236	18,769,532
Total Construction Fund	389,704	20,041,484	1,271,952	-	19,159,236	18,769,532
Debt Service - 07						
464 Restricted	86,164	540,877	546,325	-	80,716	(5,448)
Total Debt Service Fund	86,164	540,877	546,325	-	80,716	(5,448)
Total All Funds:	2,025,139	30,280,506	11,609,685	-	20,695,960	18,670,821

*Matches Audit

				Difference
Per Audit the FY25 beginning fund balance decreased from:	\$	2,039,551.00	to	\$ 2,025,139.00 \$ (14,412.00)
	Fund 01	\$ 1,308,244.00		\$ 1,268,875.00 \$ (39,369.00)
	Fund 02	\$ 192,007.00		\$ 235,795.00 \$ 43,788.00
	Fund 04	\$ 142,809.00		\$ 44,601.00 \$ (98,208.00)
	Fund 06	\$ 370,173.00		\$ 389,704.00 \$ 19,531.00
	Fund 07	\$ 26,318.00		\$ 86,164.00 \$ 59,846.00
				<u>\$ (14,412.00)</u>

Adopted FY25	Revenues	Expenses	
Fund 01	(\$8,586,170.00)	\$8,592,427.00	\$6,257.00
Fund 02	(\$594,941.00)	594,941	\$ -
Fund 04	(\$443,250.00)	\$442,590.00	(\$660.00)
Fund 06	\$0.00	\$0.00	\$0.00
Fund 07	(\$738,442.00)	\$721,325.00	(\$17,117.00)
Fund 30	(\$150,850.00)	\$150,850.00	\$ -
Totals	(\$10,513,653.00)	\$10,502,133.00	(\$11,520.00)

Changes to Revised	Revenues	Expenses	
Fund 01	\$24,617.60	(\$27,035.06)	(\$2,417.46)
Fund 02	(\$37,408.00)	\$40,860.00	\$3,452.00
Fund 04	\$89,856.05	(\$3,225.00)	\$86,631.05
Fund 06	(\$20,041,484.00)	\$635,801.00	(\$19,405,683.00)
Fund 07	\$197,565.15	(\$175,000.00)	\$22,565.15
Fund 30	\$ -	\$ -	\$ -
Totals	(\$19,766,853.20)	\$471,400.94	(\$19,295,452.26)

Revised FY25	Revenues	Expenses	
Fund 01	(\$8,561,552.40)	\$8,565,391.94	\$3,839.54
Fund 02	(\$632,349.00)	\$635,801.00	\$3,452.00
Fund 04	(\$353,393.95)	\$439,365.00	\$85,971.05
Fund 06	(\$20,041,484.00)	\$1,271,952.00	(\$18,769,532.00)
Fund 07	(\$540,876.85)	\$546,325.00	\$5,448.15
Fund 30	(\$150,850.00)	\$150,850.00	\$ -
Totals	(\$30,280,506.20)	\$11,609,684.94	(\$18,670,821.26)

Lewiston Altura
Budget / Fund Balance Overview (BUDGET)
FY25 Adopted Budget

	Beginning Fund Balance	Revenues	Expenditures	Transfers	End of Year Proj. Balance	Net Increase or Decrease
General Fund - 01						
422 Unassigned Fund Balance	175,552 1.98%	7,544,800	7,551,057	-	169,295 1.97%	(6,257)
Restricted						
403 Staff Development	385	89,265	89,265	-	385	0
424 Operating Capital	86,520	228,482	228,482	-	86,520	0
428 Learning and Development	-	93,266	93,266	-	-	-
438 Gifted and Talented	-	7,969	7,969	-	-	-
441 Basic Skills Programs	80,863	391,736	391,736	-	80,863	(0)
449 Safe Schools Levy	11,368	21,223	21,223	-	11,368	0
467 Long-Term Facilities Maint Nonspendable	240,529 35,583	200,000 -	200,000 -	-	240,529 35,583	- -
472 Medical Assistance	65,355	9,429	9,429	-	65,355	-
Subtotal Restricted	1,031,385	1,041,370	1,041,370	-	1,031,385	0
Assigned Funds						
Assigned-Scholarships	88,588	-	-	-	88,588	-
Subtotal Assigned - 462	88,588	-	-	-	88,588	-
Total General Fund	784,743	8,586,170	8,592,427	-	778,486	(6,257)
Activites Fund - 30						
Restricted/Reserved - Subtotal	167,360	150,850	150,850	-	167,360	-
Total Activities Fund	167,360	150,850	150,850	-	167,360	-
Food Service Fund - 02						
460 Nonspendable	10,735	-	-	-	10,735	-
464 Restricted	182,690	594,941	594,941	-	182,690	-
Total Food Service	193,425	594,941	594,941	-	193,425	-
Community Services - 04						
464 Restricted	86,157	182,292	201,900	-	66,549	(19,608)
Restricted / Reserved						
431 Community Education	55,602	29,330	1,158	-	83,774	28,172
432 Early Childhood	4,518	35,229	45,988	-	(6,241)	(10,759)
444 School Readiness	-	196,399	193,544	-	2,855	2,855
Restricted/Reserved - Subtotal	60,120	260,958	240,690	-	80,388	20,268
Total Community Education	146,277	443,250	442,590	-	146,937	660
Debt Service - 07						
464 Restricted	74,520	738,442	721,325	-	91,637	17,117
Total Debt Service Fund	74,520	738,442	721,325	-	91,637	17,117
Total All Funds:	1,366,325	10,513,653	10,502,133	-	1,377,845	11,520

Adopted: _____

MSBA/MASA Model Policy 506

Orig. 1995

March 9, 2020

Rev. 2024 (June)

Revised: _____

506 STUDENT DISCIPLINE

[NOTE: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-

based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under [Minnesota Statutes](#), sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section

626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
 - E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
 - F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
 - G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;

- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

[Note: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences.]

C. Procedures for Removal of a Student From a Class.

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

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

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

A student must be removed from class immediately if the student engages in assault

or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

A. Elementary Procedures for Removal of a Student From Class

1. If a teacher determines that a student's behavior necessitates removal from class, the teacher (or an adult designee) will walk the student to the Principal's Office.
2. Crisis team member will arrive and assist the situation using Crisis Prevention Intervention (CPI) protocol. This begins with de-escalation strategies and progresses towards possible physical removal from class using CPI trained holds.
3. If physical interventions are used, staff will fill out the Physical / Time Out Intervention Log to document the situation. This form is filled out by the staff member who is leading the restraint and is left with the principal.

B. Secondary Procedures for Removal from Class

1. Students removed from a class shall be directed by the teacher to report directly to the school office. If the student refuses to report to the office the principal shall be called to the classroom. Students removed from class shall be the responsibility of the principal or his/her designee.
2. After a student has been removed from class the teacher will meet with the principal or his/her designee as soon as possible about the situation.
3. Reinstatement to class will depend upon the severity and frequency of the inappropriate behavior. Reinstatement will normally include, but not be limited to, a conference involving the student, parents, principal, teacher, and/or other school personnel. The terms for reinstatement will be determined and must be completed before the student is allowed to return to class.
4. Teachers may decide to remove a student for the remaining part of one class period. The decision to remove a student for additional class periods will be made by the principal after conferring with the teacher.
5. Students will be provided with alternative learning assignments for removals of more than one class period.
6. Parents will be contacted by telephone or mail.
7. Students removed from class will be provided the opportunity to discuss their concerns with faculty members or the principal at a time and place suitable to the circumstances.
8. A student with an Individual Education Plan (IEP) will be provided the modifications and accommodations contained in his/her IEP.

F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.

1. Administration will determine if a student will be returned to class if a student demonstrates that s/he can appropriately and safely return to class.
2. Parents of students who have served in school or out of school suspension will be involved in a proactive readmission plan for improved behaviors. Phone conversations and/or parent/student meetings may be used to create these plans.

G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;

The teacher or an administrator may contact parents by phone and /or parent meeting when their child has been removed from class. Parents will be contacted when the need to remove a student from class is repetitive or for a significant code of conduct violation.

In the case of Out of School Suspension, a Notice of Suspension will be filled out and sent to parents. This will include a plan for readmission.

H. Students with a Disability; Special Provisions.

Procedures for removal from class will be consistent for all students unless specified by a student's IEP.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Students using chemicals while on school premises are subject to disciplinary measures stated in Section VI.
2. Teachers and other staff members are to report possible chemical use to the principal or counselor.
3. The principal and counselor will refer students to the school's Chemical Abuse Preassessment Team.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

Appendix B outlines potential options for Non-Exclusionary Interventions.

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from

class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under [n](#)Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the [s](#)School [b](#)Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator

shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program may designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 507.5 (School Resource Officers)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Lewiston – Altura Public School District
100 County Road 25
Lewiston, MN 55952
(507) 523-2191

Gwen Carman, Superintendent
Dave Riebel, PreKdg - Grade 5 Principal
Cory Hanson, Grade 6-12 Principal

Educating A Caring, Adaptable, Respectful, Determined, Successful Community of Learners

Governing Statute:

Subd. 4. Discipline complaint procedure.

The discipline policy must contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. Each district and school policy implemented under this section must, at a minimum:

(1) provide procedures for communicating this policy including the ability for a parent to appeal a decision under section 121A.49 that contains explicit instructions for filing the complaint; provide an opportunity for involved parties to submit additional information related to the complaint;

(2) provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

(3) provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

(4) if the investigation finds the requirements of sections 121A.40 to 121A.61, Including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and

(5) prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

Discipline Complaint Procedure (DCP)

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, or the implementation of the behavior and discipline policies are not being implemented appropriately or are being discriminately applied.

The process is initiated by submission of a complaint in writing to the Superintendent or the superintendent's designee. The complaint must be submitted in writing and dated by the person making the complaint.

A Discipline Complaint form is on the District website and available in administration offices. The process is initiated by filling in the form and submitting the form to the superintendent of school.

1. Upon receipt of the complaint, district representatives will investigate the complaint. The investigation will commence within three school days of receipt of the complaint. The Superintendent will direct the investigation. The District may use outside counsel as it sees fit. The superintendent may designate staff responsible for any aspect of the process.
2. Upon completion of the investigation, written determination will be provided to the complainant addressing each allegation. The determination will contain findings and conclusions, with appropriate application of the Minnesota Government Data Practices Act.
3. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, the Superintendent will require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.
4. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. District administration will apply appropriate consequences for a person who engages in reprisal or retaliation.

Lewiston-Altura Public School District #0857

Discipline Complaint Form

Date of Complaint: _____

Name of Person Completing Form: _____

Email Address _____ Cell Phone _____

Student Name _____ Grade _____

Applicable Governing Discipline Documents

- Pupil Fair Dismissal Act
- School District Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school discipline policy or how the procedures in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature _____ Date: _____

For Administrative Use (Notes):

Date Received: _____

Assignment of Investigator: _____

Date Investigation Complete: _____

Notice of Decision sent to Complainant: _____

Data Practices Act Compliance Conducted: _____

Corrective Action Required: _____

Corrective Action Taken: _____

Matter Closed: _____

Data Practices Act Compliance Conducted: _____

Lewiston-Altura Public School District #0857

Discipline Complaint Form

Date of Complaint: _____

Name of Person Completing Form: _____

Email Address _____ Cell Phone _____

Student Name _____ Grade _____

Applicable Governing Discipline Documents

- Pupil Fair Dismissal Act
- School District Discipline Policy

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or the school discipline policy or how the procedures in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature _____ Date: _____

A GUIDE TO **NON-EXCLUSIONARY INTERVENTIONS** MESPA AND MASSP

Building a positive and safe school culture is essential for creating a supportive and engaging learning environment. Positive and equitable student interactions are crucial in fostering a respectful and inclusive educational environment. It is imperative to create a culturally responsive learning environment to ensure that every student, regardless of their background or identity, feels valued, has a sense of belonging, and has equal access to opportunities for success.

The following pages include some potential interventions, but the list is not exhaustive and may include, but is not limited to, the following.



Tier I

Creating the Best Daily Educational Experience



Tier I strategies are designed to be proactive and inclusive, aiming to meet the diverse needs of all students. These involve universal school-wide and classroom strategies to create a supportive learning environment for all students.

School-Wide Culture and Climate

- Positive Behavior Interventions and Supports
- Implement Culturally Responsive Practices
- Social Emotional Learning (SEL) Programming
- Inclusive Classroom Practices
- Trauma-Informed Practices/ACES
- Restorative Practices



- Responsive Classroom
- Strengths-Based Approaches
- Character Education Programs
- Anti-Bullying Initiatives
- Peaceful Bus Program
- School-Wide Family Engagement Activities

- Community Engagement
- Surveys: Courses, Teachers, School Community Feedback – Review Data
- Provide Active Supervision
- Establish Clear School Expectations
- Mentorship or Peer Support
- Buddy Classrooms
- Family/Teacher/Student Conferences
- Listen and involve students in decision-making (student council, advisory and affinity groups, etc.)
- Incorporate Kindness Initiatives that encourage acts of empathy and compassion
- Ensure that students feel physically and emotionally safe at school.
- Showcase Student Achievements: Display student work and accomplishments around the school to celebrate their achievements and boost their self-esteem.
- Community Service Activities
- School-wide Themes
- Handbook Review
- Organize events, clubs, or activities that encourage students to unite and build a sense of belonging and community within the school.

Tier I, Continued



Classroom Culture and Climate

- Morning/Classroom Meetings
- Mindfulness and Relaxation Techniques
- Positive Student /Teacher Relationships
- Welcoming students with a smile and a friendly greeting at the door
- Intentional Relationship Building
- Establish clear classroom expectations
- Actively listen to students and affirm their feelings
- Positive Reinforcements
- Positive Office Referrals
- Positive Phone Calls Home
- Foster a Growth Mindset

Classroom Instructional Interventions

- Academic Screening
- Differentiate Instruction
- Re-teach in a varied manner
- Group projects
- Oral tests
- Peer Tutoring
- Vary directions
- Extended time for tasks
- Homework flexibility
- Daily Planner
- High-Interest materials
- Homework folder
- Assignment segmentation



- Rewritten material
- Different material
- Highlighted material

Classroom Behavioral Interventions

- Restate expectations
- Reteach expectations
- Ignore
- Individual behavior checklist
- Positive reinforcement
- Remove from problem
- Proximity
- Student Conference
- Seating change
- Verbal and nonverbal prompt/redirection
- Written or verbal apology
- Peer Conference
- Family Involvement

Tier II



Tier II interventions are targeted and may include small-group interventions, specialized instruction, and additional behavioral support to help students succeed in the general education setting.

Supports and Possible Interventions

- Address issues of bullying, discrimination, and harassment promptly and effectively.
- Counseling support
- Behavior Contracts
- Check-in/Check-out
- Peer Mediation/Conflict Managers
- Skill Building Workshops
- Belonging/Support Groups (friendship, self-esteem/self-confidence, positive affirmation, affinity (gender, race), divorce, new to the school, transition support etc.)
- Skills Groups (anger management, self-regulation, improving interpersonal skills, empathy building, goal setting)
- Classroom sensory area
- Family Involvement
- Intentional times of connection
- Structured break in buddy classroom
- Mentoring Programs where students are paired with caring adults
- Conflict Resolution Workshops
- Collaborative Problem Solving
- Data monitoring and analysis
- Accountability and Repair
- Academic Supports
- Assisted Study Hall
- Educational-Based Learning (ie learning impacts of vaping, bullying, etc)

- Schedule change
- Time out/quiet room
- Loss of privilege
- Administrator/student conference



Circles

- restorative
- community building
- conflict resolution
- peer mediation
- mindfulness and emotional regulation
- bully prevention
- decision-making
- appreciation
- academic support
- affinity
- family engagement
- re-entry, empathy, and compassion
- conflict-prevention
- celebrating diversity
- positive behavior reinforcement

Tier III

Individualized Support



Tier III interventions are the most intensive and involve highly individualized and specialized strategies, often provided one-on-one.

Supports and Possible Interventions

- Team Meeting
- Individual Counseling
- Mental Health Services
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Intensive Academic Support
- Crisis Intervention
- Family Involvement
- Saturday School
- Temporary Alternative Educational Setting in the building
- Community Service and Restitution
- Send K-3 student home for the remainder of the day (Not considered a suspension)
- Threat Assessment
- Detention



Exclusionary Consequences (Interventions)

- Out of School Suspension (Grades 4-12)
- Exclusion - removed from enrollment for rest of the school year
- Expulsion - removed from enrollment for 12 months



Adopted: _____

MSBA/MASA Model Policy 513

Orig. 1995

Revised: _____

Rev. 2024~~3~~

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness, the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)

597 ~~KINDERGARTEN EARLY~~ ADMISSION POLICY

Children who become five years of age on / or before August 31st are eligible to enter kindergarten in September of the same year. Children who become six years of age on/or before August 31st are eligible to enter first grade. An official birth certificate is required as satisfactory proof of age. Lewiston-Altura Schools does not allow early admission to kindergarten or first grade.

Adopted: November 14, 2011

Review: January 25, 2025

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2024~~2~~

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[NOTE: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the school district.]

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
 - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
 - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
 - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
 - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
 - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
 - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
 - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
 - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
 - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
 - g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for

tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.

h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.

(1) Provide training on proper test administration and test security (Pearson's Training Management System).

(2) Verify staff complete any and all test-specific training.

i. Maintain security of test content, test materials, and record of all staff involved.

(1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.

(2) Organize secure test materials for online administrations and keep them secure.

(3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

j. Confirm that all students have appropriate test materials.

2. Responsibilities on testing day(s).

a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.

b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.

c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.

d. Address invalidations and test or accountability codes.

3. Responsibilities after testing.

a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.

- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms are appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).
 - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 3. Responsibilities after testing.
 - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.

- b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

- 1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
 - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
 - g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test

administrators so they can become familiar with the script and prepare for test administration.

- (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.

4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.
 - (7) Record extra test materials.
 - b. During test.
 - (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
 - (2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[NOTE: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

(10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

(11) Report any possible security breaches as soon as possible.

c. After test.

(1) Follow directions and scripts exactly.

(2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.

(3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.

a. Read and complete the *Assurance of Test Security and Non-Disclosure*.

b. Attend trainings related to test administration and security.

c. Complete required training course(s) for tests administering.

d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.

e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.

2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - (4) Document and report and unusual circumstances to district or school assessment coordinator.
 - c. After the test.
 - (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[NOTE: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address..]

- B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.

6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

VI. RETALIATION PROHIBITED

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

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

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World's Best Workforce~~)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (School Accountability)
Minn. Rules Parts 3501.~~0640-3501.0660~~55 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
Minnesota PearsonAccess Next Resources and Forms:
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

Report to the School Board

February 10, 2025

By Elementary School Principal Dave Riebel

Strategic Priority 1: Student Success

- LA CARES assembly – January = Assertion

We welcomed an exciting guest to our January assembly. Ms. Jeanne Svobodny, former Dover-Eyota elementary school principal and published author came to present her children's book to our school. Ms. Svobodny was able to describe the process needed to write and publish a book, followed by an all school reading of her book "Annie's 4th of July". Lots of connections to assertion were found and highlighted by students within the story. Two hard cover copies of the book were donated to our elementary school library for check out. Thanks Jeanne!



- Parent Teacher conferences

Thank you to all of our parents who selected a time slot and met with homeroom teachers and visited specialists during the February Parent-Teacher conferences. These mid-year discussions help set the path to a positive remainder of the year for students. We continue to enjoy near perfect or perfect attendance in these classroom conferences.

- Book Fair

An exciting routine of our February conference nights is for students and families attending the Scholastic Book Fair before or after their conference. Besides getting books into the hands of our students, our school library benefits from free books via a rewards program based on BookFair purchases.



Strategic Priority 2: Effective Staffing

- January 24 professional development day.

The majority of our elementary staff worked on Module 7 of 9 in our Read Act trainings. We are scheduled to complete the final two modules during our upcoming February and March PD days.

The elementary school paraprofessional staff participated in a half day inservice with presentors from Winona Home and Community Options (HCO). The presentation had two goals for their presentation; To understand what behavior is and The role of the support staff during a behavior and how to support alternative behaviors.

- Elementary Principal's Institute:

Mr. Riebel was appreciative of being able to attend this year's MESPA principal's institute which had the theme "Better Together", on Feb. 5-7. The chance to listen to motivating speakers, attend sessions on culture, technology, collaboration, state initiatives, student issues, and staff issues were on the agenda. One of the most valuable parts of institute is to simply connect, share, barrow and talk with fellow elementary principals.

Strategic Priority 3: Finance

- Budget process under way

Elementary staff were asked in January to submit their grade level/departmental budgets by looking at the needs of their students in the upcoming 2025-2026 school year. The next step is to combine these grade level and department budget requests into a building wide preliminary budget for Ms. Carman and Ms. Schreiber.

Strategic Priority 4: Facilities

- You can see it in the halls!

A shout out to our Elementary Staff!!: Below is picture walk up and down the hallways of the elementary highlight the learning taking place within the classrooms. In the main hallway, we continue to highlight the LA CARES attributes of our students and staff. Thank you to the many helpers that highlight the positives that happen everyday in our building.



Strategic Priority 5: Community Engagement

- February is I Love to Read month with many activities in our building.
- Read Across America Week aligns with Dr. Suess's birthday and will be a part of our schedules on March 3-7.



Independent School Dist. No. 857
100 County Road 25
Lewiston, MN 55952
(507) 523-2191

Gwen Carman, Superintendent
Dave Riebel, PreK-5 Elementary Principal
Cory Hanson, 6-12 High School Principal

Priority 1: Student Success

- Congratulations to our Cardinals of the Month for January – Lillian Pasche, Caiden Streich, Violet Passow
- Congratulations to the dance team on a strong conference performance and good luck at sections. Clair Daley was recognized as All-Conference and Class A All-State in Jazz and Kick, and Sophia Erickson was Honorable mention for conference jazz.
- Congratulations to Zane Nelson on reaching 100 career points and setting a new boy's record for scoring 45 points in a game.
- Going into their last meet on Monday, the Math League team is 3rd out of seven teams. Currently, Jonah Simon is in 7th place, Nate McCann is in 8th and Alaina Barkheim is in 12th out of approximately 180 students in the Three Rivers Division. Great work and good luck on Monday.
- In a 21 team meet, our knowledge bowl teams took 5th, 18th, 20th, and 21st. They have one meet to go this season.

Priority 2: Effective Staffing

- We are searching for after school activities para support for track and golf.
- Baseball is interviewing for their open junior high position.
- On January 24th, we welcomed Dr. Ruth Charles to talk about Brain Architecture and resilience. Thank you to Mr. Wilmes for writing the grant to the Resilient Winona initiative to provide Dr. Charles for free to the high school. We will continue this topic in April with Hiawatha Valley Crisis Response and QPR training.

Priority 3: Finance

- Thank you to the Foundation for the Owen Mundt Memorial ag classroom purchases and donation to the student council.
- Thank you to the Mark Morris Foundation for donating money for 19 students to complete ACT prep and for stipends for the three teachers (Mrs. Nusbaum, Mrs. McDermott and Mr. Simon).
- Mark Morris will be funding the annual 7th grade Courage Retreat. They will also be sponsoring a new 9th grade Respect Retreat.

Priority 4: Facilities

- Gary met with us on February 6 to talk about projects for this year and to clarify a few questions related to plumbing.

Priority 5: Community Engagement

- Student Council will be hosting a fundraiser event on February 15 at Mango's to raise money for the state leadership conference.
- The activities department strawberry fundraiser orders were due on February 6. Strawberries will be arriving on February 26.
- The music Pasquales fundraiser items will be available on Thursday, February 13 after school. Thank you to all that supported the music department.

Upcoming Events:

February Events (National FFA Week and Snoball)

Feb. 17 – No School

Feb. 18 – No School for student / Staff Development Day

Feb. 20 – Ag Olympics

Feb. 22 – Snoball Dance

March 4 – Courage and Respect Retreats (Mark Morris)

Winona State University

First-Year Admissions

To complete your application, you'll just need to send official high school transcripts and pay the application fee. No ACT or SAT scores required!

Guaranteed Admission

If you're a student with a **cumulative high school GPA of 3.0 or higher** on a 4.0 scale, you'll be **guaranteed admission** to Winona State University as long as you complete the required high school courses before the end of your senior year.

Keep in mind that Rochester is a degree-completion campus, so you need at least 60 credits to enter these programs.

If you don't meet this requirement—don't worry.

We still encourage you to apply.

An admissions counselor will review your application to determine your potential for success at WSU.

We may request additional information before making an admissions decision.

High School Course Preparation

To be admitted to WSU, we look for the following high school course completions on your transcript(s):

- 4 years of English
- 3 years of mathematics
- 3 years of science (1 year biological science and 1 year chemistry or physics—all should include labs)
- 3 years of social studies (including 1 year U.S. history)
- 1 year of specified electives (e.g. world cultures, computer science, arts, music)

It is optional to take 2 years of a world language (American Sign Language included).

How to Apply

Apply Online Pay the Application Fee Send Your Transcripts

The [online application for Winona State University](#) is open and ready for you to apply. Get a head start now for Fall 2025!

Be sure to use your personal email—not your school email—when applying.

You can pause and save your progress if you'd like to come back later. But it often takes just 15 minutes or less!

Your application **won't be processed** until your **transcript and fee payment are received**.

If you need to change any information after you've submitted your application, contact us at WSUfirstyear@winona.edu.

ACT & SAT Scores

Winona State doesn't require ACT or SAT scores for admission.

However, you're encouraged to send scores if you've taken either test.

These test scores help determine your placement in English, math, and foreign language courses and may help you qualify for certain scholarships.

Saint Mary's University of Minnesota

If you're applying for admission to Saint Mary's University of Minnesota, you are no longer required to submit your ACT or SAT test scores as part of your application. Saint Mary's University has adopted a test optional admission policy beginning fall 2020. This means you choose whether or not you want to include your scores.

Will I be at a disadvantage if I decide not to submit —
standardized test scores?

No. There will be no negative impact on applications without test scores, and applicants will still be considered for our undergraduate scholarships and financial aid.

Who is required to submit test scores? —

- Students interested in being considered for the 3+2 Physician Assistant Program. [View requirements.](#)
- Students who have been homeschooled or attended non-grade-based schools will need to submit ACT, SAT, or CLT.
- International students who need to demonstrate proficiency in the English language will need to submit ACT, SAT, TOEFL, IELTS, DET, or PTE Academics.

MN College Southeast

New Students

If you have never attended college before, we can establish course placement based on the following:

- ACT, SAT scores taken within the past 5 years. Many students take ACT exams in the 10th and 11th grade. Send scores to enrollmentservices@southeastmn.edu.
- Minnesota Comprehensive Assessments (MCA) scores in reading and math taken within the last 5 years. Send scores to enrollmentservices@southeastmn.edu.
- High School Grade Point Average (GPA) if you graduated in the past 10 years. Your GPA is supplied when you apply for admission.
- Next-Generation Accuplacer Placement Testing. Learn more about the [scheduling the Accuplacer test](#).
- Self-directed placement. If you are unable to provide records as listed above or take the Accuplacer, you can establish course placement through the Self-directed Placement process. Please see your advisor to assist with Self-directed Placement.

University of Minnesota

Freshman Admission

Freshman applicants through the fall 2027 term are not required to submit an ACT or SAT test score. This policy change was expanded to ensure every student has the opportunity to submit a complete application.

Whether or not you choose to have your ACT/SAT score considered as part of your application, your application will:

- Receive full consideration for admission, scholarships, and our University Honors Program.
- Be read in its entirety during our individual review process.

On your application, you will indicate whether you would like an ACT/SAT score considered in the review of your application. Once you submit your application, your decision is final and cannot be amended, with the exception for test access or cancellation circumstances. *An applicant who originally indicated the intent to submit a test score, but can no longer take the exam and therefore can not complete their application, can request to change their original answer to this question by completing an [amendment form](#).*

All applications—those with and without test scores—will be read in their entirety and reviewed for admission, scholarships, and Honors using academic and context factors (see full list of [holistic review factors](#)). The academic factors (like grades, class rank, GPA, course rigor, and test score, if provided) focus on your academic preparedness for University of Minnesota programs. The context factors include characteristics like outstanding achievement or aptitude in a particular area, commitment to community service or family responsibilities; these factors demonstrate your potential contributions to our community of scholars.

Some applicants may feel that an SAT or ACT score does not fully reflect their academic preparedness or potential. If a student does not provide an ACT/SAT score, we will review their application using the rest of our academic and context factors.

For many applicants, an ACT/SAT score can reflect their preparation for college. We encourage any applicant who has taken the SAT or ACT to share their scores with us if the student believes that they are reflective of your ability and potential. If a student does provide an ACT/SAT score as part of their application, it will be reviewed as an academic factor. Please note that your choice about test consideration is not reversible.

RCTC

General Admission Requirements

All those who have earned a high school diploma or GED will be admitted to Rochester Community and Technical College. Applicants who do not meet this criterion may still be admissible.

Lack of English skills should not be a barrier to admission or participation. In order to eliminate barriers, we take appropriate measures individually assess each student's ability to participate. Based on the assessment, students are then provided with campus services or a referral to community services to be better prepared for successful participation.

New Student Course Placement

Congratulations on your acceptance to RCTC! If you have been admitted for **Spring 2025**, you need to take the next steps to prepare for your course registration. Students need to be evaluated for course placement **prior** to registering for classes. **Registration for new fall students will begin in November 2024.**

Students can have their test scores and high school GPA considered for college placement, what we call "Multiple Measures for Course Placement." These items can be **mailed OR emailed** to onestop@rctc.edu.

- **Send test scores:**
 - Students can verify test scores (ACT, SAT, MCA, or ALEKS) pulled out of their portal (unofficial test scores) with a College Transitions Advisor or high school Counselor and send to RCTC. Official ACT or SAT copies are also accepted when a student requests them from ACT or College Board. **ACT, SAT, and MCA test scores are valid for 5 years. ALEKS test scores are valid for 2 years.**
- **Report your unweighted GPA:**
 - Send a high school transcript to RCTC for placement. **High school GPA is valid for 10 years.**



DIRECT ADMISSIONS

MINNESOTA

Direct Admissions Frequently Asked Questions for High School Partners

1. What is Direct Admissions?

The Direct Admissions pilot is designed to encourage all high school seniors on track to graduate in Spring 2024 to view themselves as “college material”. This pilot will hopefully help alleviate some of the anxiety around the college application process by proactively informing students of colleges/universities who are committed to admitting them. Students will receive a personalized letter indicating that they have met the academic criteria for guaranteed general admission to participating colleges and outlines the steps required for students to select their institution(s).

2. Who is in charge of Direct Admissions?

The Direct Admissions program is coordinated by the Minnesota Office of Higher Education and funded by the State of Minnesota. The pilot is a partnership between the selected high schools, participating colleges and universities and the Office of Higher Education.

3. How will individual students find out about Direct Admissions?

High school staff are encouraged to begin conversations about Direct Admissions Minnesota with seniors at the beginning of the school year. Students will receive the official Direct Admissions communication in early October, co-signed by their high school and the Office of Higher Education, that notifies them that they have direct admissions opportunities to a specific list of schools.

High schools will be provided with an FAQ document designed for students and parents, a printed and digital fact sheet for students and parents, promotional posters, and promotional swag items to be used by staff and/or students. They will also receive optional social media graphics, newsletter copy, and website copy that high schools can use to share information about Direct Admissions with their students and families.

4. Are there financial aid, scholarships, or grants associated with Direct Admissions?

No, there are not scholarships or grants associated with Direct Admissions, though participating colleges have agreed to waive application fees for participating students. All students will be encouraged to complete the FAFSA as part of their college search process.

5. What do student do once they get their letter?

Students will be encouraged to select the college or colleges/universities that they are interested in by marking the 'yes' box in their digital letter. Those schools will then be informed of the student's interest and will send the student more information directly. Students who are not interested in participating do not need to do anything to follow up. No student's information will be shared with the participating colleges and universities without the student expressing interest via the Direct Admission process.

6. Do students still have to submit an admissions application?

Yes, students must still complete an admissions application and supply any additional documents required (essay, test scores, letters of recommendation, etc.) by the institution.

7. What happens after the student applies for admissions?

While the student is guaranteed admission to the colleges and universities on their list (provided that they complete their application by the school's application deadlines), we anticipate that they will get their admissions notification/acceptance letter in the same cycle as non-Direct Admissions students. Once admitted, the rest of the admissions process (orientation, enrollment, financial aid) happens in the same time as for newly admitted students. It can be helpful to think of Direct Admissions as a way into the front door ... but once in the front door they are a part of the applicant and admit pool as usual.

8. Are other schools participating in this program?

Yes, during the 2023-2024 school year, over 120 high schools will be participating. We aim to continue to expand the program to all public and charter high schools in the state in future years.

9. Was there any cost to the school or students for participating in this program?

No, funding for the staff time require to prepare for Direct Admissions was covered by the Office of Higher Education. There is no cost for students or families to participate.

10. Does Direct Admissions mean students get accepted into all programs or majors a college or university may offer?

Direct Admissions guarantees students will have general admission into an institution. Some programs or majors may have additional admissions criteria or require an additional application, submission of a portfolio, or other steps as determined by the college or university. Students interested in space limited programs should work with the college or university to find out more about additional steps required.

11. Can students opt out of this program?

Yes, parents or students can let their student's counselor (or the Minnesota Office of Higher Education) know that they (or their student) do not wish to receive college planning information from Direct Admissions Minnesota. If emailing OHE directly, emails should include the student's name, high school, and counselor name (if known).

12. Are we allowed to share student data (names, addresses, high school transcript data) with you?

Yes. Participating high schools and the Minnesota Office of Higher Education will complete the necessary data sharing agreements and memorandums of understanding to ensure compliance with all applicable data privacy and security regulations.

13. Why was our school selected to participate?

The Office of Higher Education and the Direct Admissions workgroup sought participation from high schools that represent the geographic and demographic diversity of Minnesota as well as schools that identified increasing college going rates for their students as a priority or part of their strategic plan.

14. Which colleges/universities are participating in this program?

Over 50 Minnesota colleges and universities are participating, including all of the Minnesota State community and technical colleges; tribal colleges; the University of Minnesota campuses at Crookston, Rochester, Morris, and Duluth; Dunwoody College of Technology, and many of the state's private, non-profit colleges. The University of Minnesota Twin Cities, Macalester, and Carleton are not participating.

15. Will this include information for students who want to go into trade programs?

Yes, all of Minnesota's community and technical colleges and Dunwoody College of Technology were invited to participate. The Minnesota Office of Higher Education recognizes that any and all forms of education and training beyond high school are important. If there is a specific college or technical school you have questions about, please let the Minnesota Office of Higher Education know.

16. What happens if a student's grades drop or they don't graduate as expected?

Direct Admissions options will be available for students who graduate in Spring 2024. If a student fails to graduate or has a significant decline in academic performance, a college or university may rescind their acceptance, in accordance with their usual admissions processes.

17. Who is responsible for sending the letters? Are they physical letters?

In order to maximize the privacy of students, high schools will be sending the letters (or emails or portal notifications) using the means of communication the high school feels is most effective. We've received feedback from schools that some prefer physical letters, some prefer emails, and some prefer portal notifications. Direct Admissions is seeking to use the method that will have the highest level of student responsiveness and trust that schools know their students best.

18. Are undocumented students eligible for the direct admissions program?

Yes, undocumented Minnesota residents are eligible.

19. How does Direct Admissions work with the U of M ShareMyApp program?

Here's how the U of M ShareMyApp program works:

- Students who submit a complete freshman admission application to the Twin Cities campus can request to have their application materials shared with one or more of the Greater MN campuses (Crookston, Duluth, Morris and Rochester) with no additional fee (or fee waiver) required.
- Students wishing to be considered for freshman admission to the Twin Cities campus must still complete the Twin Cities admission application.

The U of M ShareMyApp opens in mid-October. The University of Minnesota doesn't want to prevent students from applying earlier if they're ready (especially if they'll be eligible for the fee waiver). It is a preference to have students apply directly to their college(s) of interest; eligible students interested in applying to the University of Minnesota Crookston, Duluth, and/or Morris campuses are encouraged to take advantage of Direct Admissions to facilitate those applications.

20. How will the Direct Admissions process work for students that are attending a pilot high school, studying-abroad in the U.S. (considered international students) and wanting to attend a participating institution?

Students who are classified as international students are not eligible for the Direct Admissions pilot. These students must work directly with colleges or universities they are interested in to apply for admissions and to submit additional required documents.



Independent School Dist. No. 857
100 County Road 25
Lewiston, MN 55952
(507) 523-2191

Gwen Carman, Superintendent
Cory Hanson, High School Principal • Dave Riebel, PK - Elementary Principal

Building A Caring, Adaptable, Respectful, Determined, Successful Community of Learners

Belief Statements (internal operations- beliefs to drive decisions):

- **LIFELONG LEARNERS:** We believe in the value of education for all ages.
- **ACCOUNTABILITY:** We believe we are accountable for our actions and outcomes.
- **COMMUNITY CENTERED:** We believe our schools are the central hub of our community and essential for building strong communities.
- **ADAPTABLE:** We believe in being responsive to an ever-changing world.
- **RESPECTFUL:** We believe in everyone’s right to safety, respect, and dignity in our schools.
- **DIVERSE:** We believe in fostering the value of each other’s individual differences, perspectives, and life experiences.
- **STUDENT FOCUSED:** We believe that we are all responsible for the success of students.

Goals

1. **STUDENT SUCCESS:** Provide all students with the education they need for success: academically, emotionally, and socially.
2. **EFFECTIVE STAFFING:** Hire, maintain, train and support staff to be as effective as possible.
3. **FINANCE:** Be financially healthy and sustainable.
4. **FACILITIES:** Have facilities that are safe, modern and conducive to 21st century education.
5. **COMMUNITY ENGAGEMENT:** Engage with parents, community members and business owners.

Superintendent’s Report to the School Board

Respectfully Submitted by Gwen Carman

February 10, 2025

Meeting Agenda Items Notes

Award Resolution- HS Partial Roof Replacement Bids-February 6th We received five bids for the project. Thank you to Luke and Dave P. for being part of the bid review process with Keri Hacker (Tremco, Inc.), Gary Lovitz (InGensa), Dan Buege and me. We had important and thoughtful dialogue about the bids and options, and any impact on the Summer of 2026 HVAC project. Ultimately, we are recommending we accept the bid from McDowell Company for a built up roof model. This type of roof is the most durable and comes with a 30-year warranty. Construction may extend into early October, but we are assured the disruption to school will be minimal. The work will likely begin July 2025.

OTHER ITEMS

Bond Sales Completed February 6, 2025 The sales process is complete and the funds have been distributed/deposited as intended. Julie, Luke and I will meet regularly to review disbursements, and disbursements will also be part of the financial reports at the monthly board meetings. PMA will handle the investment of \$20,041,484.16.

Literacy Aid MOU Negotiations with EdMN/L-A David B., Dave P, Bree and I met with the Union Negotiators on January 30th. We are continuing the process of negotiating an agreement.

MSBA Conference I attended (with Bree) the conference January 16 and 17th. Luke and Julie both attended the Phase Two School Finance session on January 15th. I attended sessions on CTE, a funding session put on by MDE, insurance

trends, student data/SLEDS. I also talked with several vendors about products we may be utilizing in our upcoming projects. I also enjoyed the keynote speakers.

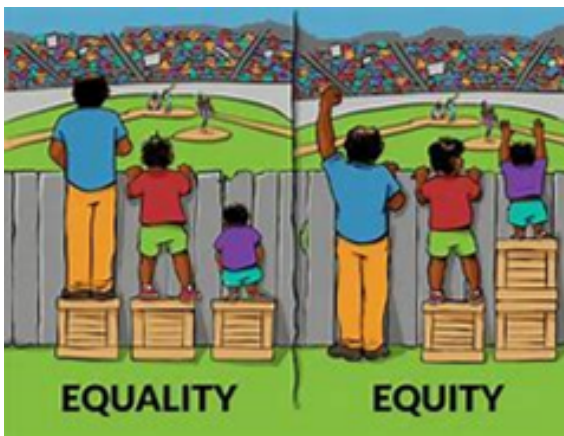
College/Career Readiness – CTE Space Planning An online survey was emailed to 53 area businesses/employers regarding desired skills and characteristics of L-A graduates as potential employees. See the attached Power Point slides that summarizes much the response data. These responses in many ways align with data from other sources. Key next steps are:

1. Ask local business owners to meet and further discuss how to match their needs with our students.
2. Develop a committee to help write a ‘Cardinal Code’ for PK-12 to help instill ‘employability skills’.
3. Work with staff/architects on designing the CTE, science and art classrooms,
4. Develop PK-12 strategies to continually provide students with information about careers, help them explore their own interests.

Legislative Breakfast on January 31st I attended this gathering at Cannon Falls High School. Six legislators attended (one left early). Several superintendents presented respectfully and firmly about the importance of public education, the state’s constitutional obligation to support it, and the challenges of basic formula funding gaps, special education funding gaps, PSEO and unfunded mandates. The legislators were responsive and there was dialogue. There was not significant ‘disagreement’ though I did not leave with significant ‘hope’ for significant changes. One of the themes emphasized by the superintendents was ‘public education should be a nonpartisan issue.’

Construction Projects Updates We will be scheduling meetings with the mechanical, architectural and other contractors in the upcoming weeks.

Community Outreach/Student Recruitment We continue to prioritize efforts to keep community members informed on the activities of the district, and the construction. News from the Nest included much information – and we did the additional mailing of it to landowners in our district with Winona zip codes as they had not been receiving this prior. A staff member is designing an engaging student recruitment handout that we can post in the community areas, Facebook and in the newspapers. I am also working with InGensa on a Press Release update that should come out next week.



Equity is important in all our decision making.

**College/Career Readiness:
Online Survey of Area Potential
L-A Graduate Employers**

January 1-17, 2025

53 surveys Emailed, 23 Replied (45%)

What We Know: These Factors All Have a Major Impact on a Student's
'College/Career Readiness' After HS Graduation

How well we teach/how well students achieve in core academic courses.

What electives we offer to students as additional foundation for preparation for college/career readiness

PK-12: Career exploration opportunities - helping students learn possibilities- matched with their interests

Inherently Strong/Consistent Employability/Soft Skills: PK-12

CTE, Science, Art Spaces- with the upcoming renovations- what design, furniture and equipment needs will be best for our curriculums, courses, student learning and preparation for their futures.

Purpose of the Survey

- ▶ What are our area employers needing, wanting, seeing is lacking?
- ▶ Survey was not intended to be 'all inclusive' or comprehensive.
- ▶ Provides us a 'snapshot' of potential employers' perspectives

Who Returned the Survey

Types of Businesses

- ▶ 7- Agriculture, Food and Natural Resources
- ▶ 7- Manufacturing
- ▶ 3- Health Sciences
- ▶ 2- Architecture & Construction
- ▶ 1- Business Management
- ▶ 1- Government & Public Administration
- ▶ 1- Education
- ▶ 1- Transportation Distribution and Logistics

How Many Current Employees

- ▶ 1-10 Employees: 4
- ▶ 11-25 Employees: 8
- ▶ 26-49 Employees: 1
- ▶ 50+ Employees: 10

On A Scale of 1 -10....

... how important is it that your hires have an industry recognized training certificate for employment?

Avg: 4.1

... how important is it that your hires have had earned college credits for employment?

Avg: 3.3

What specific software or equipment experience would you like to see L-A graduates have in order to be more likely to be hired and be a successful employee?

- ▶ 18/23: Mentioned Basic Computer Skills – MS Suite, accounting, ability to learn industry specific softwares. CAD, Solidworks, POS systems also (point of sale) also mentioned.
- ▶ Experience with Shop Tools
- ▶ Hand sautering
- ▶ Tape Measures
- ▶ Power Tools
- ▶ Alarm Clock

How Many Positions Have You Hired in the Last Two Years?

- ▶ 1 Hire: 1
- ▶ 2 Hires: 4
- ▶ 3 Hires: 2
- ▶ 5 Hires: 2
- ▶ 8 Hires: 1
- ▶ 15 Hires: 1
- ▶ 20 Hires: 1
- ▶ 25 Hires: 1
- ▶ 50 Hires: 2 (Badger Foundry, Local Plumbers & Pipe Fitters)
- ▶ 87 Hires: 1 (Winona County)
- ▶ >100: 1 (Benchmark)
- ▶ 121 Hires: 1 (Riverside)
- ▶ >400: 1 (Winona Health)
- ▶ 1000s: 1 (Mayo Clinic)

What 'Employability' Skills Are Important for an Employee to Be Successful?

- ▶ **#1: Personal Qualities** (self-discipline, flexibility, work independently, professionalism, positive attitude)
- ▶ **#2: Interpersonal Skills** (teamwork, conflict resolution, respect individual differences)
- ▶ Critical Thinking (creativity, decision making, organization)
- ▶ Time Management (resource management, efficiency, meeting deadlines)
- ▶ Communication (verbal, listening, written, timeliness, clarity)
- ▶ Problem Solving (initiative, willing to attempt, open to new ideas)
- ▶ **#3 Attendance** (reliability, regular)

IMPLICATIONS/NEXT STEPS TO CONSIDER

1. **PK-12: Career Exploration/Foundational Skills Development**
 - ▶ Discuss Student Survey Data
 - ▶ Priorities for Students
 - ▶ Local Career Fair?
 - ▶ Meet with Employers/Survey respondents
 - ▶ Classroom Spaces- equipment/curriculum priorities (potential funding sources)
2. **Assess Electives**/Teacher Licenses/Scheduling/Budget
3. PK-12 Focus on Consistent Focus/Messaging on **'Employability Skills'** - for students, parents, staff

Cardinal “Be” Code

example

Be **Positive** - attitude matters.

Be **Kind** – words matter.

Be **Present** – on time, every day, ready to learn.

Be **Respectful** – be polite, listen, follow the rules.

Be **Flexible** – expect new things and changes.

Be **Safe** - keep hands, feet and objects to yourself.

Be **Determined** – try your best and keep trying.

Be A **Team Player** – and work well on your own too.

Be A Cardinal – Be Proud!

Dashir Management Services, Inc.

www.dashirmanagement.com

Lewiston Altura School District

Custodial / Maintenance Report

February 2025

Personnel Information

We are currently fully staffed.

Training Conducted

Staff completed OSHA required safety training on Slips, Trips, and Falls.

Inspections

- IEA completed asbestos inspection in both schools. They found one pipe at the high school that needed the asbestos insulation repaired.
- Mavo to repair asbestos insulation at the high school in the ceiling near locker A444 on February 17 or 18.
- Working with John from Great River Water Treatment to conduct a capacity test at the high school to determine the correct amount of glycol to add to bring it up to 22%. The test is scheduled for February 14.

Progress on Projects

- Prigge Electric had to check out one of the new lights at elementary. Light is now working.
- Working with Ryan Erasmus from Verkada on a camera test. There are three in high school and one in the elementary.
- Worked with General Sprinkler to repair a frozen fire sprinkler in the elementary cooler.
- Replaced fluorescent bulbs in the elementary kitchen hood with plastic led bulbs per inspector.
- Roof pre bid was completed on January 23, 2025.

Comments

We continue to do small repairs to items around the buildings that we find, as well as items that are brought to our attention.

Respectfully Submitted,
Dan Buege
Facility Manager