

# Regular School Board Meeting of ISD 857

Monday, February 9, 2026 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  
Amber Pasche  
Dave Pringle

## IV. Approve the February 9, 2026 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. Updates from Vickie Speltz, Food Service Director

## VIII. Construction Project Updates

## IX. Consent Agenda

- A. Board Meeting Minutes: January 5, 2026
- B. Financial Reports a. Check and Wire Payments
- b. Year to Date Comparisons

Accept donation of \$160.00 from Thrivent GC (Greg Bonow and Holly Burt) for the 'Angel Fund' which helps fund students' deficit meal accounts.

Accept an anonymous donation of \$6000.00 to provide \$2000.00 to each of the band, softball and volleyball activity accounts.

Thank you to the Cardinal Foundation (\$1000)

and the Lewiston Lions Club (\$500) for their generous donations to the High School Student Council to support their trip to the MN Association of Student Leaders state convention in April.

Accept resignation of Richard Streveler as C Squad Volleyball coach.

X. Policies and Forms on 2nd Reading

516.5 Overdose Medication  
530/530F Immunization Requirements & Form  
720 Vending Machines

XI. Discussion on the Distinction Between Board Approved Policies and Administrative Procedures

XII. Consideration of Revising Crisis Management Policy 806 to Incorporate the Specific Circumstances in Which the Use of a Secure Response Protocol Will Be Implemented by Administration.

XIII. Consideration of Having Legal Counsel Advise or Assist in Writing A Revised Crisis Management Policy 806 Which Incorporates the Specific Circumstances in Which the Use of a Secure Response Protocol Will Be Implemented by the Administration.

XIV. Administration structuring for 2026-2027 and posting of Superintendent position.

XV. 2026-2027 Budget Discussion

XVI. PK-5 Principal's Report

XVII. Gr 6-12 Principal's Report

XVIII. Superintendent's and Dashir Report

XIX. Board Committee Reports

XX. Upcoming Meeting Dates

February 12 7:15am Health and Safety  
February 26 7:00am Policy Review Committee  
February 26, 9:00am - 3:00pm Gr. 5-12 Career

Fair (HS Gym)

Feb 24 or March 3: Finance Committee

March 9 - 6:00pm Regular Board Meeting

March 26- 3:30pm CmEd/EC Advisory (on Teams)

XXI. Closed Session for the Purpose of Discussing  
the Possible Sale of Real Estate Property.

XXII. Adjourn

## Food Service Financial Report

School Year: 2025  
 District Name: Lewiston Alhura ISD #857  
 Sponsor Id: 1000004054  
 Organization: 0857-01

Data last updated: Feb 3 2026 4:00AM

HeaderRow1	NSLP	Snack	Milk	SBP	FFVP	Ala Carte	SFSP	CACFP	All
HeaderRow2	701/710	Program	Program	705	706	707	709	469	Programs
Financial Data		702	703						
Revenue									
Student Sales	\$53,344	\$0	\$0	\$0	\$0	\$16,648	\$0	\$0	\$69,992
State Reimbursement	\$231,256	\$0	\$1,200	\$54,091	\$0	N/A	\$0	\$0	\$286,547
Federal Reimbursement	\$156,575	\$0	\$0	\$42,156	\$0	N/A	\$0	\$0	\$198,731
Non Program Sales	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue	\$1,808	\$0	\$0	\$0	\$0	\$2,817	\$0	\$0	\$4,625
USDA Foods (non-cash)	\$35,664	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,664
<b>Total Operating Revenue</b>	<b>\$478,647</b>	<b>\$0</b>	<b>\$1,200</b>	<b>\$96,247</b>	<b>\$0</b>	<b>\$19,465</b>	<b>\$0</b>	<b>\$0</b>	<b>\$595,559</b>
<b>Expense</b>									
Food - Program	\$150,958	\$0	\$0	\$30,237	\$0	N/A	\$0	\$0	\$181,195
Milk - Program	\$32,634	\$0	\$0	\$0	\$0	N/A	\$0	\$0	\$32,634
Food - Nonprogram	N/A	N/A	N/A	N/A	N/A	\$27,661	N/A	N/A	\$27,661
Labor/Benefits	\$266,240	\$0	\$0	\$25,996	\$0	\$0	\$0	\$0	\$292,236
Supply/Other	\$23,552	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$23,552
USDA Foods (non-cash)	\$35,664	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$35,664
Dues, Membership, Licenses, and Certain Fees	\$2,133	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,133
Indirect Costs - Using rate	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operating Expense</b>	<b>\$511,181</b>	<b>\$0</b>	<b>\$0</b>	<b>\$56,233</b>	<b>\$0</b>	<b>\$27,661</b>	<b>\$0</b>	<b>\$0</b>	<b>\$595,075</b>
<b>Net Gain/Loss on Operation</b>	<b>-\$32,534</b>	<b>\$0</b>	<b>\$1,200</b>	<b>\$40,014</b>	<b>\$0</b>	<b>-\$8,196</b>	<b>\$0</b>	<b>\$0</b>	<b>\$484</b>
<b>Other</b>									
Transfer In	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Source Revenue	\$86	\$0	\$0	\$0	\$0	\$10,874	\$0	\$0	\$10,960
Capital Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Other</b>	<b>\$86</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,874</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,960</b>
<b>Change in Fund Balance</b>									<b>\$11,444</b>
<b>Restricted Fund Balance</b>									
Current Year	\$235,344								

This report is structured using expected UFARS code combinations. Expenditures follow permitted UFARS code combinations. Revenues reflect logical code combinations. If data is recorded outside these parameters, it should appear as 'Other Source Revenue'.

This report is provided for informational purposes only. Questions regarding Individual School Food Authority (ISFA) data should be directed to the district's business office.  
 03-Feb-2026 07:59:47 cics2\_rpt\_fnsfinancialfars\_rpt/P

**MINUTES OF THE ISD #857 LEWISTON-ALTURA REGULAR SCHOOL BOARD MEETING  
January 5, 2026**

The 2026 Organizational Meeting and a regular meeting of the School Board of Independent School District #857 was held on January 5, 2026 at 6:00pm in the High School Library. Members present were Bree Maki, Daniel Kreidermacher, David Baer, Sara Daley, Luke Miller, Dave Pringle, Amber Pasche.

Chair Maki called the meeting to order at 6:00pm.

Riley Merkowitz presented a LA High School student report.

Pringle moved, and Miller seconded to approve the meeting agenda. MCU.

The Board Chair asked for nominations for Board Chair three times. Pringle nominated Maki to be 2026 Board Chair. Motion by Kreidermacher and second by Baer to close nominations. Having no further nominations, Maki was elected 2026 Board Chair by unanimous consent.

The Board Chair asked for nominations for Board Vice Chair three times. Maki nominated Daley to be 2026 Vice Board Chair. Motion by Baer and second by Miller to close nominations. Having no further nominations, Daley was elected 2026 Vice Chair by unanimous consent.

The Board Chair asked for nominations for Board Clerk three times. Daley nominated Pringle to be 2026 Board Clerk. Motion by Pasche and second by Miller to close nominations. Having no further nominations, Pringle was elected 2026 Board Clerk by unanimous consent.

The Board Chair asked for nominations for Board Treasurer three times. Miller nominated Baer to be 2026 Board Treasurer. Pringle moved and Kreidermacher seconded to close nominations. Having no further nominations, Baer was elected 2026 Board Treasurer.

Pringle nominated Kreidermacher to be designated at the 2026 MN State High School League representative. Daley seconded. MCU.

Motion by Pringle and second by Miller to set the 2026 school board meetings to be held on the 2<sup>nd</sup> Mondays of the month at 6:00pm in the High School Library. MCU.

Motion by Pasche and second by Kreidermacher to set compensation for the School Board Chairperson at \$80.00 per meeting, and for Directors at \$65.00 per meeting. MCU.

Motion by Baer and second by Miller to designate Minnwest Bank, The People's State Bank, Merchant's Bank and the PMA Financial Network, LLC as official depositories for school district funds. MCU.

Motion by Baer and second by Kreidermacher to authorize the Superintendent and Business Manager to make official electronic transfers and pay bills in advance. MCU.

Motion by Pringle and second by Daley to designate Superintendent Gwen Porter as the Identified Official with Authority (IOWA) for ISD 857 to authorize user access to MDE for secure data submissions. MCU.

Motion by Miller and second by Daley to authorize use of 2025 computerized signature files and further authorize use of the 2025 signatures until 2026 updates are complete. MCU.

Motion by Pringle and second by Daley to designate Kennedy and Graven, Chartered as the official school district law firm and provide the Superintendent and Board Chair authorization to contact legal counsel on matters relevant to the school district. MCU.

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

Board Chair Maki appointed the Board members to the following committees:

Teacher Negotiations/Meet and Confer: Pringle, Maki, Baer;  
Transportation and Support Staff Wage and Benefits 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 Early Childhood 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  
Continuing Education Committee: Pringle

Motion by Daley and second by Baer to approve the Consent Agenda. MCU.

Motion by Pringle and second by Baer to accept nine base bids (\$12,589,107) and seven alternate bids (\$759,653) for the elementary and high school renovation projects. The base categorical bids are Sitework - O'Laughlin Excavating, \$716,618; General Construction – Fowler & Hammer, \$6,080,000; Roofing -. McDowall Company, \$371,700; Mechanical- Davis Mechanical, \$4,145,000; Temperature Controls- Winona Controls, \$327,000; HVAC Balancing- Premier Balancing - \$47,400; Electrical – P&T Electric- \$796,368; HVAC Commissioning- Hallberg Engineering- \$45,000; Special Inspection – Chosen Valley Testing, \$15,521). MCU.

There was discussion on the 2026-2027 budget.

Motion by Pringle and second by Daley to direct the superintendent to work with the Transportation Director to purchase a 10 passenger van for \$85,000. MCU.

Motion by Baer and second by Pringle to approve Policies 516.5 Overdose Medication, 530/530F Immunization Requirements & Form, and 720 Vending Machines on a first reading. MCU.

Motion by Baer and second by Daley to approve Policy 515 Protection and Privacy of Pupil Records, and Policy 516 Student Medication and Telehealth on a second reading. MCU.

Motion by Daley and second by Baer to approve changes to the 2025-2026 High School Handbook to reflect further restrictions on students' use of cell phones. MCU.

Superintendent Porter and Board members presented reports.

Pringle moved and Kreidermacher seconded to go into Closed Session for the purpose of discussing negotiations with LAPA at 7:48pm. MCU.

Motion by Pringle and seconded by Miller to reopen the meeting to the public at 8:31pm.

Motion by Baer and seconded by Kreidermacher to adjourn the meeting at 8:32 pm. MCU.

Dave Pringle, Clerk

Lewiston-Altura Public Schools  
Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 01.01.2026-1/31/2026 Period: 0-999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P0726	001	70181	78347	Check	1	7277	FREEDOM BY DESIGN MN	Yes	No	No	01/08/2026	600.00
		70179	78348	Check	1	7196	GAMEONE	Yes	No	No	01/08/2026	1,264.15
		70176	78349	Check	1	5693	IXI Learning Inc	Yes	No	No	01/08/2026	5,006.25
		70171	78350	Check	1	2257	J.W. Pepper & Son, Inc.	Yes	No	No	01/08/2026	70.24
		70183	78351	Check	1	7355	KELLY SERVICES INC,	Yes	No	No	01/08/2026	6,546.78
		70167	78352	Check	1	10141	KWIK TRIP	Yes	No	No	01/08/2026	41.93
		70168	78353	Check	1	11260	LEWISTON JOURNAL	Yes	No	No	01/08/2026	1,214.47
		70177	78354	Check	1	5865	Loffler Companies -- 131511	Yes	No	No	01/08/2026	255.01
		70182	78355	Check	1	7320	LRS of Minnesota	Yes	No	No	01/08/2026	487.52
		70170	78356	Check	1	1463	LUTHER COLLEGE	Yes	No	No	01/08/2026	210.00
		70178	78357	Check	1	6175	Messery, Larry	Yes	No	No	01/08/2026	185.00
		70169	78358	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	01/08/2026	402.81
		70175	78359	Check	1	3098	Pan-O-Gold Baking Company	Yes	No	No	01/08/2026	638.66
		70172	78360	Check	1	2411	Performance Food Service	Yes	No	No	01/08/2026	19,552.34
		70174	78361	Check	1	2649	St. John's Ev. Lutheran	Yes	No	No	01/08/2026	9,042.64
		70180	78362	Check	1	7261	Steak Shop Catering Inc	Yes	No	No	01/08/2026	534.12
		70173	78363	Check	1	25014	ZIEBELL'S HIAWATHA FOODS, INC.	Yes	No	No	01/08/2026	5,072.46
		70184	78364	Check	1	7392	Jonsgaard, Carter	Yes	No	No	01/12/2026	1,540.33
P0826	001	70203	78365	Check	1	7128	Affinity Plus Credit Union	Yes	No	No	01/16/2026	100.00
		70200	78366	Check	1	6265	ALERUS RETIREMENT BENEFITS AT T	Yes	No	No	01/16/2026	150.00
		70199	78367	Check	1	5594	ALTRA FEDERAL CREDIT UNION	Yes	No	No	01/16/2026	15.00
		70201	78368	Check	1	6406	Ameritas Life Insurance Corp	Yes	No	No	01/16/2026	24.20
		70198	78369	Check	1	5100	DELTA DENTAL OF MINNESOTA	Yes	No	No	01/16/2026	925.82
		70194	78370	Check	1	11202	Education Minnesota - Lewiston-Altura	Yes	No	No	01/16/2026	2,002.47
		70202	78371	Check	1	6461	ISD 857 - Flex Plan Checking	Yes	No	No	01/16/2026	801.12
		70195	78372	Check	1	17090	MADISON NATIONAL LIFE	Yes	No	No	01/16/2026	433.51
		70196	78373	Check	1	4786	Merchants Bank	Yes	No	No	01/16/2026	470.00
		70197	78374	Check	1	4877	MINNESOTA Public Employees Insuranc	Yes	No	No	01/16/2026	10,574.32
		70205	78375	Check	1	7354	UMB HEALTHCARE SERVICES	Yes	No	No	01/16/2026	395.00
		70204	78376	Check	1	7203	WCF - CARDINAL FOUNDATION	Yes	No	No	01/16/2026	105.00
P0726	001	70213	78377	Check	1	3560	MAVO SYSTEMS, INC	Yes	No	No	01/16/2026	5,705.08
		70230	78379	Check	1	7344	McDowall Company	Yes	No	No	01/16/2026	237,966.08
		70227	78380	Check	1	7166	Metropolitan Mechanical Contractors, INC	Yes	No	No	01/16/2026	955.00
		70216	78381	Check	1	4952	MID-AMERICAN RESEARCH CHEMIC,	Yes	No	No	01/16/2026	1,055.04
		70220	78382	Check	1	5801	Midwest Bus Parts, Inc.	Yes	No	No	01/16/2026	468.95
		70222	78383	Check	1	6280	Music Mart	Yes	No	No	01/16/2026	2,304.14
		70225	78384	Check	1	6964	NELSON, KAMEA	Yes	No	No	01/16/2026	200.00
		70211	78385	Check	1	3263	North Central Truck Equipment	Yes	No	No	01/16/2026	529.29
		70226	78386	Check	1	7109	On-site Computers	Yes	No	No	01/16/2026	75.40

Lewiston-Altura Public Schools  
Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 01.01.2026-1/31/2026 Period: 0-999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P0726	001	70224	78387	Check	1	6704	Quadient Finance USA, INC.	Yes	No	No	01/16/2026	546.72
		70206	78388	Check	1	17130	RISLOW SERVICE CENTER	Yes	No	No	01/16/2026	103.35
		70228	78389	Check	1	7175	Riverland Community College	Yes	No	No	01/16/2026	15,116.51
		70231	78390	Check	1	7393	SAAFE LLC Accts Rec	Yes	No	No	01/16/2026	55,110.00
		70229	78391	Check	1	7220	SCHOOL DISTRICT OF LA CROSSE	Yes	No	No	01/16/2026	125.00
		70209	78392	Check	1	3217	School Speciality LLC	Yes	No	No	01/16/2026	103.87
		70219	78393	Check	1	5795	Springer Dome Scrimmage	Yes	No	No	01/16/2026	300.00
		70218	78395	Check	1	5318	The McDowell Agency, Inc.	Yes	No	No	01/16/2026	22.00
		70210	78396	Check	1	3251	Todd's Refrigeration LLC	Yes	No	No	01/16/2026	881.85
		70208	78397	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	01/16/2026	965.51
		70223	78398	Check	1	6367	TriState Tournaments	Yes	No	No	01/16/2026	771.00
		70221	78399	Check	1	5815	Trophies Plus, Inc	Yes	No	No	01/16/2026	106.68
		70215	78400	Check	1	4448	VERIZON WIRELESS	Yes	No	No	01/16/2026	294.34
		70235	78403	Check	1	3917	DVS RENEWAL	Yes	No	No	01/26/2026	429.00
		70236	78405	Check	1	5153	WINONA STATE UNIVERSITY WARRIK	Yes	No	No	01/26/2026	200.00
		70276	78406	Check	1	4988	Apple Inc.	Yes	No	No	01/30/2026	987.00
		70292	78407	Check	1	6916	ArbiterSports	Yes	No	No	01/30/2026	1,335.00
		70239	78408	Check	1	00514	AUSTIN PUBLIC SCHOOLS	Yes	No	No	01/30/2026	300.00
		70291	78409	Check	1	6842	Breakdown Sports USA	Yes	No	No	01/30/2026	175.00
		70301	78410	Check	1	7290	BUEGE, NATALIE	Yes	No	No	01/30/2026	2,100.00
		70244	78411	Check	1	1114	Century Link	Yes	No	No	01/30/2026	155.71
		70272	78412	Check	1	4481	CHANHASSEN DINNER THEATERS	Yes	No	No	01/30/2026	2,147.70
		70300	78413	Check	1	7190	Chrombookparts.com	Yes	No	No	01/30/2026	97.61
		70256	78414	Check	1	2707	City of Lewiston	Yes	No	No	01/30/2026	2,579.95
		70303	78415	Check	1	7345	CONFLUENCE CONSULTING	Yes	No	No	01/30/2026	1,595.00
		70253	78416	Check	1	2440	Culligan Water Services	Yes	No	No	01/30/2026	22.80
		70248	78417	Check	1	1366	CUSTOM ALARM	Yes	No	No	01/30/2026	634.50
		70269	78418	Check	1	3906	D & A TESTING SERVICES	Yes	No	No	01/30/2026	130.00
		70299	78419	Check	1	7091	Dalco Enterprises	Yes	No	No	01/30/2026	3,067.09
		70298	78420	Check	1	7089	Dashir Management Services, Inc	Yes	No	No	01/30/2026	27,588.18
		70282	78421	Check	1	5900	Dollar General Regions 410526	Yes	No	No	01/30/2026	65.85
		70286	78422	Check	1	6496	EDUCATORS BENEFIT CONSULTANT	Yes	No	No	01/30/2026	142.93
		70247	78423	Check	1	12630	FACTORY MOTOR PARTS	Yes	No	No	01/30/2026	873.84
		70306	78424	Check	1	7390	GILCHREST, JUSTIN	Yes	No	No	01/30/2026	1,000.00
		70254	78425	Check	1	2524	GRAINGER	Yes	No	No	01/30/2026	456.89
		70293	78426	Check	1	6935	GWS - Greden's Welding Shop	Yes	No	No	01/30/2026	178.00
		70297	78427	Check	1	7077	Happy Dancing Turtle	Yes	No	No	01/30/2026	75.00
		70263	78428	Check	1	3210	HBC	Yes	No	No	01/30/2026	1,614.76
		70280	78429	Check	1	5779	Heritage Embroidery	Yes	No	No	01/30/2026	710.00

Lewiston-Altura Public Schools  
Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 01.01.2026-1/31/2026 Period: 0-999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P0726	001	70268	78430	Check	1	3737	Hiawatha Valley Ed District	Yes	No	No	01/30/2026	36,126.04
		70240	78431	Check	1	07141	HIGH PLAINS COOPERATIVE	Yes	No	No	01/30/2026	6,605.50
		70262	78432	Check	1	3172	Hy-Vee Accounts Receivable	Yes	No	No	01/30/2026	4.48
		70270	78433	Check	1	4085	IEA, INC	Yes	No	No	01/30/2026	2,309.15
		70296	78434	Check	1	7063	InGensa, Inc	Yes	No	No	01/30/2026	119,051.31
		70305	78435	Check	1	7388	ISTATE Truck Centers	Yes	No	No	01/30/2026	328.18
		70265	78436	Check	1	3235	Jay & Dee's Special T's LLC	Yes	No	No	01/30/2026	548.00
		70304	78437	Check	1	7355	KELLY SERVICES INC,	Yes	No	No	01/30/2026	8,697.95
		70243	78438	Check	1	10141	KWIK TRIP	Yes	No	No	01/30/2026	5,134.45
		70267	78439	Check	1	3641	Lake City Athletic Booster Club	Yes	No	No	01/30/2026	250.00
		70260	78440	Check	1	3038	Lewiston Hardware, LLC	Yes	No	No	01/30/2026	146.40
		70245	78441	Check	1	11260	LEWISTON JOURNAL	Yes	No	No	01/30/2026	663.00
		70281	78442	Check	1	5865	Loffler Companies -- 131511	Yes	No	No	01/30/2026	139.53
		70302	78443	Check	1	7320	LRS of Minnesota	Yes	No	No	01/30/2026	481.02
		70277	78444	Check	1	5125	Mackin	Yes	No	No	01/30/2026	89.64
		70258	78445	Check	1	2899	Meca Sportswear	Yes	No	No	01/30/2026	25.00
		70261	78446	Check	1	3061	MENARDS	Yes	No	No	01/30/2026	783.46
		70249	78447	Check	1	1631	Minnesota Association of Agricultural Edl	Yes	No	No	01/30/2026	155.00
		70275	78448	Check	1	4774	Minnesota School Counselors Association	Yes	No	No	01/30/2026	60.00
		70278	78449	Check	1	5388	Minnesota True Team Track and Field	Yes	No	No	01/30/2026	140.00
		70274	78450	Check	1	4712	MINNESOTA UNEMPLOYMENT INSUF	Yes	No	No	01/30/2026	8,179.02
		70257	78451	Check	1	2886	Minnetonka High School	Yes	No	No	01/30/2026	200.00
		70273	78452	Check	1	4485	MINNTEX CITRUS INC	Yes	No	No	01/30/2026	16,893.80
		70246	78453	Check	1	12540	MISSISSIPPI WELDERS SUPPLY COM	Yes	No	No	01/30/2026	686.21
		70284	78454	Check	1	6280	Music Mart	Yes	No	No	01/30/2026	540.00
		70255	78455	Check	1	2576	NCS Pearson, Inc.	Yes	No	No	01/30/2026	373.80
		70308	78456	Check	1	7396	NELSON AUTO	Yes	No	No	01/30/2026	66.90
		70294	78457	Check	1	6964	NELSON, KAMEA	Yes	No	No	01/30/2026	1,000.00
		70295	78458	Check	1	6970	NELSON, ZANE	Yes	No	No	01/30/2026	1,800.00
		70266	78459	Check	1	3263	North Central Truck Equipment	Yes	No	No	01/30/2026	303.93
		70287	78460	Check	1	6511	Quadient Leasing USA, Inc.	Yes	No	No	01/30/2026	111.00
		70288	78461	Check	1	6728	Ramsey Solutions	Yes	No	No	01/30/2026	97.47
		70250	78462	Check	1	17077	REGION V COMPUTER SERVICES	Yes	No	No	01/30/2026	3,278.00
		70251	78463	Check	1	17130	RISLOW SERVICE CENTER	Yes	No	No	01/30/2026	3.00
		70283	78464	Check	1	5919	Riteway Business Forms	Yes	No	No	01/30/2026	375.53
		70242	78465	Check	1	1005	RUSHFORD PETERSON SCHOOL DIS	Yes	No	No	01/30/2026	250.00
		70307	78466	Check	1	7391	SALVETTI, GAVIN	Yes	No	No	01/30/2026	1,000.00
		70264	78467	Check	1	3217	School Specialty LLC	Yes	No	No	01/30/2026	53.74
		70259	78468	Check	1	3025	Sim Sound & Video, Inc	Yes	No	No	01/30/2026	3,906.28

**Lewiston-Altura Public Schools**  
**Check Register by Bank and Check**

Check Number: 0-2147483647 Payment Date: 01.01.2026-1/31/2026 Period: 0-999999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
P0726	001	70289	78469	Check	1	6729	South Central Service Coop	Yes	No	No	01/30/2026	320.00
		70279	78470	Check	1	5587	Stoos Electric Inc.	Yes	No	No	01/30/2026	2,532.21
		70290	78471	Check	1	6801	Tobii Dynavox	Yes	No	No	01/30/2026	199.00
		70252	78472	Check	1	19210	TRI STATE BUSINESS MACHINES	Yes	No	No	01/30/2026	1,189.01
		70285	78473	Check	1	6367	TriState Tournaments	Yes	No	No	01/30/2026	762.00
		70271	78474	Check	1	4448	VERIZON WIRELESS	Yes	No	No	01/30/2026	96.10
		70241	78475	Check	1	08089	WABASHA-KELLOGG SCHOOLS # 81	Yes	No	No	01/30/2026	10,000.00
P0926	001	70327	78476	Check	1	7128	Affinity Plus Credit Union	Yes	No	No	01/31/2026	100.00
		70324	78477	Check	1	6265	ALERUS RETIREMENT BENEFITS AT	Yes	No	No	01/31/2026	150.00
		70323	78478	Check	1	5594	ALTRA FEDERAL CREDIT UNION	Yes	No	No	01/31/2026	15.00
		70325	78479	Check	1	6406	Ameritas Life Insurance Corp	Yes	No	No	01/31/2026	24.20
		70322	78480	Check	1	5100	DELTA DENTAL OF MINNESOTA	Yes	No	No	01/31/2026	925.82
		70318	78481	Check	1	11202	Education Minnesota - Lewiston-Altura	Yes	No	No	01/31/2026	2,002.47
		70326	78482	Check	1	6461	ISD 857 - Flex Plan Checking	Yes	No	No	01/31/2026	801.12
		70319	78483	Check	1	17090	MADISON NATIONAL LIFE	Yes	No	No	01/31/2026	433.51
		70320	78484	Check	1	4786	Merchants Bank	Yes	No	No	01/31/2026	470.00
		70321	78485	Check	1	4877	MINNESOTA Public Employees Insuranc	Yes	No	No	01/31/2026	10,574.32
		70329	78486	Check	1	7354	UMB HEALTHCARE SERVICES	Yes	No	No	01/31/2026	395.00
		70328	78487	Check	1	7203	WCF - CARDINAL FOUNDATION	Yes	No	No	01/31/2026	105.00

Bank Total: 001  
 \$692,980.32

Report Total:  
 \$692,980.32

# Lewiston-Altura Public Schools Exp Multi Year Guideline

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

		202407		202507		202607				
L	Fd Org Pro Crs Fin O/S	Budget 2REV	Year to Date	%	Budget 25REV2	Year to Date	%	Budget 26REV	Year to Date	%
01	General									
01	General	8,874,568.00	4,151,943.26	47%	8,815,884.00	4,005,043.23	45%	7,603,560.00	4,268,858.91	56%
02	Food Service									
02	Food Service	611,178.00	246,911.29	40%	632,584.00	282,497.84	45%	673,878.00	324,011.03	48%
04	Community Education									
04	Community Education	430,824.00	206,727.89	48%	284,885.00	166,979.87	59%	241,974.00	154,160.30	64%
06	Bldg Construction									
06	Bldg Construction	0.00	0.00	0%	1,271,952.00	390.00	0%	9,184,511.00	3,595,532.57	39%
07	Debt									
07	Debt	507,425.00	506,100.00	100%	546,325.00	514,262.50	94%	2,024,764.00	475,851.39	24%
30	Student Activity									
30	Student Activity	134,750.00	107,550.56	80%	150,850.00	48,055.74	32%	150,850.00	34,279.07	23%
<b>Report Totals:</b>		10,558,745.00	5,219,233.00	49%	11,702,480.00	5,017,229.18	43%	19,879,537.00	8,852,693.27	45%

Adopted: 09/11/2023

MSBA/MASA Model Policy 516.5

Orig. 2023

Revised: 02/09/2026

Rev: June 2025

## **516.5 OVERDOSE MEDICATION**

***[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]***

### **I. PURPOSE**

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)<sup>1</sup>, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

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

The school board authorizes school administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district's students and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

### **III. DEFINITIONS**

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is the district's licensed school nurse.
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction

sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
  - 1. Administration type
  - 2. Dosage
  - 3. Date of issuance
  - 4. Signature of the authorized provider

#### **IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES**

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.

**[Note: The Minnesota Department of Education offered guidance regarding the meaning of "school site." If a school site includes multiple buildings, the two-dose requirement applies to buildings used for instruction. It does not apply to administrative buildings, facility buildings, ice arenas, and similar buildings not used for instruction.]**

- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. School District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a school district-wide collaborative planning and implementation team ("School District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The School District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The School District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The School District Planning Team will develop school district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school district board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
  - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
  - b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
  - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
  - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The School District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the Emergency Response Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, school district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and school district wide procedures and guidelines.

F. School District Staff

Emergency Response staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

- G. The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

**V. NALOXONE STORAGE**

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site. The School District will not transport Naloxone on field trips.
- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the School District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

**VI. Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 121A.21 (School Health Services)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.224 (Opiate Antagonists)  
Minn. Stat. § 144.344 (Emergency Treatment)  
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)  
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.02 (Schedules of Controlled Substances) Minn. Stat. § 604A.01  
(Good Samaritan Law)  
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)  
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)  
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)  
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)  
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

**Cross Reference:** MSBA/MASA Model Policy 516 (Student Medication)  
Minnesota Department of Health Toolkit on the Administration of Naloxone  
516.5-4

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<sup>1</sup> Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



# Naloxone Emergency Response Procedure

Date Implemented: August 30, 2023

Date Updated:

## Purpose:

To provide emergency care, medication, and response to someone with a suspected opioid overdose.

## When to Use:

Staff who have been trained per district policy may administer naloxone to any student, staff, or visitor, in the event of respiratory depression, unresponsiveness, or respiratory or cardiac arrest when an overdose from opioid is suspected of a student, staff member, or visitor during the school day and during before/after school sponsored events if in attendance. Naloxone will not be sent off site for school sponsored events.

Signs and Symptoms of Opioid Overdose
• Blue skin tinge- usually lips and fingertips show first
• Body is very limp
• Face is very pale
• Pulse (heartbeat) is slow, erratic, or not there at all
• Throwing up
• Passing out
• Choking sounds or a gurgling/snoring noise
• Breathing is very slow, irregular or has stopped
• Unresponsive

## Procedure:

- 1. Call 911 to get help and activate school medical emergency response procedure**
  - If emergency is during the school day, call the office and alert them to the situation and your location. DO NOT leave victim unattended.
  - If the recipient is a minor, office staff will contact a parent as soon as possible.
- 2. Office staff will announce over the PA "We have a medical emergency in (location). Medical Crisis Team please report. All other students and staff should remain clear of the area.**
- 3. Perform rescue breathing with a barrier device to provide oxygen if person is not breathing normally.**
- 4. Assess and Monitor Breathing and Heart Rate. Initiate CPR, use of AED and Rescue Breathing as needed**
  - a. For a person who is not breathing, rescue breathing is an important step in preventing an overdose death and should be done as soon as possible.
  - b. Steps for rescue breathing are:
    - ✓ Place the person on his or her back and pinch their nose or use Ambu bag to administer rescue breaths
    - ✓ Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, remove it.
    - ✓ Give 2 slow breaths.

- ✓ Blow enough air into the lungs to make the chest rise.
- ✓ Assess each breath to ensure the chest is rising and falling. If it doesn't work, tilt the head back more.
- ✓ Breathe again every 5-6 seconds


#### 5. Administer Naloxone

Two doses of Nasal Narcan will be located in each AED cabinet. If the emergency happens during the school day, the staff person assigned to bring the AED to the medical emergency location will also bring the Narcan. One of the trained staff members will administer in the following way:

**Remove** NARCAN Nasal Spray from the box.  
 Peel back the tab with the circle to open the NARCAN Nasal Spray.




**Hold** the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



**Gently insert the tip of the nozzle into either nostril.**

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



#### 6. Stay with the person until 911 arrives

- Place person in recovery position (lying on their side).
- Stay with the person. Continue rescue breathing if needed. Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. Because naloxone has a relatively short duration of effect, overdose symptoms may return.
- When EMS arrives, the person must be transported to nearest hospital. Send the used naloxone medication device with EMS personnel.

#### 7. Documentation, Notification, Debriefing

- After EMS have left the building, all staff involved with the situation will meet to debrief and document the events of the medical emergency. The School Principal and District Licensed School Nurse must be included, even if not involved directly with the situation. Documentation should include what medical interventions were given (CPR, AED, Narcan Administration, etc), who performed each intervention, and approximate time each intervention was given. This documentation will be kept in the district office.

## **530 IMMUNIZATION REQUIREMENTS**

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

### **I. PURPOSE**

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

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

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

### **III. STUDENT IMMUNIZATION REQUIREMENTS**

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
  - 1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
  - 2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.
- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year, and grade 12 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their

parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

- E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

#### **IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS**

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.
- C. Unvaccinated children who are exposed to a preventable disease may be required to stay home from school and other activities for up to 21 days to protect themselves and others. Refer to required immunization list on Form 530F.

#### **V. NOTICE OF IMMUNIZATION REQUIREMENTS**

- A. The school district will develop and implement a procedure to:
  - 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
  - 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
  - 3. review student health records to determine whether the required information has been provided; and
  - 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

**VI. IMMUNIZATION RECORDS**

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

**VII. OTHER**

By December 1st, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 121A.17 (School Board Responsibilities)  
Minn. Stat. § 144.29 (Health Records; Children of School Age)  
Minn. Stat. § 144.3351 (Immunization Data)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 144.442 (Testing in Schools)  
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)  
*McCarthy v. Ozark Sch. Dist.*, 359 F.3d 1029 (8<sup>th</sup> Cir. 2004)  
Op. Atty. Gen. 169-W (July 23, 1980)  
Op. Atty. Gen. 169-W (Jan. 17, 1968)

**Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



CHILD'S NAME (FIRST, LAST): \_\_\_\_\_ CHILD'S DATE OF BIRTH: \_\_\_\_\_

## Medical and non-medical exemptions

### Instructions for documenting medical or non-medical exemptions and history of chickenpox (varicella)

Follow steps 1 and 2 below to document a medical exemption, non-medical exemption, or history of chickenpox.

1. Place an X in the box to indicate a medical or non-medical exemption. If you are exempting your child from more than one vaccine, mark each vaccine you are exempting them from with an X.
2. Obtain signatures for exemptions or history of chickenpox disease.

Required Immunizations	Medical	Non-Medical
Hepatitis B (Hep B)		
Polio (IPV)		
Measles, mumps, rubella (MMR)		
Varicella (Chickenpox)		
Diphtheria, tetanus, and pertussis (DTaP)		
Tetanus, diphtheria, and pertussis (Tdap)		
Meningococcal ACWY (MenACWY)		

**Medical exemption:** A health care provider must review and sign a medical exemption. A health care provider includes a licensed physician, nurse practitioner, or physician assistant.

By my signature below, I confirm that this child should not receive the vaccines marked with an X in the table for medical reasons (contraindications) or because there is laboratory confirmation that they are already immune.

Signature: \_\_\_\_\_  
(of health care practitioner)

Date: \_\_\_\_\_

**Non-medical exemption:** A parent/guardian must sign for a non-medical exemption and the form must be signed and stamped by a notary. A child is not required to have an immunization that is against their parent or guardian's beliefs. Choosing not to vaccinate may put the health of your child or others they are around at risk. Unvaccinated children who are exposed to a vaccine preventable disease may be required to stay home from school and other activities for up to 21 days to protect themselves and others.

By my signature I confirm that this child will not receive the vaccines marked with an X in the table because of my beliefs and I understand that they may be required to remain out of school and other activities for up to 21 days if exposed to a vaccine preventable disease.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(of parent/guardian)

**Non-medical exemptions must also be signed and stamped by a notary:**

**Notary Stamp**

This document was acknowledged before me on

\_\_\_\_\_ (date),

by \_\_\_\_\_  
(name of parent or guardian)

Notary Signature: \_\_\_\_\_

State of \_\_\_\_\_  
County of \_\_\_\_\_

**History of chickenpox (varicella) disease:** If a child has previously had chickenpox, they are not required to receive the varicella vaccine. A health care provider must sign this form if the disease happened after Sept. 1, 2010. If the child had chickenpox before Sept. 1, 2010, a parent or guardian may sign this form.

My signature below means that I confirm this child does not need the varicella vaccine because they had chickenpox in the month and year \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(of health care practitioner, representative of a public clinic, or parent/ guardian)



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

MSBA/MASA Model Policy 720

Orig. 1996

Revised: 2.9.2026

Rev. 2022

## **720 VENDING MACHINES**

### **I. PURPOSE**

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

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

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

### **III. AUTHORIZATION**

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

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

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

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

## V. CONTRACT APPROVAL

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

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

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

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

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

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

- D. The contracting process shall be conducted in compliance with Minnesota Statutes section 123B.52. A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.

- E. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.

- F. If a contract contains a provision allowing exclusivity, such as all machines in the building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.

- G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.

- H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.

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

**VI. ACCOUNTING**

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

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

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

## LEGAL UPDATE



# Advice for School Boards on Policy Development

*By Terry Morrow, MSBA Director of Legal and Policy Services*

A primary responsibility of Minnesota school board members focuses upon school district policies. MSBA/MASA Model Policy 208 — Development, Adoption, and Implementation of Policies — states it well: “Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.”

Developing school district policies is a challenging task. For this reason, virtually every Minnesota school district subscribes to MSBA’s Policy Services, which include the model policies developed with the Minnesota Association of School Administrators (MASA). MSBA creates and regularly updates the model policies to reflect recent court rulings and federal and state law changes. At the close of each Minnesota legislative session, MSBA reviews the new laws and revises the Model Policy Manual. The model policy revisions reflecting the Minnesota Legislature’s 2019 statutory changes were published in early September.

At times, school boards consider whether they should draft their own district policy. A caution is appropriate here. For two reasons, school districts should proceed slowly when an individual or organization tells them that they need a “policy.” First, an existing policy often addresses the concern. Districts should contact MSBA to determine whether a model policy is available to resolve the question. Second, the reality may be that an administrative procedure, handbook language, or another approach will accomplish the goal. Procedures, handbooks, and similar district documents set forth the methods, steps, and details needed to implement policy. This is a preferable route given that policy development can be a lengthy process and district policy is less amenable to quick revision than administrative procedures.

In rare situations, a school district may decide to undertake its own creation of a policy when MSBA has not crafted a model policy. For example, local circumstances may lead a board to consider a policy to address its unique circumstances. Alternatively, a school district may find itself ahead of the curve on an emerging issue on which it may be too early for a statewide association like MSBA to develop a standard model policy.

School boards thinking about writing their own policy are strongly encouraged to call MSBA first. This contact will enable MSBA staff to offer guidance and will help MSBA determine whether a model policy should be written. Second, school boards should work with their school district’s legal counsel because district policy has significant legal ramifications. A third step may include review of policies of other Minnesota school districts (reliance on out-of-state policies may be problematic because of differences in state law).

School district policies establish principles of control, operation, and management. Well-written, current school district policies offer many benefits, including providing direction to administration and staff, engaging with families and the community, and fostering efficiency and stability. In fulfilling their policy-related responsibilities, school districts have a supportive partner in MSBA.

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Contact Terry Morrow at [tmorrow@mnsba.org](mailto:tmorrow@mnsba.org).

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

MSBA/MASA Model Policy 806

Orig. 1999

Revised: 7.14.2025

Rev. 2025

## **806 CRISIS MANAGEMENT POLICY**

**[NOTE: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]**

### **I. PURPOSE**

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### **II. GENERAL INFORMATION**

#### **A. The Policy and Plans**

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

#### **B. Elements of the District Crisis Management Policy**

##### **1. General Crisis Procedures**

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

**[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education’s document entitled, “Practical Information on Crisis Planning, a Guide for Schools and Communities.” A website link is provided in the resource section of this Policy.]**

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

**[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]**

b. Evacuation Procedures

Evacuations of classrooms and buildings—shall be implemented at the discretion of the building administrator or his or her designee. Each building’s crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures

for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

**[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]**

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]**

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]**

**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of June 4, 2024, a response plan is not yet available.)**

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building’s crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be

willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]**

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

**III. PREPARATION BEFORE AN EMERGENCY**

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated

persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

**[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

**[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]**

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

**[NOTE: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**

**[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]**

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider

an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of

emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

**[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
- 4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
- 5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

- 1. accessible;
- 2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
- 3. culturally aware;
- 4. trauma-informed; and
- 5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

- 1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of

a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

**[NOTE: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]**

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for

schools, including but not limited to:

- a. student opportunities for leadership related to prevention and safety;
- b. encouragement and support to students in establishing clubs and programs focused on safety; and
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

**V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats

- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

## **VI. MISCELLANEOUS PROCEDURES**

### A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

**[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]**

### B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

### C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

**[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]**

### D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power

plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.038 (Students Safe at School)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, *et seq.* (Title IX)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
*Comprehensive School Safety Guide*  
[Minnesota School Safety Center - Resources \(mn.gov\)](http://mn.gov)

**Resources:** I Love U Guys Foundation, *Standard Response Protocol*  
<https://iloveuguy.org/The-Standard-Response-Protocol.html> (012325)  
Safe and Sound Schools  
<https://safeandsoundschools.org/> (012325)

# **Lewiston-Altura Crisis Response Management Information and Plans**



*August 2025*

## Crisis Response Team

The Crisis Response Team are L-A staff with the responsibility to plan, coordinate and facilitate a response action plan to support the communication, physical, social and emotional needs of students, staff and the community in times of an acute, often unplanned, crisis. *NOTE: Additional staff may be contacted to meet with the Crisis Response Team, depending on the specific circumstances of the crisis.*

<b>Name/Position</b>	<b>Elementary</b>	<b>High School</b>	<b>Work Extension</b>
Gwen Carman Superintendent	X	X	3401
Dan Buege Facilities Manager	X	X	3404
Michelle Macpherson School Nurse	X	X	3259 (Elem) 3290 (HS)
Randi Ruppert Social Worker		X	3233
Tori Todd Elementary Counselor	X		3277
Melissa Papenfuss School Psychologist	X	X	3279 (Elem) 3301(HS)
Dave Riebel Elementary Principal	X	X	3213
Cory Hanson High School Principal	X	X	3232
Ryan Eppen Activities Director/ Dean of Students		X	3295
Nancy West Elementary Secretary	X		3211
Shelly Pringle HS Secretary		X	3231

## Medical Response Teams

The Medical Response Teams are specific staff in each building that are trained in basic first aid and CPR. These team members have volunteered to respond to a medical emergency in our buildings, until local first responders can arrive (if necessary).

### Elementary

Michelle Macpherson, School Nurse	3259 (Elem) 3290 (HS)
Mike Buringa	3243
Tori Todd	3277
Kayli Zezulka	3272
Scott Schmalz	3271
Courtney Fricke	3250
Ginny Reszka	3269

### High School

Name/Position	Work Extension
Michelle Macpherson, School Nurse	3259 (elem) 3290 (HS)
Shelly Pringle	3231
Amy Kelly	3293
Amanda Koelln	3230
Luke Acord	3300
Ethan Scheck	3284
Kayleen Scheck	3283
Sarah Berndt	3244
Vickie Speltz	3403

### AED Locations

Elementary: By the Office

High School:

- C-Wing by Weight Room
- C-Wing by Choir Room
- By Football Bleachers (outside)
- Portable AED in AD Office (taken on offsite sporting events)

## Behavioral Crisis Response Team

These are staff members who are trained to support and respond when a student has escalated for a significant amount of time and is displaying significant emotional behaviors which may result in injury to him/herself or others.

### Elementary

Dave Riebel	3213
Torie Todd	3277
Dylan Weninger	3260
Scott Schmalz	3271
Valerie Hettenbach	3242
Stephanie Kendall	3264

### High School

Name/Position	Work Extension
Cory Hanson	3232
Ryan Eppen	3295
Randi Ruppert	3233
Kinsey Hornberg	3288
Zach Vix	3235
Theresa Starks	3278
Shannon Czaplewski	3294

## Interagency Emergency Contact Phone Numbers

Agency	Phone Number
Immediate Fire, Ambulance or Police	911
Winona County Dispatch (request assistance but not an urgent emergency – the Sheriff’s office has immediate contact with Lewiston Police.)	507-457-6492
City of Lewiston Water/Sewer	507-523-2257
Hazardous Materials Information Center	1-800-467-4922
MN Suicide & Crisis Lifeline	988
Winona County Public Health & Human Services	507-457-6500 dhs@winonacounty.gov

## **Standard Response Protocol Notes**

### General Response Priorities

- Be observant.
- Report concerns to administration/office staff or another staff member as soon as practical.
- Always have a set of current attendance rosters in paper format ready to take with you. Keep on a clipboard with a pencil.
- Account for all students in your class.
- Stay calm, prioritize safety of students and staff.
- Listen on intercom or other means for communications that may impact needs to hold, secure, lockdown or evacuate.
- Refer media to the superintendent.
- Get personal support if needed.

Fire Drills: Students and staff exit the building through the nearest exit. Each classroom has an individual map posted, and a relocation campus station for individual classrooms to gather. Teachers will take attendance and report any missing students to office personnel.

Storm Shelter Locations Elementary students and staff go the elementary school basement. High school classrooms have assigned storm shelter locations available in the Handbook.



# STANDARD RESPONSE PROTOCOL

## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

### COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

**"In Your Classroom or Area"**

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

**"Get Inside. Lock outside doors"**

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

**"Locks, Lights, Out of Sight"**

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

**"To a Location"**

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

**"State Hazard and Safety Strategy"**

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**“Get Inside. Lock outside doors”**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**“Locks, Lights, Out of Sight”**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

### SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

### WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



## **Reunification Procedures at Evacuation Sites**

### **General Protocols**

- Be calm.
- Be flexible – follow directions.
- All staff remain onsite until directed to leave by Lead Site Supervisor. This may be past the end of the typical school day.
- Assigned responsibilities of staff members will vary depending on personnel available and needs.
- Teachers stay with students – have roster/take attendance; report any missing students. Focus on keeping students calm and assure them their parents have been contacted and will be picking them up. Continue to monitor your assigned group of students to assure all are accounted for.

## Additional Response Protocols

### Suicide Threat

QPR is similar to CPR. Just as widespread CPR training enables trained citizen action to save lives from heart attacks, QPR relies on trained citizen action to save lives from suicide. Research shows that the majority of those who attempt suicide give some warning signs – verbal, written or behavioral. QPR is designed to interrupt this terrible journey. For a complete free training on QPR go to [www.summitstone.org](http://www.summitstone.org).

Clues and warning signs come in several forms. One clue or warning sign may not mean a great deal, but any warning sign suggesting acute distress, despair or hopelessness about the future, or desire to ‘end it all’ is worth asking about.

1. Question: Asking about suicide may seem awkward or difficult. Try to find a private setting. Many people who’ve been asked if they’re thinking of suicide will have a great need to talk. Acknowledge the person’s distress. Asking the suicide question, does not increase risk.
2. Persuade: Your role is to listen first. Give your full attention. Do not interrupt. Do not rush to judgement or condemnation. Tame your own fear so you can focus on the other person. The goal of persuasion is for the person to agree to get some help. For example, “Will you go with me to see a counselor (or other professional)?” The person may resist the idea of getting help, even though they recognize that they need it. It is often a good idea to ask the person to agree to go on living and make a recommitment to life. For example, “I want you to live. Won’t you please stay alive until we can get you some help? A promise not to hurt or kill oneself and to go on living until help is gotten is most frequently met with relief and an agreement to stay alive.

IF the person refuses to get help, remember that it is better to have an angry friend or loved one, than a dead one. Respectfully accept the reality of the person’s pain, but offer alternatives and hope.

Refer: The last step in QPR is making a referral – or connecting the person with a competent, local mental health professional. MN has a suicide crisis line of 988. The best referrals are when you personally make an appointment and take the person to the appointment. Some suicidal people will prefer to

talk to someone they already know, e.g., a pastor, a counselor, a school nurse.

### **Weapon Seen or Reported**

1. Immediately report the information to the principal or office staff.
2. If it is suspected that a weapon is in the classroom, stay in the classroom and confidentially ask another staff member to report the information to the principal or office staff.

### **Hazardous Materials**



1. Determine name of the chemical, location on whether/how it is spreading.
2. Evacuate the room and close the door.
3. Pull a fire alarm and/or alert the office if there is a need for the entire building to evacuate.

### **Bomb Threat**

1. Written Message:
  - a. Preserve the note by touching it as little as possible and place it in a document protector or plastic bag if possible.
  - b. Take the note to the principal as quickly as possible.
2. Threat by Telephone
  - a. Record exactly what the caller says.
  - b. Remain calm, be firm, keep the caller talking.
  - c. Notify the office.
  - d. Visually inspect your surroundings. Never attempt to touch, move, dismantle, or carry any object that is suspicious.
  - e. If directed, follow evacuation procedures.


# Lewiston-Altura 2025-26 Standard Response Protocol



<p><b><u>District Important Numbers</u></b></p> <p>Superintendent: 507-522-3401          Transportation: 507-523-2767          Maintenance: 507-522-3404</p>	<p style="text-align: center;"> <b>HOLD</b></p> <p><b>In your Room or Area. No one leaves until all clear.</b></p> <p><b>Reasons</b></p> <p style="padding-left: 40px;"><b>Medical Emergency</b></p> <ul style="list-style-type: none"> <li>• <b>Hallway Disturbance (Fight)</b></li> </ul> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Announcement – “Hold in your room or area. Clear the halls.” Repeated twice.</li> <li>2. Reason will be provided to not cause panic.</li> <li>3. Behavior or Medical Crisis Team may be called.</li> <li>4. Take Attendance.</li> <li>5. Do not let students leave until all clear.</li> <li>6. May escalate into a lockdown if needed.</li> <li>7. After event, “Students and Staff, the HOLD is released. All Clear. Thank you for your Assistance.</li> </ol>	<p> <b>EVACUATION</b> <i>To a location Offsite</i></p> <p><b>Reasons</b></p> <ul style="list-style-type: none"> <li>• <b>Chemical Hazard</b></li> <li>• <b>Gas Leak</b></li> <li>• <b>Confirmed Fire, Not a Drill</b></li> <li>• <b>After a Lockdown or Active Threat</b></li> <li>• <b>Bomb Threat</b></li> </ul> <p><b>Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Message to Evacuate to _____ (location).</li> <li>2. Take class roster, paper, and pen or pencil. The office will try to have copies of class rosters updated quarterly.</li> <li>4. Account for all students. Report any missing students or staff as directed to an office staff member.</li> <li>5. Remain calm. Help students to remain calm and follow directions of emergency personnel and/or administration.</li> </ol> <p><b>HS EVACUATION SITE</b>  <u>Lewiston Community Center</u>              75 Rice St</p> <p><b>EL EVACUATION SITE</b>  <b>St. Rose Church</b>              180 S Fremont St</p>
<p><b><u>Elementary Important Numbers</u></b></p> <p>Principal: 507-522-3213          Counselor: 507-522-3277          Nurse: 507-522-3259          Office: 507-522-3211</p>		
<p><b><u>High School Important Numbers</u></b></p> <p>Principal: 507-522-3232          AD/Dean: 507-522-3295          Office: 507-522-3230 or 507-522-3231          Counselor/Social Worker: 507-522-3315          Psychologist: 507-522-3301          Nurse: 507-522-3290</p>		
<p style="text-align: center;"><b><u>AED Locations</u></b></p> <p style="text-align: center;"><u>High School</u></p> <p>C Wing Hallway by Weigh Room          C-Wing Hallway by Choir Room          Outdoor AED by Football Bleachers <i>Campus</i>          Portable AED in AD office (taken on offsite sporting events)</p> <p style="text-align: center;"><u>Elementary</u>          By the Office</p>		

**EVACUATION - To a location Onsite**

**Reasons - Power Outage or Fire Alarm**



1. Fire alarm or announcement of evacuation outside.
2. Take attendance sheet.
3. Close door and leave unlocked if possible
4. Move 100 feet away from the building
5. Report attendance to the office staff by the flag pole by paper; only note students that are missing or report extra students/paras/etc. by full name.
6. Do not return to building until given an all clear.

# Lewiston-Altura 2025-26 Standard Response Protocol



## SECURE

**Get Inside. Lock Outside Doors.**

### Reasons:

- Threat in the community.
- Animal on the loose
- Criminal Activity

### Procedures:

1. Announcement – “Secure! Get inside. Lock outside doors. Repeated Twice.
2. Additional information provided, such as “School is currently in secure due to \_\_\_\_\_. No one is allowed outside at this time. Stay inside and continue with your day.
3. Administration checks/locks all outer doors.
4. Teachers take attendance upon returning inside.
5. Some students may not be able to leave for the day and will be held at the office.
6. May cycle to no students in or out of the building.
7. Controlled release may be needed if occurs at the end of the school day; only kids on this bus leave or students are sent with parents.
8. Secure until announcement “The secure is released. All Clear.”



## LOCKDOWN

**Locks, Lights, Out of Sight!**

### Reasons:

- Threat in the building
- Uncooperative or Violent Parent
- Weapon

### Procedures:

- Announcement of “Lockdown! Locks! Lights! Out of Sight!” Repeated Twice.
- An announcement may not be able to be made; gun shot could signal need.
- Gather students from the hallway immediately outside your door.
- Doors should be kept locked at all times during the day, so you should just need to pull your door shut.
- Move students to the corner of the room on the same side as the door.
- Barricade the door and prep students to evade and/or counter.
- Do not leave until administration or law enforcement clears your room.



## SHELTER

**State the Hazard and Safety Strategy**

### Reason:

- Tornado
- Hail
- Wildfire

### Procedures:

- Announcement of “Shelter! For \_\_\_\_ by going to \_\_\_\_\_.”
- Move students to assigned location.
- Take attendance. Report missing students when appropriate.
- Keep students calm.
- Do not leave until announcement, “Students and staff, the SHELTER is released. All Clear. Thank you for your assistance and patience during the Shelter.”



Job Description: Superintendent of Schools	
FTE:	Job Code:
FLSA Category: Exempt	Band:            Grade:            Subgrade:
Reports To: School Board	Work Days Per Year:

**JOB SUMMARY:** The superintendent of schools is the chief executive officer of the school district, serves as the professional advisor for, and is accountable directly to the School Board. The superintendent is responsible for guiding and directing all operations and activities of the school district and for informing the School Board about needs for current and future operations. The superintendent shall recommend actions for consideration by the School Board, recommend policies, and shall be responsible for implementing, interpreting, and executing these policies.

**ESSENTIAL RESPONSIBILITIES:**

- Manages all aspects of the school district operations; evaluates the results being achieved and takes corrective action when required; reviews, evaluates, and gives final approval to major changes in operating policies, plans, programs, and services.
- Defines the educational needs of the school district to the school board, recommending annual staffing and program plans, and assists the school board with recommendations for new or revised policies and enforces all School Board policies.
- Provides overall leadership for the school district's educational programs, staff development and improvement of instruction; reviews current instructional delivery systems and student achievement results; initiates improvements to provide the best learning environment for students.
- Establishes a plan of district organization to achieve the mission and goals of the district; staffs key management positions with qualified personnel, defines their areas of accountability, authority, and standards of performance; annually conducts appraisals of administrator job performance.
- Oversees all financial operations of the district; presents and recommends budget plans to the school board; prepares all other financial items for school board consideration and action; implement strategies to increase fund balance and ensure overall fiscal health of the district.
- Assumes final responsibility for administering the terms and conditions of employment with all employee groups; supports school board negotiations with employee groups; makes recommendations for employee practices and salary structures for school board action.
- Provides overall leadership to a comprehensive strategic planning process that includes short-term and long-term planning, school board priorities, district and school goals; coordinates periodic evaluation of plans and revisions as needed.
- Maintains effective school board/superintendent relationships and an open communications process; prepares school board meeting agendas with background information for proposed decisions; recommends opportunities for training and performance improvement to individual school board members.
- Develops and directs an effective leadership team to help support alignment of systems, resources, and processes for long range planning across the organization.
- Acts as the liaison between the community and the school district; manages a process for responding to the concerns of parents and staff to increase understanding of policies; seeks to include parents, students, citizens in school activities.
- Builds relationships with businesses, civic organizations, funders, and other partners to support district priorities, programming, and strategic initiatives.

- Advocates for the school district; establishes and maintains effective relationships with government agencies, including local/state/federal leaders, in order to promote the best interests of the school district and school community.
- Support the implementation of plans to address the social and emotional wellbeing, mental health, safety and security, and belonging needs of both students and staff.
- Acts with honesty and in an ethical manner with the School Board, staff, students, member districts and our various communities.
- Performs other duties of a similar nature or level as directed by the Board.

**MINIMUM QUALIFICATIONS:**

Education:

- Masters or Specialist/Doctorate degree in educational administration or educational leadership
- Minnesota School Superintendent license
- Valid Minnesota driver's license

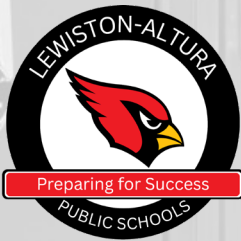
Experience:

- Experience as a superintendent, curriculum director, special education director or other school administrative position.
- Prior teaching experience.

Knowledge or Skills:

- Ability to establish and maintain relationships with teachers, parents, administrators, board members, students, and community members.
- Ability to communicate effectively with students, parents, teachers, administrator, community, and staff.
- Ability to supervise, delegate authority, mentor, and monitor administrators and directors in the conduct of their organizational responsibilities.
- Ability to develop and present complex and diverse issues, proposals, and concepts articulately.
- Public relations skills.
- Proven abilities in human relations and communications.
- Effective decision-making skills.
- Effective conflict resolution skills; negotiation and mediation techniques.
- Strong leadership and time management skills.
- Working knowledge of all aspects of a school district.
- Demonstration of professionalism and ethical practices.
- Fiscal policy and financial management along with budgeting principles.
- Ability to demonstrate enthusiasm and commitment toward the job and mission of the district.
- Ability to work with, supervise, and discipline individuals with a variety of styles and personalities.
- Knowledge of local, state, and federal laws, rules, and regulations.

**PHYSICAL FACTORS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employed is regularly required to talk, hear, climb, balance, stoop, kneel, reach for objects, stand, walk, push, pull, lift, and use hands to grasp and feel. The employed must frequently lift and/or move up to 10 pounds, occasionally being required to lift and/or move up to 25 pounds or more. Specific vision abilities required include close vision, distance vision, and the ability to adjust focus.



# LEWISTON-ALTURA PUBLIC SCHOOLS

## SUPERINTENDENT SEARCH

Lewiston-Altura Public Schools is located in southeast Minnesota. The district covers approximately 163 square miles and serves the communities of Lewiston, Altura, Elba, Rollingstone, and Stockton. District Points of Cardinal Pride include:

- Consistent MCA scores above state averages for reading, math, and science.
- Intensive focus on implementation of standards-based instruction, assessment, and grading.
- Implementing Personal Skills Development grading to focus on essential academic, life, and employment skills.
- Successful passage of \$756 Operating Levy and \$19.5 million building bond referendums in 2024.
  - Comprehensive elementary and high school building renovations will be completed in Fall 2026. The improvements will address infrastructure needs, classroom upgrades including CTE spaces and equipment, improved secure entrances, and more.
- Wide variety and successful youth and high school extracurricular programs (sports, academic competitions, drama, student leadership groups).
- Strong voluntary pre-k/dg and school readiness programs, and Cardinal Club for before and after school and summer care.
- Exceptional community involvement and support – Cardinal Foundation, Booster Club, PLAY (Parents of Lewiston and Altura Youth).
- The district operates its own food service and transportation services.
- The district contracts for Facilities/Grounds services.

### By the Numbers

- Student enrollment: 517
- Licensed staff members: 51
- Non-licensed staff members: 46
- Principals/Vice principals: 2 Principals
- Full-time Central office staff: 1 (1 part-time)
- District buildings maintained: 2

### Application Information

Interested applicants can email a cover letter, resume, and three letters of reference to: [suptsearch@lewalt.k12.mn.us](mailto:suptsearch@lewalt.k12.mn.us) by February 27, 2026.

### About the Community

The Lewiston-Altura Public School District area is located in the heart of Winona County's bluff country. The area offers a blend of rural charm and strategic accessibility. The rolling hills, fertile valleys, and agricultural focus provide a beautiful backdrop. Many parks and annual activities engage family interests, sports, and recreation. The area is a short distance to the cultural and major employment hubs of Winona (15 miles), and Rochester (35 miles).

- Centrally positioned offering easy access to world-class healthcare
- Minutes away from Whitewater State Park, famous for its trout fishing and hiking, as well as the Mississippi Valley
- Exceptionally low crime rates
- Active Farmers Market & Family Night Out in the summer months



# Leadership Profile

The Lewiston-Altura Public School Board seeks a superintendent with proven leadership experience with:

- **Vision, Innovation, and Strategic Direction**  
Articulates an inspiring, student centered vision grounded in evidence and future focused thinking. Engages staff, students, families, and community partners in shaping district priorities and translates that vision into clear, actionable goals. Demonstrates the courage to challenge outdated practices, pursue meaningful innovation, and make difficult decisions that advance student learning and organizational improvement.
- **Courageous Leadership and Change Management**  
Leads with integrity, transparency, and a willingness to disrupt the status quo when necessary. Navigates resistance with steadiness and clarity, modeling a growth mindset and encouraging creative problem solving across the district. Makes principled decisions that prioritize students, even when those decisions are politically or operationally challenging.
- **Resource and Fiscal Stewardship Aligned to District Priorities**  
Uses financial, human, and material resources strategically to maximize educational impact. Develops and manages a balanced, transparent budget that reflects district goals and long term sustainability. Ensures resource allocation is equitable, data informed, and aligned with instructional and financial priorities. Communicates fiscal realities clearly and maintains strong internal controls to safeguard public trust.



## Search Timeline

Announce Vacancy	February 10, 2026
Application Deadline	February 27, 2026
Applicant Screening	March 13, 2026
Announce Finalists	March 16, 2026
First Round Interviews	March 17-19, 2026
Second Round Interviews	March 23-26, 2026
Supertintendent Begins	July 1, 2026

## District Financial Highlights

• General Fund Revenue:	\$9,196,517
• General Fund Expenditures:	\$8,604,738
• Unassigned Fund Balance:	\$743,005
• Total General Fund Balance:	\$1,075,025

## Salary and Benefits

A competitive compensation and benefits package for a 0.5 FTE position for the 2026-2027 school year will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include: Health, Life, 403(b), among others.

## School District Vision and Five Strategic Priorities

Lewiston-Altura Schools seeks to empower every student and staff member with the determination to achieve their full potential, develop essential life skills, support and respect others, and embrace lifelong learning for a successful future.

**Student Success:** Provide all students the education they need for success: academically, socially, and emotionally.

**Effective Staffing:** Hire, maintain, train, and support staff to be as effective as possible.

**Finance:** Be financially healthy and sustainable.

**Facilities:** Have facilities that are safe, modern, and conducive to 21st Century Education.

**Community Engagement:** Engage with parents, community members, and business members.

## Tentative FY27 Budget Adjustments

February 9, 2026

*Target Total: \$200,000*

Budget Area	Detail	Estimated Expenditure Reduction or (Increase)
Administration	Reduction of Superintendent position from 0.1 FTE to 0.5 FTE	\$88,400
Business Office	Reduce SMS contract for Business Manager Services - more remote working (less travel time), delegation of a few duties to Finance Assistant and Office Staff	\$10,000
Reduction of 1.0 FTE Teacher Position	Have one section of kindergarten in 2026-2027. Anticipated enrollment is 22 students.	\$89,480
Reduction to one section of 3 <sup>rd</sup> Grade	Currently have 28 second graders in two sections. We also currently have just one section of 5 <sup>th</sup> grade, so there is not be a change in overall elementary teacher FTE for this change.	\$0.00
<b>Total Reductions</b>		<b>\$187,880</b>
Special Education	Creation of one year (could be longer TBD) Teacher on a Special Assignment position to support principals with some special education focused responsibilities, e.g., attending IEPs, para scheduling, being a support to address complex needs of highest need students, etc. Much of the position expenses would be reimbursed by special education dollars and much less of a cost to the general fund.	(\$16,000)
Marketing	A specific set aside budget to support marketing of the district – personnel assignment and related expenses.	(\$5,000)
<b>Total Additional Costs</b>		<b>(\$21,000)</b>
<b>Net Budget Change</b>		<b>\$166,800</b>
Target Minimum Additional Reduction		\$33,200

# Report to the School Board

February 9, 2026

By Elementary School Principal Dave Riebel

## Strategic Priority 1: Student Success

- January LA CARES assembly A=Assertion

The month of January ends with an all Elementary assembly to highlight our learning about assertion. It took plenty of assertion to learn a new instrument and several fifth graders played the school a song that they have been practicing. Group 1 flutes, clarinet and oboe. Group 2 alto sax, trumpet and percussion. Group 3 trombone and baritone. Group 4 keyboard. Let's go band!!! We then highlighted students for their in-class assertion and ran through our tunnel.

We then turned and looked forward to February with events planned. Week 1 The Readbowl. Week 2 Valentines. Week 3-4 Winter Olympics! All that wrapped into R = Responsibility. It's going to be a fun month!!



- 5<sup>th</sup> grade Math Wizards

The 5<sup>th</sup> grade Math Wizards team recently competed in Dover Eyota. Congratulations to Bridget who placed 8<sup>th</sup> in the Wizards Drill. Congratulations to AJ, 3<sup>rd</sup> place in individual round and Avery, 6<sup>th</sup> place in individual round.



## Strategic Priority 2: Effective Staffing

- Thank you Paraprofessionals!

Our students interact with many adults each day of school. Our paraprofessional staff have several of these interactions each day, whether that is coming in from the bus or drop off, in the classroom working in small groups, at a quiet table working one on one practicing a skill, out at recess or in the cafeteria, our paraprofessionals are a key part of each school day. Jan. 19-23 was Paraprofessional Week in Minnesota. We thank them for their help each day.

- Read Act training –

Our two new staff members, Mr. Ihrke and Ms. Kendall are completing the same Read Act training that our Elementary teachers completed last year. They joined a cohort in February, will work through nine modules and finish in June.

- Staff Development Day – Jan. 19

The full elementary staff gathered for a breakfast to start our professional development day. Eden Leshner, HVED Behavior Interventionist – led a morning training and discussion about classroom and individual behavior modifications and adaptations. The members of the Crisis Prevention Institute (CPI) team, used the afternoon for their bi annual required training.

## Strategic Priority 3: Finance

- Instructional Software

Compare and contrast of assessments and data storage systems is underway in advance of budgeting for this increasing cost for next school year. We have several sites that we are familiar with and are comparing them with new or updated sites to determine our usage in future school years.

## Strategic Priority 4: Facilities

- Purge and Pack underway

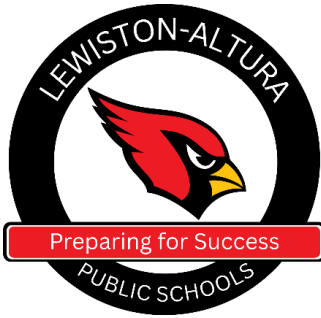
The phrase Purge and Pack is now a part of the elementary school as staff begin the process of cleaning out shelves (emphasis on purge) in preparation for moving back into new shelves in August. We are throwing, recycling, marking for auction, and boxing for storage.

## Strategic Priority 5: Community Engagement

- Conference Night and Book Fair

The Book Fair is an annual part of our February conference nights. Parents and students meet with their homeroom teachers for discussion about student learning and then the students lead their parents through the book fair. Thank you to the various volunteers who help run this popular activity.





## Lewiston-Altura Public School District 100 County

Road 25

Lewiston, MN 55952

[www.lewalt.k12.mn.us](http://www.lewalt.k12.mn.us)

(507) 523-2191

*Gwen Porter, Superintendent*

*Dave Riebel, PreKdg - 5 Principal*

*Cory Hanson, 6-12 Principal*

### Priority 1: Student Success

- Congratulations to the FFA Conduct of Chapter meetings team (Chloe Bronk, Georgia Daley, Violet Passow, Eva Bergler, Sarah Hennessy, Emily Burt, and Ava Hooks. on winning state and making it to Nationals. Congratulations to Zebedee Alford on winning the 2026 Lewiston-Altura spelling be for grades 5-8. He will represent the district at the regional event in Rochester on Feb. 10.
- Congratulations on the FFA fish and Wildlife team qualifying for state.
- Congratulations to Claire Daley on making the class A jazz all state team.
- Congratulations to Bobbie Wnuk on 50 wins in 2 seasons.
- Congratulations to Maycie Mierau on her 1000<sup>th</sup> point in basketball this season.
- Congratulations to Dierks Borchardt on being selected for the Lewiston-Altura High School Triple A award winner.
- Congratulations to Claire Daley and Jonah Simon on being selected as the Lewiston-Altura High School Excel award winners.
- Congratulations to Charli Jensen, Isabel Ortega, Matthew Jarvis, and Khord Koetter on having their writing selected for the Minnesota Digital Library.
- Congratulations to the Girl's hockey team on a strong season. They lost in the first round of the section tournament.
- We look forward to the wrap up of winter sports over the next month with new tournaments starting weekly.

### Priority 2: Effective Staffing

- We are posting currently for a junior high baseball coach and a 6-12 science teacher.
- On January 2, all staff participated in curriculum discussions K-12. Additionally, the high school staff determined priorities for behavior grading for 3<sup>rd</sup> quarter and JMC finalized a report card.
- Welcome Lucas as a night custodian with Dashir.

### Priority 3: Finance

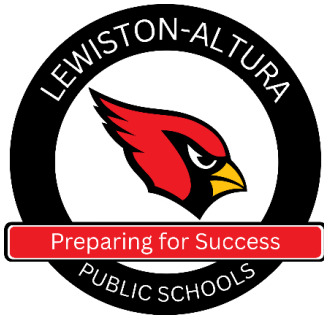
- Thank you to JMC for giving us free reporting while we start the behavior reporting process and change report card formats. In addition, they provided with a free trial of translated messaging as we pilot it with communications with our families. This is a multiple hundred dollar savings for the current year.

### Priority 4: Facilities

- Thank you to Dashir for all their help with winter events and the needed Christmas break maintenance and cleaning.

### Priority 5: Community Engagement

- Thank you to Shelly Schell for her support of the FFA Conduct of chapter meeting team.



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**Upcoming Events:**

February 16 – No school

February 17 – AI training and behavior reporting

February 18-20 – Snoball

February 21-28 – National FFA Week

March 6 - Spring Fling Dance

March 7 – Donkey Basketball

# Dashir Management Services, Inc.

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[www.dashirmanagement.com](http://www.dashirmanagement.com)

## Lewiston Altura School District

Custodial / Maintenance Report

February 2026

### **Personnel Information**

We are currently fully staffed. New Hire Lucas Daniels replace Eric Johnson.

### **Training Conducted**

Staff completed OSHA required safety training on slips, trips and falls.

Lucas Daniels is scheduled to test for his special boils license on March 31.

### **Inspections**

- MMC inspected the backflow preventers on the city water intake at both schools.
- Southern Minnesota Inspections is scheduled to inspect the gym equipment on 3/20.26 for its yearly inspection.

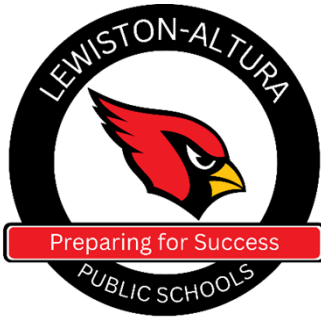
### **Progress on Projects**

- The solar panels have been working uninterrupted.
- MMC replaced the blower in the burner for boiler #3 at the high school which had developed a bad vibration. Boiler #2 has intermittent start up issues that we are looking into.
- The heat in the maintenance garage continues to function normally.
- Ziegler Cat out of Rochester is currently working to repair the blue one man lift at the elementary school.

### **Comments**

We continue to complete repair items around the buildings.

Respectfully Submitted,  
Dan Buege  
Facility Manager



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Gwen Porter, Superintendent  
Dave Riebel, PreKdg – 5 Principal  
Cory Hanson, 6-12 Principal

**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 Porter  
February 9, 2026

**Meeting Agenda Item Notes**

**Policy and Procedures:** The agenda includes items at the request of Mr. Baer. These requests are the regarding the recent email I sent to staff (and copied the Board) explaining that administration may potentially announce a ‘Secure – Get Inside, Lock Outside Doors’ response protocol if federal agents were on campus.. Mr. Baer is requesting Board discussion and consideration of legal counsel consultation regarding this information.

Lewiston – Altura Public Schools follows The Standard K12 Response Protocol as part of its school safety plan. The Standard K12 Response Protocol was developed by the I Love U Guys Foundation and is used widely by schools nationwide. The Standard K12 Response Protocol defines the responses of Hold, Secure, Lockdown, Evacuate and Shelter that provide different classroom response tactics depending on the situation and type of potential threat or interruption to the school routine. It is designed to provide consistent, clear shared language and actions among all students, staff and first responders.

The Secure Protocol initiates getting all students and staff in the buildings, not allowing students or staff to exit the buildings, and not allowing entrance into the buildings. For example, a Secure response protocol may be initiated when there is reported violence or criminal activity in the neighborhood, an unknown person or persons on the grounds and weapons are visible or suspected, a dangerous animal on the grounds or other unscheduled situations.

I informed the staff that a Secure protocol may potentially be utilized if there are federal agents on campus to help prevent a disrupted learning environment that might result from the agents' presence. The Secure protocol would also provide administrators time to talk with the agent(s) to confirm their identify, their purpose of being at the school and whether or not they possessed a judicial warrant that would lawfully enable them to speak with a specific staff member or student.

I have consulted with several area superintendents, and the proposed response is identical. This also follows the recommendation of the MN Department of Education. It is also important to understand that our schools do not currently have secured offices, i.e., once an individual is allowed access in the entrance, s/he has the ability to go anywhere in the school - even though told to stop at the office. In schools with a higher level of security (as we will have in September), the office will have a secured locked door preventing access to the corridor without staff permission. I am also attaching the Board approved Crisis Management Response Management and Plans handbook approved by the Board in August 2025.

The agenda will include a discussion of policy (set by the School Board) vs procedures (strategies to implement policies which are the responsibility of the superintendent to implement with staff). Attached to the agenda is an article from MSBA that explains this distinction. The Board will then consider whether to modify Policy 806 (Crisis Management) to incorporate specific situations when the Secure protocol would or would not be implemented. The Board will then consider whether to consult legal counsel regarding this possible change to policy.

**Vickie Speltz, Food Service Director** Ms. Speltz will be updating on the Food Service Program, including the HVED and St. John's programs that she is also overseeing. See the attached financial report.

**2026-2027 Budget Discussion** There will be discussion on next year's budget and a target of reduction/increased revenues of \$225,000.

**2026-2027 Superintendent Position** A draft posting of a superintendent position and solicitation of applications, and timeline for interviews and hiring will be discussed.

### **Additional Updates**

**Artificial Intelligence Training** On February 17<sup>th</sup>, the morning of the teachers' staff development day will be focused on Artificial Intelligence.

**Consent Agenda Leave Notices** I have become aware that when a staff member requests a leave of absence that s/he is legally or contractually allowed, the leave should not be on Board agendas for approval. This is because there is no 'approval' required and it is a potential violation of confidential information regarding the staff member.

Richard Finger Recognition Former L-A FFA teacher Richard Finger (31 years) has been announced as a member of the MN FFA Hall of Fame Class of 2026. I spoke with Mr. Finger and invited him to come to the school so we could take photos, etc. He was extremely honored and would like to come. He is going to call me back in early March so we can schedule a visit. (He is having hip replacement surgery.) Thank you, Bree, for getting me Mr. Finger's telephone number.

**Enrollment**

Grade Level	May 29, 2025	Sept 4, 2025	October 6, 2025	November 1, 2025	December 1, 2025	January 5, 2026	February 1, 2026
<b>Kdg</b>	38	29	28	28	28	28	27
<b>1st</b>	26	39	38	38	39	39	38
<b>2nd</b>	36	28	28	28	28	28	28
<b>3rd</b>	38	36	36	36	36	36	36
<b>4th</b>	25	41	41	41	41	40	40
<b>5th</b>	39	29	28	28	28	27	26
<b>6th</b>	38	44	44	44	44	43	44
<b>7th</b>	38	36	36	36	35	36	36
<b>8th</b>	37	39	39	39	39	38	38
<b>9th</b>	55	45	45	45	44	44	43
<b>10th</b>	58	55	54	53	52	52	52
<b>11th</b>	48	58	58	58	58	58	58
<b>12th</b>	56	48	48	48	48	48	48
<b>Total</b>	<b>532</b>	<b>527</b>	<b>523</b>	<b>523</b>	<b>520</b>	<b>517</b>	<b>514</b>

*Equity is important in all of our decision making.*

