DETROIT LAKES PUBLIC SCHOOLS

AGENDA
REGULAR SCHOOL BOARD MEETING
Monday, September 22, 2025 - 5:30 PM
City Council Chambers, 1025 Roosevelt Avenue, Detroit Lakes, MN 56501

The mission of Detroit Lakes Public schools is to ensure consistent expectations, opportunities, meaningful support, and strong relationships so that every student develops the skills, confidence, and connections needed to thrive beyond graduation.

District Office ~ 702 Lake Avenue, Detroit Lakes, MN 56501 ~ 218.847.9271 ~ Website: www.dlschools.net
Superintendent: Mark Jenson Director of Finance & Operations: Jason Kuehn Education Director: Renee Kerzman

BOARD MEMBERS:

Julie Smith-Yliniemi, Clerk
25961 Brolin Beach Rd
Detroit Lakes, MN 56501
218.204.0420

Michael Walther
28030 County Hwy 34
Callaway, MN 56521
218.841.3709

Michelle Okeson, Treasurer
24842 County Rd 113
Detroit Lakes, MN 56501
218.841.6065

Mary Rotter,Vice Chair
23625 Pebble Beach LN
Detroit Lakes, MN 56501
651.335.0396

John Steffl, Chair
104 Manitoba St.
Callaway, MN 56521
218.850.5060

Sanford Nelson
28633 North Buffalo Lake Rd
Callaway, MN 56521
218.847.8360

Student Representative: Hayden Wilson 27wilsohayd@detlakes.k12.mn.us, Marielle Rufer 28rufermari@detlakes.k12.mn.us

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I. **CALL TO ORDER**
Presenter: Steffl, Board Chair

A. Laker Pride

II. **ROLL CALL**
Presenter: Steffl, Board Chair

III. **PLEDGE OF ALLEGIANCE**
Presenter: Steffl, Board Chair

IV. **APPROVAL OF AGENDA**
Presenter: Steffl, Board Chair

A. Agenda Approval
Approval of the Agenda for the September 22, 2025 Regular School Board Meeting as presented.

V. **RECOGNITIONS**
Presenter: Steffl, Board Chair

A. Sandra Scherer — Congratulations on your Retirement as District Administrative Assistant following 28 years of dedicated service.

B. Anne Skjold, Cindy Johnson, Tanya Jacobs, Tammy Fagerlie, Margaret Krueger, Deb Olk, Wendy Dahring, Gwen Daly, Natasha Dahring, Sandy Westrum, and Dennis Lachowitzer for all of their hard work during our summer food program.

C. The Project SEARCH Essentia Health Detroit Lakes Public Schools program was given an Employment Outcome award from the national Project SEARCH program for achieving high rates of competitive employment for interns after completion of the program. The award was received this past summer at the National Project SEARCH conference, which Rachelle

Isaacson, Project SEARCH instructor, attended. This award is given to programs whose graduating interns have a 70% employment rate 9 months post graduating. We had a 75% employment rate our inaugural Project SEARCH year 2023-2024 and a 100%! employment rate 2024-2025! Way to go Project SEARCH instructor - Rachelle Isaacson, Skills Trainer Beth Hedstrom, partners Essentia Health St. Mary's, Blue Sky, Inc., Vocational Rehabilitation Services, and Becker County Human Services!!

Also - HUGE Thank You to the businesses partnering with Project LIFE, providing work-based learning experiences for 15 interns, two - three hours per day!

- Lakeshirts: Stickers, IT, Customer Service and SVS
- Central Market: Deli and Bakery
- Ecumen: Nutrition Services and Housekeeping
- Snap Fitness
- SJE, Inc.

VI. **COMMENTS AND REQUESTS FROM VISITORS**

Presenter: Steffl, Board Chair

A fifteen-minute time limit will be allowed for audience comment. Those requesting audiences will inform either the Board Chairman or the Superintendent prior to the meeting that you wish to address the Board.

VII. **DONATIONS**

A. Chemistry Set from Anna Schmitz for the High School.
B. 100 pairs of shoes from the Mark Knutson Shoes for Kids Legacy Fund.
C. $100.00 from Steve Fuhs for the Laker Cupboard.
D. $500.00 from Bell Bank for the Laker Cupboard.
E. $500.00 from Pete and Jayne Thielen for Laker Football Program.
F. $1,000.00 from The DL Jaycees for the Laker Cupboard.

VIII. **PROGRAM PRESENTATIONS**

Presenter:

A. ALC
   Presenter: Brandon Schlenner

IX. **CONSENT ITEMS**

Presenter: Steffl, Board Chair

Action is requested on the following items of the consent agenda. Consent agenda items are typically adopted without discussion of the individual items because they are routine or ordinary in action. Any consent agenda item may be removed for further discussion and deliberation by any member of the board.

A. Approve the Minutes of the August 25, 2025 Regular School Board Meeting.
B. Approve District Bills
C. Approve District Hand Payable Bills
D. Approve Personnel Agenda Items
E. Approve Second Reading of Policies:
   1. 413- Harassment and Violence
   2. 414-Mandated Reporting of Child Neglect or Physical or Sexual Abuse.
   3. 418-Drug-Free Workplace/Drug-Free School
   4. 420-Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions.
   5. 506- K-12 Discipline and Violence Prevention.
   6. 522- Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process.
   7. 707- Transportation of Public School Students.
   8. 709- Student Transportation Safety Policy
   9. 722- Public Data and Subject Requests
   10. 806- Crisis Management Policy
F. Approve policies: 421- Gifts to Employees and School Board Members, 424- License Status, 428- Substitute Teacher Pay.

G. Approve the Application for a High School Student fulfilling the requirements for Early Graduation as per School Board Policy 613 at the end of the first semester, January 16, 2026

H. Approve the Memorandum of Understanding between Detroit Lakes Public Schools and MAHUBE-OTWA Head Start for the 2025-2026 school year.

I. Approve Second Reading of 2025-2026 ALC Student Handbook

X. **DISCUSSION ITEMS**

Discussion items receive individual attention because of the nature of the issues and need for introductory or other discussion in order to review the information prior to taking action. This is also the agenda location for items which simply need school board review, but no formal action on the items is required. Discussion items will typically return to the agenda at a future point for more specific action.

A. First Reading of Policies:
Presenter: Walther, Board Director
1. 422- Policies Incorporated by Reference
2. 423- Employee-Student Relationships
3. 427- Workload Limits for Certain Special Education Teachers
4. 432- Employee Use of Social Media

XI. **ACTION ITEMS**

Action items receive individual attention because of the nature of the issues, the need to discuss or review the information prior to taking action, or the specific kind of action required for the item.

A. Motion to Approve Certification of Proposed 2025 Tax Levy Payable in 2026 for the 2026-2027 School Year.

B. Motion to Approve the Read Act Memorandum of Understanding between DLPS and EMDL for the periods of July 1, 2025 through June 30th 2027 and July 1, 2027 through June 30th, 2028.

C. Motion to approve the Out-of-State Travel Request for FFA to the National FFA Convention.

XII. **ADMINISTRATIVE AND BOARD REPORTS**

A. Superintendent Report
Presenter: Mark Jenson, Superintendent
1. District Updates

B. Board Committee and Representative Reports
1. Student Report
Presenter: Martin/Wilson, Student Board Representative
2. Finance Committee
Presenter: Okeson, Board Treasurer
3. Fundraising Committee
Presenter: Rotter, Vice Chair

XIII. **UPCOMING EVENTS AND ACTIVITIES**

Presenter: Steffl, Board Chair

A. Finance Committee Meeting- 10/21/25 12:00pm District Office

B. Regular School Board Meeting- 10/27/25 5:30pm, City Council Chambers

C. District Advisory Committee — 10/08/25 4:45PM Middle School Media Center

XIV. **Motion to Close the meeting pursuant to Minn. Stat. Sec. 13D.05, subd. 3(c): The School Board will develop or consider an offer to sell real property owned by the District. The Open Meeting Law, Minnesota Statutes Section 13D.05, subdivision 3(c), allows the School Board to close a meeting for the following purpose, among others: To develop or consider offers or counteroffers for the purchase or sale of real property. While in closed session, the Board will be reviewing an offer to sell the properties the District owns located at 220 and 204 Willow St. E, Detroit Lakes, MN 56501, Parcel ID Number 491451000, and 497066000. I will hereby entertain a motion to close this meeting for this purpose.**

A. Motion to open the meeting.

XV. **MEETING ADJOURNED**

Presenter: Steffl, Board Chair

Laker PRIDE

	**Purpose** our intention, what drives us	Deliver educational excellence.
	**Relationships** the ways we connect and behave toward each other	Care and communicate positively and respectfully within and across our schools and community. • District ←→ parents and community members • District ←→ building • Building ←→ teacher • Building ←→ parents • Teacher ←→ parent • Teacher ←→ students
	**Innovation** the creation, development and implementation of a new idea or concept to enhance educational opportunities	Embrace creativity and critical thinking. • Renew and bring up to date all systems and practices • Utilize growth mindset to hone existing intentions/objectives and explore new ideas • Support diverse ways of thinking and doing • Embed equity continually in every facet of our work
	**Development** a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components	Foster the academic, social, emotional, and cultural needs of all learners. • Implement and sustain PBIS at all levels • Hone our support for social/emotional health • Further learning and implementation of equitable feedback, assessment, grading and reporting • Provide professional development that supports PRIDE
	**Equity** the quality of being fair (not equal) and impartial	Ensure that our values, policies, and practices are equitable for our students, staff, and community. • Clarify and support understanding of equity vs. equality for all • Actively promote equity (institutional, personal, and instructional) • Remove systemic barriers • Accommodate different learning styles • Give students a voice

I pledge allegiance to the flag
of the United States of America,
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with Liberty and Justice
for all.



ALC Board Presentation

September 22, 2025

Sail Beyond Limits!

Criteria for becoming a student at the DLALC

1. Performs substantially below the performance level for pupils of the same age in a locally determined achievement test.
2. Is at least one year behind in satisfactorily completing coursework or obtaining credits for graduation.
3. Is pregnant or is a parent.
4. Has been assessed as chemically abusive and/or dependent
5. Has been excluded or expelled.
6. Has been referred by Student Assistance Team for enrollment in an eligible alternative program.
7. Is a victim of physical or sexual abuse.
8. Has an assessed mental health condition.
9. Has experienced homelessness sometime within six months before requesting a transfer to an alternative program.
10. Has withdrawn from school, has been chronically truant, or has been excessively absent.
11. Speaks English as a second language or has limited English proficiency (LEP).

ALC & Area Schools

Over 1300 K-12 students have been served throughout our region

- Targeted Services (Before/After school Programming)
  - ***DL, DL Boys & Girls Club, Frazee, LPA, Morris & Browns Valley***
- Summer School
  - ***DL, DL Boys & Girls Club, Frazee, LPA & Morris***
- Seat Based (ALC)
- Recovery School
- Credit Recovery

Detroit Lakes Area Learning Center Student CLP

Student Name: Potential Students

	Enrolled	Completed	Credit Recovery (9)		Earned	Needed
English	Engl 9	Engl 9	Engl 9	Engl 9	0	8
	Engl 10	Engl 10	Engl 10	Engl 10		
	Engl 11	Engl 11	Engl 11	Engl 11		
	Engl 12	Engl 12	Engl 12	Engl 12		
Math	Int. Algebra	Int. Algebra	Int. Algebra	Int. Algebra	0	6
	Geometry	Geometry	Geometry	Geometry		
	Alg. II	Alg. II	Alg. II	Alg. II		
Social	World Geography	World Geography	World Geography	World Geography	0	7
	US History	US History	US History	US History		
	Economics	Economics	Government	Government		
	World History	World History				
Science	Earth Science	Earth Science	Earth Science	Earth Science	0	6
	Biology	Biology	Biology	Biology		
	Chemistry/Physics	Chemistry/Physics	Chemistry/Physics	Chemistry/Physics		
PE/Health	PE	PE	Fitness	Fitness	0	4
	PE	PE				
	Health	Health				
Electives	1	2	3	4	0	9
	5	6	7	8		
	9	10	11	12		
	13	14	15	16		
	17	18				
Art/Music/Performing Arts						
	AMP	AMP	AMP	AMP	0	2
Personal Finance						
	P. Finance	P. Finance			0	1
					Earned	Need
					0	**43**
	To be on Track:					Remaining
9th grade	11	10.75				**43**
10th grade	22	21.5				
11th grade	33	32.25				
12th grade	43	43				

Plan of Study for Current Year

Q1	Q2	Q3	Q4
1-	1-	1-	1-
2-	2-	2-	2-
3-	3-	3-	3-
4-	4-	4-	4-
5-	5-	5-	5-
6-	6-	6-	6-
7-	7-	7-	7-
8 (CR)-	8 (CR)-	8 (CR)-	8 (CR)-

Rates of Attendance

		Unexcused Absence Count
Aug/Sept	**100%**	
Oct	**100%**	
Nov	**100%**	
Dec	**100%**	
Jan	**100%**	
Feb	**100%**	
March	**100%**	
April	**100%**	
May	**100%**	

Comments (learning objectives & goal(s), relating to indicators of need listed above):

Did the student meet goals? ☐ Yes ☐ No

Recommendations for continued services, comments and suggestions:

Other Behavioral & Academic Goals Measurement:

❑ Improve reading, writing, math skills	Grades	MCAs
❑ Improve attendance	Attendance	
❑ Decrease conflicts with others		
❑ Increase self-esteem/concept		
❑ Decrease chemical use		
❑ Improve verbal communication skills		
❑ Decrease stress/anxiety		
❑ Increase motivation/attitude		
❑ Improve grades		
❑ Other		

Student Signature: _____ Parent Signature: _____

Intake Date: _____

Community Volunteering

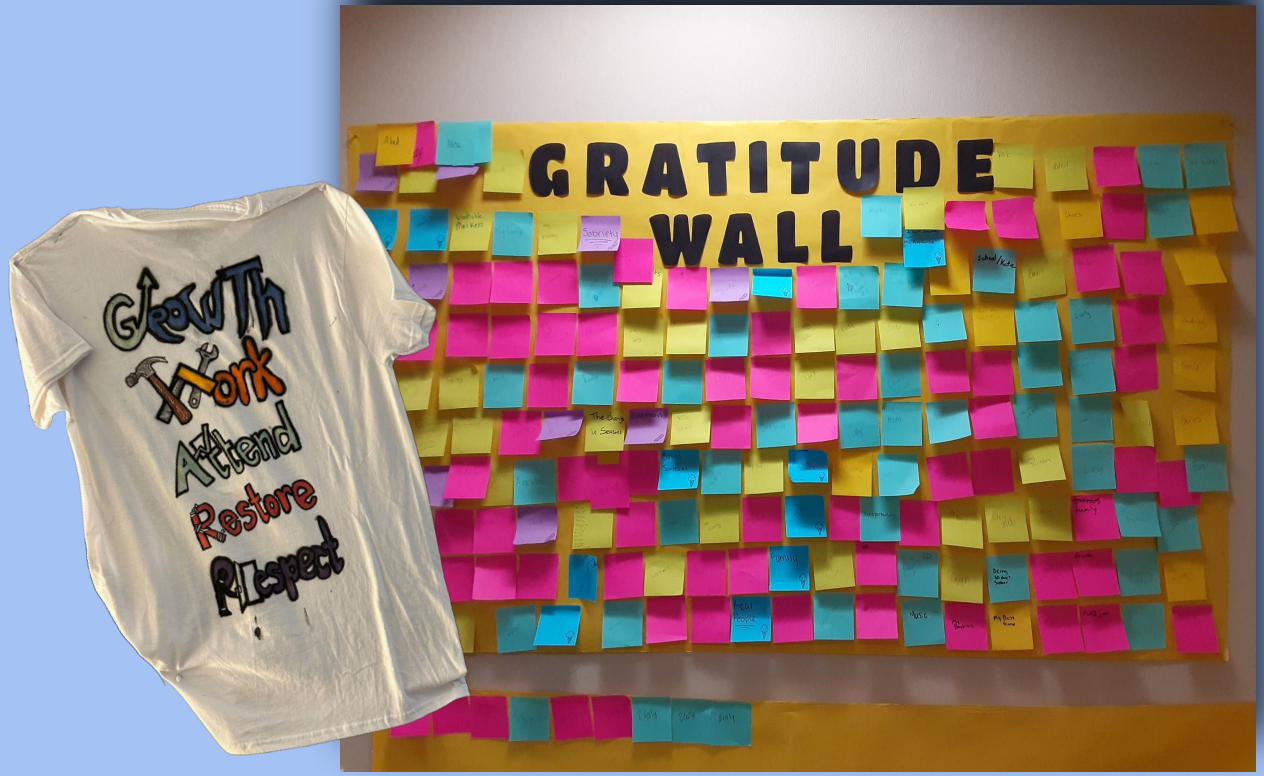




Credit Recovery and ISP

- Currently Utilizing Edgenuity as well as Face to Face
- Allowing students to work independently and one on one
- Allows students a chance to catch up on credits
- 8th hour at the ALC (3:30-4:45)

Recovery School



Lakes Recovery School

An Alternative education program dedicated to assisting students in recovery to.....

- Maintain their sobreity
- achieve academic success
- experience growth in mind, body, and spirit
- engage in community interaction

2025-26 Goal #1: A Clear and Shared Focus

Our focus for this year is to create a positive educational experience for students and families. The long term goal for all of our students is to increase educational success for all of our students and to provide a smooth transition to mainstream.

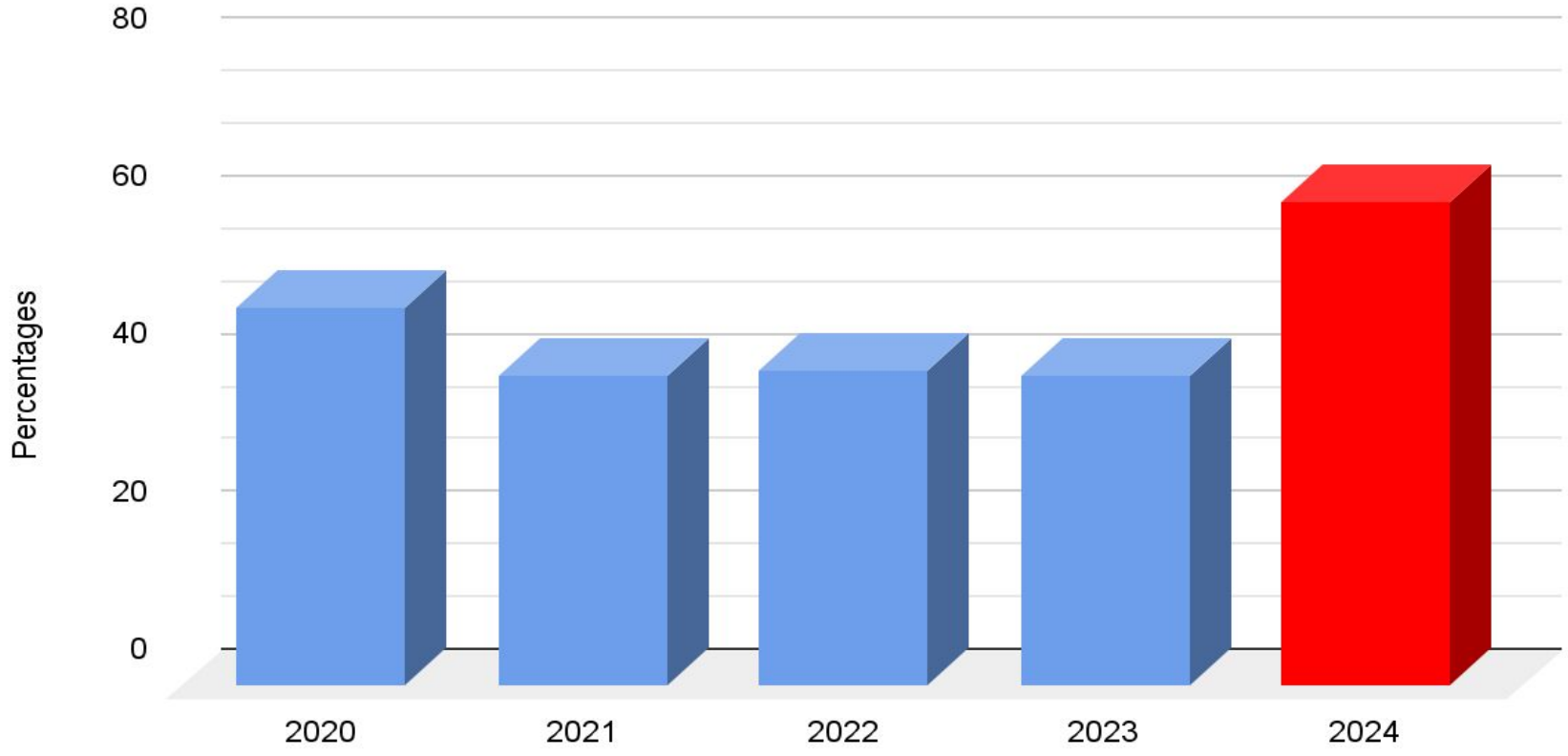
Guiding Principles	Implementation Actions and or Activities *List as Many as are needed to complete goal*	Timeline	People Engaged
R1	• Weekly Staff Meetings (PLC) • Midterm/Quarter Reports/Staffings • Family Nights	25-26 School Year	ALC Staff AIE Staff Families Community Members
I2	• Newsletter - Updated Weekly • Classroom Observations and follow ups	25-26 School Year	ALC Principal
D3	• Friday Mornings working with students on transitions and career skills • Friday Afternoons volunteering/working	25-26 School Year	ALC Staff Community Members ALC Students
E4	• Teaching and Learning are organized around the shared focus and vision • Commitment to continual improvement • Resources are aligned to support the shared focus and vision	25-26 School Year	ALC Staff ALC Principal

2025-26 Goal #2: Curriculum, Instruction, and Assessments Aligned with Standards

Our focus for this year is to have curriculum that is aligned to state standards, based on best practice and make it personalized based on the student's individual needs.

Guiding Principles	Implementation Actions and or Activities *List as Many as are needed to complete goal*	Timeline	People Engaged
R1	• Plan Curriculum around academic learning requirements • Vary instruction based on student's needs	25-26 School Year	ALC Staff ALC Students
I2	• Consistent framework used in developing curriculum focusing on essential questions, student learning outcomes and instructional practices	25-26 School Year	ALC Staff ALC Principal
D3	• Assessments (formative & summative) line up with what is intended to be learned • Grading primarily reflects student learning instead of other things.	25-26 School Year	ALC Staff
E4	• Staffings with Families • Email/Phone Calls to parents/guardians	25-26 School Year	ALC Staff Families

Graduation Rate



OFFICIAL PROCEEDINGS
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 22
BECKER AND OTTERTAIL COUNTIES, DETROIT LAKES, MINNESOTA 56501

Regular School Board Meeting
Monday, August 25, 2025, 5:30 PM
City Hall ~ 1025 Roosevelt Ave, Detroit Lakes, MN, 56501

Present: John Steffl, Michelle Okeson, Michael Walther, Julie Smith-Yliniemi, Mary Rotter, Sanford Nelson
Absent: None

The meeting was called to order at 5:30 PM by Board Chair Steffl.

The Pledge of Allegiance was recited.

A motion was made by Rotter seconded by Okeson, to approve the agenda. Motion carried unanimously.

A motion was made by Walther, seconded by Smith-Yliniemi, to approve the following consent agenda items with the removal of the ALC handbook. Motion carried unanimously.

A. Approve the Minutes of the July 28, 2025, Regular School Board Meeting and August 6, 2025, Special Board Meeting and Work Session.
B. Approve K-12 Computer Checks #710471-710533 and #710539-710622 for a total of $622,781.66. Approve Hand Payable Checks #710387-710394, #710463-710470, Voided Checks #710025, #710192, and #710464, and Wire Transfers #14457-14481, #14557-14567, #14570-14594, #14601-14623, in the amount of $1,536,365.39. Approve Net Payroll Transfers on 7/15/25 and 7/30/2025 in the amount of $for a total of $324,862.31.
C. Approve Personnel Agenda Items
D. Approve Second Reading of 2025-2026 Student Handbooks:
E. Rossman
F. Roosevelt
G. Middle School
H. ALC
I. High School
J. Approve Food Service Pricing for the 2025-26 School Year.
K. Approve Proposal for Concessions, Laker Shop, and MSTATE Cafe Beverage Services with Viking Coca Cola.
L. Approve Quotation for Elevator Maintenance Services from Otis Elevator for the 2025-26 and 2026-27 School Years
M. Approve Quotation for Fire Extinguisher and Kitchen Hood Inspection Services for the 2025-26, 2026-27 and 2027-28 School Years

Discussion was had on the following:

1. First Reading of 2025-2026 Student Handbooks:
    a. Rossman
    b. Roosevelt
    c. Middle School
    d. ALC
    e. High School
2. August Board Meeting

Discussion was had on the following items:

A.First Reading of Policies:
Presenter: Walther, Board Director

1. 413- Harassment and Violence
2. 414-Mandated Reporting of Child Neglect or Physical or Sexual Abuse.
3. 418-Drug-Free Workplace/Drug-Free School
4. 420-Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions.
5. 506- K-12 Discipline and Violence Prevention.
6. 522- Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process.
7. 707- Transportation of Public School Students.
8. 709- Student Transportation Safety Policy
9. 722- Public Data and Subject Requests
10. 806- Crisis Management Policy

A motion was made by Nelson, seconded by Walther to approve Additional Staffing Requests for DLHS Activities, Roosevelt Elementary, High School 6th period pay.. Motion carried unanimously.

A motion was made by Rotter, seconded by Okeson to approve MSEA 2025-2027 Contract Renewal. Motion carried unanimously.

A motion was made by Walther, seconded by Smith-Yliniemi to approve the DLESP 2025-2027 Contract Renewal. Motion carried unanimously.

A motion was made by Rotter, seconded by Walther to approve the 2025 Madison National Life & LTD Renewal. Motion carried unanimously.

Superintendent Jenson reported on happenings in the School District.

Board Treasurer Okeson gave an update on the Finance and Activities Committee.

Board Chair Steffl gave an update on the transportation committee and announced the upcoming events.

A Motion was made by Walther, seconded by Smith-Yliniemi to Close the meeting pursuant to Minn. Stat. Sec. 13D.05, subd. 3(c): The School Board will develop or consider an offer to sell real property owned by the District. The Open Meeting Law, Minnesota Statutes Section 13D.05, subdivision 3(c), allows the School Board to close a meeting for the following purpose, among others: To develop or consider offers or counteroffers for the purchase or sale of real property. While in closed session, the Board will be developing an offer to sell the property the District owns located at 204 Willow St. E, Detroit Lakes, MN 56501, Parcel ID Number 497066000. I will hereby entertain a motion to close this meeting for this purpose. Motion carried unanimously.

A motion was made by Rotter, seconded by Okeson to open the meeting. Motion carried unanimously.

A motion was made by Walther, seconded by Smith-Yliniemi to approve Commercial Real Estate Listing Services Contract with Eric Lundmark of Counselor Realty Detroit Lakes. Motion carried unanimously.

A motion by Smith-Yliniemi, to adjourn the meeting at 6:29 PM, seconded by Rotter. Motion carried unanimously.

Respectfully submitted,

Julie Smith-Yliniemi, Clerk

PERSONNEL AGENDA

August 25, 2025

1) **Resignations:**

Tatum Borah– Project LIFE Skills Trainer, effective August 4, 2025.
Kelsie Casperson– Rossman Paraprofessional, effective August 11, 2025.
Krista Gumphrey– Lincoln Education Center Custodian, effective August 11, 2025.
Trevor Hockett– High School Groundskeeper, effective July 28, 2025.
Carly Lenzen– High School Math Teacher, effective August 22, 2025.
Alicia Ludwig– Rossman Special Education Para, effective August 1, 2025.
Lisa Mickelson– American Indian Education Tutor, effective August 19, 2025.
Vern Schnathorst– Assistant Varsity Football Coach, effective May 5, 2025.
Kayla Youngblom– Communications Specialist, effective August 22, 2025.

2) **Retirements:**

Kathy Boelter– District Transportation/Operations Assistant, effective October 31, 2025.
Sandi Scherer– District Office Admin Assistant, effective September 30, 2025.

3) **Terminations:**

4) **Appointments:**

Jean Alder– Rossman ECSE Para, at the rate of $17.35 per hour, working 37.5 hours per week, effective August 25, 2025.
Janice Axton– Rossman Education Assistant, at the rate of $17.35 per hour, working 28.75 hours per week, effective August 25, 2025.
Kaiah Baker– Project LIFE Skills Trainer, at the rate of $17.35 per hour, working 29.75 hours per week, effective August 26, 2026.
Gregory Borders– High School Special Education Paraprofessional, at the rate of $18.20 per hour, working 37.5 hours per week, effective August 25, 2025.
Crystal Clay– Food Service Production Assistant, at the rate of $18.75 per hour, working 27.5 hours per week, effective September 2, 2025.
Brenda Eckman– Middle School Special Education Teacher, at the rate of BA Step 1 or a contract amount of $45,023 per year , effective August 18, 2025 through May 22, 2026.
Shirley Eidenschink– Food Service Worker, at the rate of $17.75 per hour, working 35 hours per week, effective August 28, 2025.
Rhonda Fode– .5 Instructional Coach, at the rate of .5 of MA+20 Step 14, or a contract amount of $41,842.50 per year, effective August 25, 2025.
Leah Haisley– Middle School Special Education Para, at the rate of $18.20 per hour, working 37.5 hours per week, effective August 25, 2025.
Nick Harstad– High School Custodian, at the rate of $20.70 per hour, working 40 hours per week, effective September 2, 2025.
Nichole Harty– Food Service Worker, at the rate of $17.75 per hour, working 20 hours per week, effective August 27, 2025.
Savanna Herron– Rosman Special Education Para, at the rate of $17.35 per hour, working 37.5 hours per week, effective August 25, 2025. *Pending HQ Status
Joshua Hessebeck– High School Groundskeeper, at the rate of $20.70 per hour, working 40 hours per week, effective September 2, 2025.
Abigail Lipton– High School Food Service Worker, at the rate of $17.75 per hour, working 20 hours per week, effective August 28, 2025.
Mary McKenzie–High School Food Service Worker, at the rate of $18.50 per hour, working 4 hours per day, effective August 16, 2025.
Jason Satter– High School Assistant Football Coach, at the rate of $4,052.07 per season, effective August 14, 2025.
Barb Schlauderaff– High School Food Service Worker, at the rate of $18.50 per hour, working 4 hours per day, effective August 16, 2025.
Trysten Schwarzrock– Roosevelt Information Tech Network Engineer, at the rate of $24.50 per hour, working 40 hours per week, effective August 1, 2025.

Kristina Simmons– Middle School Volleyball Coach, at the rate of 4.5% of Step 1 or a contract amount of $2,029.03 per season, effective August 18, 2025.
Annie Sipe– Project LIFE Skills Trainer, at the rate of $17.35 per hour, working 29.75 hours per week, effective August 25, 2025. *Pending HQ Status
Kristina Steffl– Rossman ECSE Para, at the rate of $17.35 per hour, working 22.5 hours per week, effective August 25, 2025. *Pending HQ Status
Annie Swiers– 7-12 Assistant Girls Soccer Coach, at the rate of $3,151.61 per season, effective August 11, 2025.
Chelsey Wright– Rossman Special Education Para, at the rate of $18.20 per hour, working 37.5 hours per week, effective August 25, 2025.

5) **Amended Assignment**:
Janet Clark– is amending her assignment from Roosevelt Head Custodian to Middle School Custodian, effective August 4, 2025.

6) **Leave of Absence**:

SMART Finance

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 09/08/2025-09/08/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	14863	710633	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	09/08/2025	230.00
		14864	710634	Check	1	1049		ANDERSON COACH OF FRAZEE, INC.	Yes	No	No	09/08/2025	6,504.93
		14865	710635	Check	1	1064		ARROW ELECTRIC SUPPLY COMPANY	Yes	No	No	09/08/2025	56.75
		14866	710636	Check	1	1094		BECKER COUNTY TRANSIT	Yes	No	No	09/08/2025	630.00
		14933	710637	Check	1	3747		BELSON OUTDOORS, LLC	Yes	No	No	09/08/2025	1,796.32
		14867	710638	Check	1	1121		BLUE 84 SPIRIT	Yes	No	No	09/08/2025	3,027.09
		14868	710639	Check	1	1143		BRENCO CORP.	Yes	No	No	09/08/2025	1,499.50
		14919	710640	Check	1	2501		BUBOLTZ, KAREN	Yes	No	No	09/08/2025	122.36
		14925	710641	Check	1	3367		CASAS	Yes	No	No	09/08/2025	6,339.90
		14870	710642	Check	1	1183		CAULFIELD STUDIO	Yes	No	No	09/08/2025	655.00
		14871	710643	Check	1	1192		CENTRAL MARKET	Yes	No	No	09/08/2025	944.27
		14934	710644	Check	1	3760		CENTURY FENCE COMPANY	Yes	No	No	09/08/2025	625.00
		14872	710645	Check	1	1233		CUMMINS SALE & SERVICE	Yes	No	No	09/08/2025	464.14
		14873	710646	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	09/08/2025	600.30
		14937	710647	Check	1	3787		DCW - Data Center Warehouse	Yes	No	No	09/08/2025	3,750.00
		14874	710648	Check	1	1269		DETROIT LAKES CHIROPRACTIC	Yes	No	No	09/08/2025	375.00
		14875	710649	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	09/08/2025	111.80
		14922	710650	Check	1	2949		ELEVATED SURFACE CLEANING	Yes	No	No	09/08/2025	16,205.00
		14928	710651	Check	1	3554		GAME ONE	Yes	No	No	09/08/2025	2,237.97
		14876	710652	Check	1	1421		GOPHER SPORT	Yes	No	No	09/08/2025	1,437.89
		14927	710653	Check	1	3500		GOPHER STAGE LIGHTING, INC.	Yes	No	No	09/08/2025	4,726.28
		14877	710654	Check	1	1426		GRAINGER, INC.	Yes	No	No	09/08/2025	708.20
		14878	710655	Check	1	1457		HAWKINS, INC.	Yes	No	No	09/08/2025	128.19
		14879	710656	Check	1	1459		HDQ LANDSCAPING & MORE, INC	Yes	No	No	09/08/2025	20,518.48
		14880	710657	Check	1	1481		HERZOG ROOFING, INC.	Yes	No	No	09/08/2025	350.00
		14881	710658	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	09/08/2025	8,113.33
		14936	710659	Check	1	3786	Remit	HIRSHFIELDS INC.	Yes	No	No	09/08/2025	87.82
		14882	710660	Check	1	1500		HOLIDAY INN-DL	Yes	No	No	09/08/2025	127.51
		14883	710661	Check	1	1529		ICS CONSULTING, LLC -138006	Yes	No	No	09/08/2025	5,451.00
		14884	710662	Check	1	1608		JOSTENS	Yes	No	No	09/08/2025	1,782.95
		14885	710663	Check	1	1635		KRUEGER INTERNATIONAL INC	Yes	No	No	09/08/2025	834.18
		14886	710664	Check	1	1648		LAKER LOCKER	Yes	No	No	09/08/2025	2,652.00
		14887	710665	Check	1	1649		LAKES COUNTRY SERVICE CO-OP	Yes	No	No	09/08/2025	25,433.00
		14888	710666	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	09/08/2025	18.99
		14869	710667	Check	1	1168	MACS	MAC'S HARDWARE	Yes	No	No	09/08/2025	160.53
		14917	710668	Check	1	2303	remit	MARCO TECHNOLOGIES, LLC	Yes	No	No	09/08/2025	7,181.56
		14916	710669	Check	1	2303		MARCO TECHNOLOGIES, LLC NW7128	Yes	No	No	09/08/2025	3,400.00
		14889	710670	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	09/08/2025	120.00
		14890	710671	Check	1	1709		MARSHALL MEMO LLC	Yes	No	No	09/08/2025	140.00

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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	14891	710672	Check	1	1710		MARTIN, DUSTIN	Yes	No	No	09/08/2025	960.53
		14892	710673	Check	1	1715		MASSP	Yes	No	No	09/08/2025	880.00
		14921	710674	Check	1	2598		MATT'S MOBILE DIESEL SERVICE	Yes	No	No	09/08/2025	459.00
		14894	710675	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	09/08/2025	38.47
		14895	710676	Check	1	1739		METROPOLITAN MECHANICAL CONTR	Yes	No	No	09/08/2025	687.68
		14896	710677	Check	1	1743		MID CENTRAL DOOR COMPANY	Yes	No	No	09/08/2025	4,484.85
		14897	710678	Check	1	1746		MIDWEST MACHINERY CO	Yes	No	No	09/08/2025	80.18
		14929	710679	Check	1	3575		MIKES LOCK & KEY SERVICE	Yes	No	No	09/08/2025	141.00
		14938	710680	Check	1	3808		MINNE MOVING LLC	Yes	No	No	09/08/2025	3,000.00
		14932	710681	Check	1	3704		MISSION FILTRATION	Yes	No	No	09/08/2025	497.33
		14898	710682	Check	1	1787		MN STATE COMMUNITY & TECHNICAL	Yes	No	No	09/08/2025	2,525.00
		14899	710683	Check	1	1831	REMIT	NAPA CENTRAL	Yes	No	No	09/08/2025	37.22
		14901	710684	Check	1	1835		NASSP	Yes	No	No	09/08/2025	385.00
		14930	710685	Check	1	3667		NELSON, SANFORD	Yes	No	No	09/08/2025	79.80
		14902	710686	Check	1	1901		OTIS ELEVATOR COMPANY	Yes	No	No	09/08/2025	375.00
		14903	710687	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	09/08/2025	12.60
		14904	710688	Check	1	1951		PRECISION PRINTING	Yes	No	No	09/08/2025	210.36
		14905	710689	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	09/08/2025	34.29
		14900	710690	Check	1	1832	REMIT	PYE-BARKER & SAFETY, LLC	Yes	No	No	09/08/2025	275.00
		14906	710691	Check	1	1980		RDO EQUIPMENT CO.	Yes	No	No	09/08/2025	212.71
		14907	710692	Check	1	1981		REALLY GOOD STUFF	Yes	No	No	09/08/2025	740.97
		14926	710693	Check	1	3415	REMIT	REGION 1 FFA	Yes	No	No	09/08/2025	40.00
		14908	710694	Check	1	2049		SCHOLASTIC EQUIPMENT COMPANY,	Yes	No	No	09/08/2025	24,420.00
		14935	710695	Check	1	3774		SCHOOL DATEBOOKS	Yes	No	No	09/08/2025	621.00
		14909	710696	Check	1	2105		SOLUM, RACHEL	Yes	No	No	09/08/2025	486.84
		14910	710697	Check	1	2120		STAPLES	Yes	No	No	09/08/2025	38.41
		14911	710698	Check	1	2129		STENERSON BROS. LUMBER CO.	Yes	No	No	09/08/2025	30.86
		14912	710699	Check	1	2132		STEVICK BUSINESS SPECIALTIES	Yes	No	No	09/08/2025	835.00
		14913	710700	Check	1	2149		SWANSON'S REPAIR	Yes	No	No	09/08/2025	26.97
		14893	710701	Check	1	1716	REMIT	THE MASTER TEACHER, INC	Yes	No	No	09/08/2025	30.90
		14914	710702	Check	1	2207		TWEETON REFRIGERATION, INC.	Yes	No	No	09/08/2025	7,029.47
		14924	710703	Check	1	3240		ULINE	Yes	No	No	09/08/2025	1,277.25
		14923	710704	Check	1	2958		UPPER MIDWEST ATHLETIC CONSTRUC	Yes	No	No	09/08/2025	43.00
		14918	710705	Check	1	2485		VISTAR	Yes	No	No	09/08/2025	2,425.89
		14920	710706	Check	1	2535		VONRUDEN, MARY	Yes	No	No	09/08/2025	18.68
		14931	710707	Check	1	3672		YLINIEMI, JULIE	Yes	No	No	09/08/2025	29.40
		14915	710708	Check	1	2277		YOUSCIENCE PRECISION EXAMS	Yes	No	No	09/08/2025	7,450.00
		14939	710709	Check	1	1035		ALLIANCE PEST PROTECTION	Yes	No	No	09/08/2025	65.00
		14941	710710	Check	1	1093		BECKER COUNTY SPORTMEN'S CLUB	Yes	No	No	09/08/2025	3,412.00

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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	14952	710711	Check	1	3804		HAVERKAMP, CORY	Yes	No	No	09/08/2025	958.21
		14951	710712	Check	1	3803		ISD # 622	Yes	No	No	09/08/2025	2,010.93
		14940	710713	Check	1	1052		ISD #11	Yes	No	No	09/08/2025	2,601.04
		14942	710714	Check	1	1536		ISD #152	Yes	No	No	09/08/2025	4,870.18
		14943	710715	Check	1	1537		ISD #31	Yes	No	No	09/08/2025	2,405.88
		14944	710716	Check	1	1546		ISD #593	Yes	No	No	09/08/2025	276.80
		14945	710717	Check	1	1649		LAKES COUNTRY SERVICE CO-OP	Yes	No	No	09/08/2025	84.00
		14946	710718	Check	1	1696		MACPHAIL CENTER FOR MUSIC	Yes	No	No	09/08/2025	608.00
		14947	710719	Check	1	1710		MARTIN, DUSTIN	Yes	No	No	09/08/2025	75.44
		14948	710720	Check	1	1739		METROPOLITAN MECHANICAL CONTR	Yes	No	No	09/08/2025	4,695.95
		14949	710721	Check	1	2929		MINNESOTA ADAPTED ATHLETICS AS	Yes	No	No	09/08/2025	350.00
		14950	710722	Check	1	3630		SICO AMERICA INC.	Yes	No	No	09/08/2025	364.62
								Bank Total:	MW				$213,245.95
								Report Total:					$213,245.95

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Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	14964	710725	Check	1	1090		BECKER COUNTY PUBLIC HEALTH	Yes	No	No	09/22/2025	3,500.00
		14965	710726	Check	1	1187	REMIT	CENGAGE LEARNING	Yes	No	No	09/22/2025	313.50
		14966	710727	Check	1	2918		HAND2MIND INC	Yes	No	No	09/22/2025	1,199.99
		14967	710728	Check	1	3142		ISD #347	Yes	No	No	09/22/2025	138.65
		15051	710729	Check	1	2441		A WISH COME TRUE	Yes	No	No	09/22/2025	2,139.78
		14968	710730	Check	1	1027		AILIE TREE SERVICE, INC.	Yes	No	No	09/22/2025	1,400.00
		15073	710731	Check	1	3809		ALEXANDRIA TECH AND COMMUNITY	Yes	No	No	09/22/2025	149.00
		14969	710732	Check	1	1033		ALL FLAGS, LLC	Yes	No	No	09/22/2025	502.79
		14970	710733	Check	1	1041		AMERICAN TIME & SIGNAL CO.	Yes	No	No	09/22/2025	124.19
		15065	710734	Check	1	3410		ASHMORE, ALEXA	Yes	No	No	09/22/2025	299.77
		14971	710735	Check	1	1072	REMIT	ASL INTERPRETING SERVICES, INC	Yes	No	No	09/22/2025	143.00
		15074	710736	Check	1	3814		AUTHORS UNBOUND AGENCY	Yes	No	No	09/22/2025	3,003.36
		14972	710737	Check	1	1076		AUTO VALUE DETROIT LAKES	Yes	No	No	09/22/2025	32.76
		15045	710738	Check	1	2317		AVIBEN LLC	Yes	No	No	09/22/2025	418.86
		15059	710739	Check	1	3193		BADLANDS DISTRIBUTION INC	Yes	No	No	09/22/2025	531.92
		14974	710740	Check	1	1091		BECKER COUNTY ENVIRONMENTAL	Yes	No	No	09/22/2025	745.29
		14973	710741	Check	1	1090		BECKER COUNTY PUBLIC HEALTH	Yes	No	No	09/22/2025	216.45
		15079	710742	Check	1	3820		BLUEBIRD BOOKS	Yes	No	No	09/22/2025	192.58
		14976	710743	Check	1	1143		BRENCO CORP.	Yes	No	No	09/22/2025	3,022.08
		14978	710744	Check	1	1170		CARL BUDDING AND COMPANY	Yes	No	No	09/22/2025	686.32
		14979	710745	Check	1	1185		CDW-G	Yes	No	No	09/22/2025	539.12
		14980	710746	Check	1	1192		CENTRAL MARKET	Yes	No	No	09/22/2025	223.61
		15058	710747	Check	1	3155	REMIT	CENTRAL MCGOWAN, INC.	Yes	No	No	09/22/2025	83.87
		14981	710748	Check	1	1231		CULINEX	Yes	No	No	09/22/2025	26.60
		15075	710749	Check	1	3815		CURT'S LOCK & KEY SERVICE INC.	Yes	No	No	09/22/2025	172.60
		14975	710750	Check	1	1107		CWIKLA ACE HARDWARE	Yes	No	No	09/22/2025	421.42
		14982	710751	Check	1	1244		DACOTAH PAPER COMPANY	Yes	No	No	09/22/2025	2,746.67
		15076	710752	Check	1	3817		DALY, BRYANNA	Yes	No	No	09/22/2025	132.98
		15069	710753	Check	1	3787		DCW - Data Center Warehouse	Yes	No	No	09/22/2025	2,399.00
		14983	710754	Check	1	1277		DETROIT PAINT & GLASS CO.	Yes	No	No	09/22/2025	421.80
		14984	710755	Check	1	1289		DL COMMUNITY & CULTURAL CENTER	Yes	No	No	09/22/2025	8,250.00
		15057	710756	Check	1	3098		DOLLARS FOR SCHOLARS	Yes	No	No	09/22/2025	12,000.00
		14985	710757	Check	1	1300		DRIVEWAY SERVICE	Yes	No	No	09/22/2025	1,500.00
		14986	710758	Check	1	1305		EAST SIDE JERSEY DAIRY ESJD	Yes	No	No	09/22/2025	5,860.01
		14987	710759	Check	1	1309		EASTON, BRITTANY	Yes	No	No	09/22/2025	531.92
		14988	710760	Check	1	1314		ED CLUB, INC.	Yes	No	No	09/22/2025	703.50
		15061	710761	Check	1	3268		EPS OPERATIONS, LLC	Yes	No	No	09/22/2025	205.19
		14989	710762	Check	1	1339		EVERSON, MARK	Yes	No	No	09/22/2025	195.00
		14990	710763	Check	1	1344		FAB WURX, INC.	Yes	No	No	09/22/2025	2,411.00

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	MW	15066	710764	Check	1	3554		GAME ONE	Yes	No	No	09/22/2025	149.90
		14991	710765	Check	1	1409		GERRELL'S SPORT CENTER	Yes	No	No	09/22/2025	7,412.85
		14992	710766	Check	1	1421		GOPHER SPORT	Yes	No	No	09/22/2025	599.00
		14993	710767	Check	1	1426		GRAINGER, INC.	Yes	No	No	09/22/2025	463.12
		14994	710768	Check	1	1430		GREAT NORTH PIZZA, INC	Yes	No	No	09/22/2025	4,218.50
		14995	710769	Check	1	1433		GREENE, MELISSA	Yes	No	No	09/22/2025	20.00
		15052	710770	Check	1	2547		GRIMCO INC.	Yes	No	No	09/22/2025	291.74
		15060	710771	Check	1	3218		HAMMER, KENNETH	Yes	No	No	09/22/2025	62.50
		14996	710772	Check	1	1481		HERZOG ROOFING, INC.	Yes	No	No	09/22/2025	29,994.00
		14997	710773	Check	1	1487		HILLYARD / HUTCHINSON	Yes	No	No	09/22/2025	6,741.96
		15055	710774	Check	1	3067		HR DIRECT	Yes	No	No	09/22/2025	97.95
		15047	710775	Check	1	2409	REMIT	HUT AMERICAN GROUP LLC	Yes	No	No	09/22/2025	424.37
		14998	710776	Check	1	1529		ICS CONSULTING, LLC -138006	Yes	No	No	09/22/2025	5,454.00
		15056	710777	Check	1	3093	REMIT	IMAGINE LEARNING	Yes	No	No	09/22/2025	68,829.00
		14999	710778	Check	1	1551		INDEPENDENT EMERGENCY SERVICES	Yes	No	No	09/22/2025	53.85
		15000	710779	Check	1	1557		INNOVATIVE OFFICE SOLUTIONS, LLC	Yes	No	No	09/22/2025	203.22
		15001	710780	Check	1	1593		JOHN KOOPMANN PIANO TUNING	Yes	No	No	09/22/2025	130.00
		15002	710781	Check	1	1601		JOHNSON CONTROLS	Yes	No	No	09/22/2025	26,956.52
		15003	710782	Check	1	1617		KAPLAN EARLY LEARNING COMPANY	Yes	No	No	09/22/2025	599.95
		15004	710783	Check	1	1638	REMIT	L&M FLEET SUPPLY, INC.	Yes	No	No	09/22/2025	842.83
		15005	710784	Check	1	1648		LAKER LOCKER	Yes	No	No	09/22/2025	2,327.00
		15006	710785	Check	1	1658		LAKESHORE LEARNING MATERIALS	Yes	No	No	09/22/2025	28.66
		15048	710786	Check	1	2410		LAKEVIEW GREENHOUSES	Yes	No	No	09/22/2025	663.50
		15064	710787	Check	1	3402		LAMB GARAGE DOOR SERVICE	Yes	No	No	09/22/2025	232.25
		15007	710788	Check	1	1666		LEARNING A-Z	Yes	No	No	09/22/2025	2,003.00
		15008	710789	Check	1	1673		LEIGHTON BROADCASTING	Yes	No	No	09/22/2025	294.00
		15046	710790	Check	1	2345	REMIT	LITERACY RESOURCES, LLC	Yes	No	No	09/22/2025	1,958.00
		15067	710791	Check	1	3565		LITTLE ELBOW FARM, LLC	Yes	No	No	09/22/2025	200.00
		15062	710792	Check	1	3295		LONGWEEKEND SPORTSWEAR	Yes	No	No	09/22/2025	1,748.00
		15009	710793	Check	1	1695		MACKIN EDUCATION RESOURCES	Yes	No	No	09/22/2025	258.46
		14977	710794	Check	1	1168	MACS	MAC'S HARDWARE	Yes	No	No	09/22/2025	125.56
		15044	710795	Check	1	2303		MARCO TECHNOLOGIES, LLC NW7128	Yes	No	No	09/22/2025	106.71
		15010	710796	Check	1	1707		MARK'S ELECTRIC INC.	Yes	No	No	09/22/2025	917.00
		15011	710797	Check	1	1715		MASSP	Yes	No	No	09/22/2025	390.00
		15072	710798	Check	1	3807		Math Medic	Yes	No	No	09/22/2025	602.00
		15012	710799	Check	1	1732		MEDCO SUPPLY CO.	Yes	No	No	09/22/2025	173.55
		15013	710800	Check	1	1736		MENARDS - DETROIT LAKES	Yes	No	No	09/22/2025	3,424.38
		15014	710801	Check	1	1743		MID CENTRAL DOOR COMPANY	Yes	No	No	09/22/2025	3,030.17
		15015	710802	Check	1	1745		MIDWEST BUS PARTS	Yes	No	No	09/22/2025	40.52

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	MW	15016	710803	Check	1	1746		MIDWEST MACHINERY CO	Yes	No	No	09/22/2025	783.92
		15017	710804	Check	1	1753		MILLER YARD CARE AND CONSTRUCT	Yes	No	No	09/22/2025	9,860.00
		15049	710805	Check	1	2419		MOORE, NICOLE	Yes	No	No	09/22/2025	240.00
		15050	710806	Check	1	2420	REMIT	MRI SOFTWARE LLC	Yes	No	No	09/22/2025	74.00
		15019	710807	Check	1	1833	REMIT	NASCO EDUCATION	Yes	No	No	09/22/2025	630.50
		15070	710808	Check	1	3801		NATHANIAL DORNBUSCH	Yes	No	No	09/22/2025	115.00
		15020	710809	Check	1	1868		NORTH COUNTRY BUSINESS PRODUC	Yes	No	No	09/22/2025	1,432.08
		15021	710810	Check	1	1907		PAN-O-GOLD BAKING CO.	Yes	No	No	09/22/2025	886.01
		15022	710811	Check	1	1951		PRECISION PRINTING	Yes	No	No	09/22/2025	135.00
		15023	710812	Check	1	1954		PREMIUM WATERS, INC.	Yes	No	No	09/22/2025	145.68
		15018	710813	Check	1	1832		PYE-BARKER FIRE & SAFETY, LLC	Yes	No	No	09/22/2025	306.00
		15024	710814	Check	1	1978		RAMSEY FLOORING, INC.	Yes	No	No	09/22/2025	1,881.00
		15025	710815	Check	1	1981		REALLY GOOD STUFF	Yes	No	No	09/22/2025	558.52
		15026	710816	Check	1	1996		RENNEBERG HARDWOODS	Yes	No	No	09/22/2025	1,258.43
		15027	710817	Check	1	2006		ROCHESTER 100 INC.	Yes	No	No	09/22/2025	160.00
		15028	710818	Check	1	2025		SAFETYFIRST PLAYGROUND MAINTEI	Yes	No	No	09/22/2025	13,472.34
		15029	710819	Check	1	2047		SCHOENBERGER, JENNA	Yes	No	No	09/22/2025	265.96
		15053	710820	Check	1	2567		SCRIPPS NATIONAL SPELLING BEE	Yes	No	No	09/22/2025	206.50
		15030	710821	Check	1	2074		SEPTIC VAC	Yes	No	No	09/22/2025	195.00
		15031	710822	Check	1	2120		STAPLES	Yes	No	No	09/22/2025	528.33
		15077	710823	Check	1	3818		STEFFL, JORGINE	Yes	No	No	09/22/2025	531.92
		15032	710824	Check	1	2126		STEIN'S INC.	Yes	No	No	09/22/2025	1,121.56
		15033	710825	Check	1	2129		STENERSON BROS. LUMBER CO.	Yes	No	No	09/22/2025	46.21
		15034	710826	Check	1	2130		STENSGARD, CARMEN	Yes	No	No	09/22/2025	265.96
		15035	710827	Check	1	2139		SUMMIT FIRE PROTECTION	Yes	No	No	09/22/2025	3,670.00
		15036	710828	Check	1	2143	REMIT	SUPREME SCHOOL SUPPLY CO.	Yes	No	No	09/22/2025	98.18
		15078	710829	Check	1	3819		SWANSON, KARLA	Yes	No	No	09/22/2025	13.99
		15037	710830	Check	1	2149		SWANSON'S REPAIR	Yes	No	No	09/22/2025	867.12
		15063	710831	Check	1	3387		THE EMERALD GROUP	Yes	No	No	09/22/2025	10,450.00
		15054	710832	Check	1	2872	REMIT	THE MATH LEARNING CENTER	Yes	No	No	09/22/2025	7,095.60
		15068	710833	Check	1	3758		TR INDUSTRIES	Yes	No	No	09/22/2025	1,462.00
		15038	710834	Check	1	2203		TROPHY HOUSE	Yes	No	No	09/22/2025	798.45
		15039	710835	Check	1	2225		UNRUH, GREGORY	Yes	No	No	09/22/2025	32.00
		15071	710836	Check	1	3806		VIKING COCA COLA BOTTLING CO.	Yes	No	No	09/22/2025	1,648.05
		15040	710837	Check	1	2239		VOLUMECASES	Yes	No	No	09/22/2025	11,488.60
		15041	710838	Check	1	2255	REMIT	WENGER CORPORATION	Yes	No	No	09/22/2025	62,183.15
		15042	710839	Check	1	2276		YODER, CASSANDRA	Yes	No	No	09/22/2025	265.96

SMART Finance

Check Register by Bank and Check

Check Number: 0-2147483647 Payment Date: 09/22/2025-09/22/2025 Period: 0-99999999

Batch	Bank	Pymt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Pmt/Void Date	Amount
	MW	15043	710840	Check	1	2281	REMIT	ZANER BLOSER	Yes	No	No	09/22/2025	8,031.10
								Bank Total: MW					$372,856.72
								Report Total:					$372,856.72

HAND PAYABLE SUMMARY
AUGUST 2025

Pmt No	Check No	Pay Type	Vendor	Date	Amount
14687		Wire	AMAZON	8/7/2025	$ 15,071.78
14688		Wire	BREMER BANK CC	8/14/2025	$ 17,941.55
14694		Wire	WEX HEALTH INC - HSA/FLEX	8/15/2025	$ 3,183.67
14695		Wire	INTERNAL REVENUE SERVICE	8/15/2025	$ 54,575.27
14696		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	8/15/2025	$ 8,788.93
14697		Wire	MINNESOTA STATE RETIREMENT SYS	8/15/2025	$ 7,437.58
14698		Wire	AVIBEN	8/15/2025	$ 11,398.37
14784		Wire	BIX PRODUCE	8/20/2025	$ 872.86
14785		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 288.13
14786		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 879.51
14787		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 7,442.14
14788		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 22,257.49
14789		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 397.70
14790		Wire	CITY OF DETROIT LAKES	8/20/2025	$ 224.77
14791		Wire	LAKES COMMUNITY COOPERATIVE	8/20/2025	$ 2,567.69
14792		Wire	DETROIT LAKES DISPOSAL	8/20/2025	$ 2,626.82
14793		Wire	EMC INSURANCE COMPANIES	8/20/2025	$ 41,124.41
14794		Wire	FIRST DAKOTA INDEMNITY COMPANY	8/20/2025	$ 8,480.00
14795		Wire	MINNESOTA ENERGY RESOURCES	8/20/2025	$ 51.44
14796		Wire	MINNESOTA ENERGY RESOURCES	8/20/2025	$ 232.46
14797		Wire	MINNESOTA ENERGY RESOURCES	8/20/2025	$ 53.37
14798		Wire	MINNESOTA ENERGY RESOURCES	8/20/2025	$ 52.09
14799		Wire	MINNESOTA ENERGY RESOURCES	8/20/2025	$ 53.20
14800		Wire	PERFORMANCE FOODSERVICE	8/20/2025	$ 2,540.60
14801		Wire	QUADIENT LEASING USA, INC.	8/20/2025	$ 80.85
14802		Wire	UPPER LAKES FOODS, INC.	8/20/2025	$ 16,578.62
14803		Wire	SYSCO NORTH DAKOTA, INC	8/20/2025	$ 5,998.77
14804		Wire	USPS.COM	8/20/2025	$ 192.87
14805		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	8/20/2025	$ 10.00
14806		Wire	METLIFE	8/20/2025	$ 6,961.31
14807		Wire	INTERNAL REVENUE SERVICE	8/22/2025	$ 3.45
14808		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	8/22/2025	$ 5.97
14809		Wire	PUBLIC EMPLOYEES RETIREMENT ASSOC	8/15/2025	$ 19,985.85
14810		Wire	MN TEACHERS RETIREMENT ASSOC.	8/15/2025	$ 20,099.25
14816		Wire	AMERICAN FAMILY LIFE ASSURANCE CO	8/29/2025	$ 331.12
14817		Wire	WEX HEALTH INC - HSA/FLEX	8/29/2025	$ 2,983.67
14818		Wire	INTERNAL REVENUE SERVICE	8/29/2025	$ 59,557.58
14819		Wire	MN DEPT OF REVENUE -PAYROLL TAXES	8/29/2025	$ 8,969.28
14820		Wire	MINNESOTA STATE RETIREMENT SYS	8/29/2025	$ 7,380.08
14821		Wire	AVIBEN	8/29/2025	$ 11,553.30
14825		Wire	ARVIG COMMUNICATION SYSTEMS	8/28/2025	$ 569.02
14826		Wire	ARVIG COMMUNICATION SYSTEMS	8/28/2025	$ 123.95
14827		Wire	BIX PRODUCE	8/28/2025	$ 1,764.45
14828		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 1,324.57
14829		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 141.05
14830		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 638.37
14831		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 648.35
14832		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 27,550.37
14833		Wire	CITY OF DETROIT LAKES	8/28/2025	$ 234.79
14834		Wire	MINNESOTA ENERGY RESOURCES	8/28/2025	$ 755.61
14835		Wire	MINNESOTA ENERGY RESOURCES	8/28/2025	$ 54.40

14836		Wire	MINNESOTA ENERGY RESOURCES	8/28/2025	$ 265.17
14837		Wire	MINNESOTA ENERGY RESOURCES	8/28/2025	$ 2,550.48
14838		Wire	MINNESOTA ENERGY RESOURCES	8/28/2025	$ 653.13
14839		Wire	VERIZON WIRELESS	8/28/2025	$ 555.74
14840		Wire	VERIZON WIRELESS	8/28/2025	$ 639.61
14841		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14842		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14843		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14844		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14845		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14846		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14847		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 60.00
14848		Wire	MIDCO COMMUNICATIONS	8/28/2025	$ 660.12
14849		Wire	ARBITERSPORTS LLC	8/28/2025	$ 30,000.00
14850		Wire	UPPER LAKES FOODS, INC.	8/31/2025	$ 8,963.90
14851		Wire	MIDWEST BANK	8/31/2025	$ 10.00
14852		Wire	MIDWEST BANK	8/31/2025	$ 5.00
14853		Wire	MIDWEST BANK	8/31/2025	$ 100.00
14854		Wire	AUTHORIZE.NET GATEWAY BILLING	8/31/2025	$ 10.00
14855		Wire	VANTIV BILLING / WORLDPAY	8/31/2025	$ 132.85
14856		Wire	REVTRAK	8/31/2025	$ 29.95
14857		Wire	TRANSFIRST AFFINETY	8/31/2025	$ 172.75
14858		Wire	WEX HEALTH INC	8/31/2025	$ 5,701.89
14859		Wire	WEX HEALTH INC	8/31/2025	$ 605.50
14860		Wire	ARUX SOFTWARE, INC	8/31/2025	$ 299.00
14862		Wire	PERFORMANCE FOODSERVICE	8/31/2025	$ 389.45
13780	709872	Check	METROPOLITAN MECHANICAL CONTRACTORS	8/20/2025	$ (4,695.95)
14149	710134	Check	LEHMANN, LORI	8/14/2025	$ (62.50)
14689	710534	Check	AFSCME COUNCIL 65	8/15/2025	$ 257.01
14691	710535	Check	D. L. ATHLETIC FOUNDATION	8/15/2025	$ 50.00
14692	710536	Check	D.L. PUBLIC EDUC FOUNDATION	8/15/2025	$ 5.00
14693	710537	Check	MN SCHOOL EMPLOYEES ASSOC.	8/15/2025	$ 41.40
14690	710538	Check	UNITED WAY OF BECKER COUNTY	8/15/2025	$ 28.00
14783	710623	Check	MN HIGH SCHOOL VOLLEYBALL SHOWCASE	8/20/2025	$ 325.00
14811	710624	Check	AFSCME COUNCIL 65	8/29/2025	$ 257.01
14813	710625	Check	D. L. ATHLETIC FOUNDATION	8/29/2025	$ 55.00
14814	710626	Check	D.L. PUBLIC EDUC FOUNDATION	8/29/2025	$ 5.00
14815	710627	Check	MN SCHOOL EMPLOYEES ASSOC.	8/29/2025	$ 51.85
14812	710628	Check	UNITED WAY OF BECKER COUNTY	8/29/2025	$ 8.00
14822	710629	Check	HAMMER, KENNETH	8/28/2025	$ 495.00
14823	710630	Check	LITTLE ELBOW FARM, LLC	8/28/2025	$ 20.00
14824	710631	Check	MADISON NATIONAL LIFE INSURANCE	8/28/2025	$ 4,180.61
14861	710632	Check	SUPPORT PAYMENT CLEARINGHOUSE	8/29/2025	$ 671.82

$ 456,895.52

PERSONNEL AGENDA

September 22, 2025

1) **Resignations:**
Jennifer Blanchard– Rossman Para, effective September 26, 2025.
Timmie Hansen– Roosevelt Special Education Para, effective August 26, 2025.
Mckenzie Kuehl– ECFE Paraprofessional, effective August 26, 2025.
Tanner Lane– Assistant Hockey Coach, effective September 8, 2025.
Abigail Maneval– Rossman Special Education Para, September 4, 2025.
Jennifer Reynolds– ECFE/SR Educational Assistant, September 21, 2025.
Katie Steinke– High School Special Education Para, effective September 1, 2025.
2) **Retirements:**
4) **Appointments:**
Rachel Anderson– Rossman Special Education Para, at the rate of $18.20 per hour, working 37.5 hours per week, effective September 2, 2025.
Christopher Cotten- Roosevelt Custodian, at the rate of $20.70 per hour, working 40 hours per week, effective August 29, 2025.
Vera Ferch– Roosevelt Special Education Para, at the rate of $17.35 per hour, working 5.75 hours per day, effective September 7, 2025. *pending HQ Status
Kelly Gabriel Guida– Roosevelt Noon DUty/Education Assistant, at the rate of $17.70 per hour, effective September 22, 2025. *pending HQ Status
Lori Haspel– Roosevelt Noon Duty/Educational Assistant, at the rate of $17.35 per hour, working 20 hours per week, effective September 2, 2025.
Thea Haven-Farstad– Middle School Girls Tennis Coach, at the rate of $1,368.56 per season, effective September 2, 2025.
Nicole Johnson– Roosevelt ECSE Para, at the rate of $17.70 per hour, working 37.5 hours per week, effective September 2, 2025. *pending HQ Status
Shirley Janu– ABE Instructor, at the rate of $36.19 per hour, working 32 hours per week, effective September 22, 2025.
Branson Lachowitzer– Central Kitchen Production Assistant, at the rate of $19.50 per hour, working 22.5 hours per week, effective September 16, 2025.
Abby Leach– Middle School Boys Soccer Coach, at the rate of $2,363.71 per season, effective September 2, 2025.
Abbey Miller– Rossman Laker Kids Assistant, at the rate of $17.40 per hour, working up to 15 hours per week, effective September 2, 2025.
Mary Ann Nelmark– Rossman Laker Kids Assistant, at the rate of $17.40 per hour, working up to 15 hours per week, effective August 26, 2025.
Mary Joy Pitchford– Roosevelt Custodian, at the rate of $18.51 per hour plus $1.00 per hour differential, working 29.75 hours per week, effective September 11, 2025.
Kristi Osland– High School Health Assistant, at the rate of $17.35 per hour, working 25 hours per week, effective September 10, 2025.
Jordan Sawicki– E-Laker Instructor, at the rate of $30 per hour, working 10 hours per week, effective September 2, 2025.
Wyatt Schlehr– High School Custodian, at the rate of $20.70 per hour plus $1.00 per hour differential pay, working 40 hours per week, effective August 25, 2025.
5) **Amended Assignment**:
Macy Bird– Laker Kids Assistant is amending her assignment from Roosevelt Summer

Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.
Laura Blomseth– Title I/Noon Duty Para is amending her assignment from 5 hours per day to 5.5 hours per day, effective September 16, 2025.
Crystal Clay– Food Service Program Assistant is amending her assignment from no mileage stipend to $52.27 per month, effective September 1, 2025.
Jason Collins– Confidential Head Custodian is amending his assignment from Middle School to Middle School and Roosevelt, effective September 1, 2025.
Jaxon Cornwell– Laker Kids Assistant is amending his assignment from Roosevelt Summer Laker Kids to Roosevelt School Year Laker Kids, effective September 2, 2025.
Carter Hanks— Lincoln Extended Care is amending his assignment to Roosevelt School Year Laker Kids Assistant, effective September 2, 2025.
Matie Hanson– is amending her assignment from Benefits Specialist to Payroll Coordinator, at the rate of $27.58 per hour, effective October 1, 2025.
Tanya Jacobson– Food Service Program Assistant is amending her assignment from no mileage stipend to $52.27 per month, effective September 1, 2025.
Brenna Johnson– Laker Kids Assistant is amending her assignment from Roosevelt Summer Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.
Mylinda Johnson– Laker Kids Supervisor is amending her assignment from Roosevelt Summer Laker Kids to Rossman School Year Laker Kids, effective September 2, 2025.

6) **Leave of Absence**:
Michelle Bregier– Food Service Production Assistant is requesting intermittent leave of absence beginning September 10, 2025.
Rachel Carlson– Rossman Special Education Teacher is requesting a leave of absence from October 20, 2025 through October 31, 2025.
Samantha Galloway– Middle School teacher is requesting a leave of absence from November 19, 2025 through December 24, 2025.

7) **Sixth Period Pay**
Will Blasczyk– High School Teacher is requesting sixth period pay for the first semester.
Lisa Ito– High School Teacher is requesting sixth period pay for the first semester.
Tom Vagle– High School Teacher is requesting sixth period pay for the first semester.

Date Adopted: 08/31/87	File Number: Detroit Lakes Policy - 413
Date Revised: 02/09/04; 07/12/04;05/11/09, 04/14/11, 07/10/13; 12/21/20; 11/15/21,09/22/25	

413 - HARASSMENT AND VIOLENCE

[Note: State law (Minnesota Statutes, § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minnesota Statutes, section 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minnesota Statutes, section 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minnesota Statutes, section 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence for all students and staff, especially on the basis of race, ~~color, creed,~~ religion, and ~~national origin,~~ sex,in accordance with Minnesota statute 121A.03 ~~age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability~~ (Protected Class).

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means with respect to an individual who:

a. has a physical, sensory or mental impairment that materially limits one or more major life activities of such individual;

b. has a record of such an impairment; or

c. is regarded as having such an impairment.

d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

2. "Familial status" means the condition of one or more minors being domiciled with:

a. their parent or parents or the minor's legal guardian; or

b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as

having an orientation for such attachment or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

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

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

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

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

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

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts;

b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In Each School Building - The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to a human

rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the District. The school board hereby designates the Human Resources Manager as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

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

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

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

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or

circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

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

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violation and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES.

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter260E may be applicable.

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

X. DISSEMINATION OF POLICY AND TRAINING

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

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

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

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

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

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

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414 - MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to fully comply with Minnesota Statute Chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.

B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

A. "Accidental" means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:

1. is not likely to occur and could not have been prevented by exercise of due care; and

2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

B. "Child" means one under age 18 and, for purposes of Minnesota Statute Chapter 260C (Juvenile Safety and Placement) and Minnesota Statute Chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statute section 260C.451 (Foster Care Benefits Past Age 18).

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Mandated Reporters" means any school personnel who knows or has reason to believe a child is being maltreated, or has been maltreated within the preceding three years.

E. "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range or performance and behavior with due regard to the child's culture.

F. "Neglect" means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical , or other care required for the child's physical or mental health when reasonably able to do so.

2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;

3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety or the basic needs or safety of another child in his or her care;

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;

5. prenatal exposure to a controlled substance as defined by state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minnesota Statute section 260C.007, Subdivision4 6, Clause (5);

7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or

8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the

counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules Chapter 9503.

H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibility including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

I "Physical Abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statute section 125A.0942 or section 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statute section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, that results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statute section 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute 121A.58.

H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.

I. "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

L. "Sexual Abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute section 609.341, Subdivision 15), or by a person

in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minnesota Statute section 243.166, Subdivision 1b(a) or (b) (Registration of Predatory Offenders).

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction (2) been found to be palpably unfit~~unfi~~ under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction~~jurisdiction~~; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; (4), or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

IV. REPORTING PROCEDURES

A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal police department, or tribal social services agency. The reporter will include his or her name and address in the report.

B. An oral report shall be made immediately, by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment and the name and address of the reporter.

C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.

E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.

F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.

H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV.A., above, and there is no requirement to file more than one report, if the initial report is made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, <u>not</u> the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statute Chapter 13 and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall appear in school personnel handbooks.

B. The school district will develop a method of discussing this policy with school personnel.

C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 4 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.301 (Termination of Parental Rights)

Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapons)
Minn. Stat. § 609.341, Subd. 10 Definitions – Position of Authority)
Minn. Stat. § 609.341. Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

***Cross References*:** MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adult

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418 - DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, edible cannabinoid products and controlled substances without a physician prescription.

II. GENERAL STATEMENT OF POLICY

A. Use or possession of controlled substances, toxic substances, medical cannabis, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, edible cannabinoid products, or controlled substances, in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Alcohol" includes any alcoholic beverage Containing more than one half percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Medical cannabis" means any species of genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5)

any other method, excluding smoking, approved by the Commissioner of the Minnesota Department of Health.

E. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G~~F~~. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H~~G~~. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I~~H~~. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.

J~~I~~. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, Subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a Tribal medical cannabis program, as a pupil solely because the patient or person is enrolled in the registry program, or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

[NOTE: The 2025~~4~~ Minnesota legislature amended this law ~~to add this protection~~.]

V. PROCEDURES

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, or edible cannabinoid products, must comply with the school district's student medication policy.

[Note: School districts are required by Minnesota Statutes section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, n, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal or other designated staff member. The school district's licensed school nurse, trained health clerk, principal or teacher will administer the prescribed medication except medical cannabis, or edible cannabinoid products, in accordance with school district procedures."]

B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, or edible cannabinoid products, are permitted to possess such controlled substances and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 U.S.C. §§ 8103; 34 C.F.R. Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]

D. Employees are subject to the school district's drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, or edible cannabinoid products, in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, or edible cannabinoid products, on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and

2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

[NOTE: MDE information on this requirement is provided in the Resources section of this model policy.]

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counseling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above (section V. F) on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)

Minn. Stat. § 152.01, Subd. 15a (Definitions)

Minn. Stat. § 152.0264 (Cannabis Sale Crimes)

Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)

Minn. Stat. § 152.23 (Limitations; Medical Cannabis)

Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)

Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)

Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)

Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)

Minn. Stat. § 342.56 (Limitations)

Minn. Stat. § 609.684 (Abuse of Toxic Substances)

Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)

20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)

21 U.S.C. § 812 (Schedules of Controlled Substances)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)

34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross-References: MSBA/MASA Model Policy 403 Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Resources: To support the requirements for school districts and charter schools outlined in Minnesota Statute 2024, section 120B.215, subdivision 2, and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a

List of Model Cannabis Education Programs for School District and Charter School Consideration.

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit MDE's Health Education webpage for more information.

Date Adopted: 01/09/81	File Number: Detroit Lakes Policy - 420
Date Revised: 2/9/04; 01/10/05; 05/15/06, 5/10/10; 12/20/21; 09/26/22	

420 - STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statute section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

1. Detroit Lakes Schools, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health

and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statute section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting, sexually transmitted diseases and infections for prevention efforts;

5. involvement of parents and other community members;

6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References:
Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risk of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Sat. § 142 (Testing in School Clinics
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973 § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

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506 - K-12 DISCIPLINE AND VIOLENCE PREVENTION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

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

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

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the

alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher’s lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is

necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress in a manner which meets standards of safety and health;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in

any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;

5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;

6. Violation of the school district's Student Attendance Policy;

7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district Weapons Policy;

14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;

17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an

audible effect by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;

22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;

23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;

27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous or pornographic materials;

29. Violation of the school districts' Bullying Prohibition Policy;

30. Student attire which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language whether oral or written, related to teachers or other school district personnel;

36. Violation of the school district's Harassment and Violence policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;

43. Violation of the school district's Distribution of Non-school Sponsored Materials on School Premises by Students and Employees Policy;

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff

in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;

B. Confiscation by school district personnel and/or by law enforcement of any item, article, object or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

C. Parent contact;

D. Parent conference;

E. Removal from class;

F. In-school suspension;

G. Suspension from extracurricular activities;

H. Detention or restriction of privileges;

I. Loss of school privileges;

J. In-school monitoring or revised class schedule;

K. Referral to in-school support services;

L. Referral to community resources or outside agency services;

M. Financial restitution;

N. Referral to police, other law enforcement agencies, or other appropriate authorities;

O. A request for a petition to be filed in district court for juvenile delinquency adjudication;

P. Out-of-school suspension under the Pupil Fair Dismissal Act;

Q. Preparation of an admission or readmission plan;

S Expulsion under the Pupil Fair Dismissal Act;

T. Exclusion under the Pupil Fair Dismissal Act; and/or

U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

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

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

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

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

[Note: The following Sections C. – J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N]

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

1. When circumstances permit, students shall be removed from class upon agreement of the appropriate teacher and principal after an informal conference with the pupil;

2. The removal from class may be imposed without an informal conference where it appears that the student will create an immediate substantial danger to himself/herself or to persons or property. If a student is removed from class due to immediate and substantial danger to himself/herself and an escort is needed the teacher will notify the office immediately;

3. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher, subject to the provisions of Minn. Stat. 127.41, Subd. 3(e) and the Pupil Fair Dismissal Act.

4. A written disciplinary report shall be submitted by the teacher or district employee within 24 hours of the removal of any student from his/her class.

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

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

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

The student must report directly to the office and at that time the building administrator or his/her designee will determine the appropriate consequences. The

building administrator or his/her designee will have responsibility for and custody of the student once removed from the classroom and has reported to the office.

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

The building administrator will determine the appropriate classroom re-entry plan.

G. Procedures for Notification.

Parents are to be notified whenever a child is referred to the office for disciplinary reasons. Notification may be in written or verbal form. Administrators will determine who will notify the parents and if follow up conferences are necessary.

H. Students with Disabilities; Special Provisions.

1. Procedures for consideration of whether there is a need for further assessment;

2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student with a disability who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises. According to Policy 417 – Chemical Use/Abuse: Section IV:C

1. Every school shall have a chemical abuse pre-assessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others. (In many cases, this will be the buildings Student Assistance Team)

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

3. Within 45 days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

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

The building administrator will determine the appropriate interventions tied to a violation of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

The building administrator will assist in determining appropriate procedures for encouraging early involvement of parents/guardians in attempts to improve student's behavior which may include, but is not limited to referral to the buildings Student Assistant Team.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

The building administrator will assist in determining appropriate procedures for encouraging early detection of behavioral problems which may include, but is not limited to referral to the buildings Student Assistance Team.

L. Reasonable Force Standard

A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. (Minn. Stat. 121A.582 Student Discipline; Reasonable Force)

A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. (Minn. Stat. 121A.582 Student Discipline; Reasonable Force)

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services; and

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

O. Unscheduled Student Removal From Class

A public school is encouraged to adopt a school policy on parental notification for unscheduled student removal from class. The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

[NOTE: The 2024 Minnesota legislature enacted this provision, which does not require a school board to adopt policy language. School districts may determine whether to adopt policy language.]

XII. DISMISSAL

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

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

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

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

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

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and

federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during the dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child

abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than 10 (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days.s. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statute section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statute section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

   a. strongly encourage a parent or guardian of the student to attend school with the student for one day;

   b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

   c. petition the juvenile court that the student is in need of services under

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statute sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

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

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statute sections121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statute sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's

records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on the website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon the which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and

recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statute section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal

action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary discipline practices, or other sanction, intervention, or resolution in response to the assault given to the pupil in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XIII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek

corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;

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

4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

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

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. §§ 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from class
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq*. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Date Adopted: 01/12/98	File Number: Detroit Lakes Policy - 522
Date Revised: 02/09/04; 03/10/2014; 10/19/2020, 10/24/22, 09/22/25	

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

_____

[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code, section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code, section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes, section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, FERPA regulations, 34 Code of Federal Regulations, part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations, part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a

potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact

between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. Informal Resolution OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. Dismissal of a Formal Complaint

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. Determination Regarding Responsibility

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. Retaliation prohibited

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)

20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)

29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)

42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act")

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

~~522 - TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS~~

~~[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 Code of Federal Regulations part 106. These regulations, which went into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.~~

~~The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 Code of Federal Regulations section 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations.]~~

~~I. GENERAL STATEMENT OF POLICY~~

~~A. The school district does not discriminate on the basis of sex, sexual orientation, and gender identity in its education programs or activities, and it is required by Title IX of Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex sexual orientation, and gender identity, including sexual harassment.~~

~~B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.~~

~~C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.~~

~~D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and /or this policy and grievance process should discuss them with the Title IX coordinator. The school district's Title IX Coordinator is Kylie Johnson, Human Resources Director, 218-847-9271, 702 Lake Avenue, Detroit Lakes, MN 56501, kylicjohnson@detlakes.k12.mn.us~~

~~Questions relating solely to Title IX and its regulations may be referred to Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~

E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Days" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall stat that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the

respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. "Sexual harassment" means any of three types of misconduct on the basis of sex, sexual orientation, and gender identity that occurs in a school district education program or activity and is committed against a person in the United States.

1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code sections1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate information resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

[Note: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]

II. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex, sexual orientation, and gender identity discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex, sexual orientation, and gender identity discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section1232g, FERPA regulations, 34 Code of Federal Regulations part 99 Minnesota law under Minnesota Statutes section 13.32,, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility). .

E. Right to an Advisor; Right to a Support Person

Complaints and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

[Note: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leave of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student respondent is responsible for violating this policy, the Decision maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex, sexual orientation, and gender identity discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex, sexual orientation, and gender identity discrimination or sexual harassment toward a student should report the alleged act as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex, sexual orientation, and gender identity discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex, sexual orientation, and gender identity discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex, sexual orientation, and gender identity discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal

complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

a. The school district undertakes an individualized safety and risk analysis;

b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an information resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing all allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISSEMINATION OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

[NOTE: For example, school districts are reminded of the obligation under Minnesota Statutes section 122A.20, subdivision 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the school district, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patters of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcomes of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex, sexual orientation, and gender identity discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex, sexual orientation, and gender identity discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex, sexual orientation, and gender identity discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex, sexual orientation, and gender identity stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex, sexual orientation, and gender identity in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquires about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex, sexual orientation, and gender identity discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report of formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. §121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § §121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C. § 1400, et seq. (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, et seq. (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act")

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Date Adopted: 04/22/24	**Detroit Lakes Public Schools Policy # 707**
Date Revised: 09/22/25	

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district.

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.

F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section 120A.22 by attendance at a nonpublic school.

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

A. [1][2][3]Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside 1/2~~two~~ miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for

students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a

disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statutes chapter 125A.

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district.

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.

4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

SCHEDULING AND ROUTING
Transportation services will be provided insofar as possible as follows:
A. On a city, county or township-owned road which is maintained by the city, county or township and is one-half mile long or more one way and comes out to a main traveled road.

There is a suitable and maintained place to turn around.

If vision is obscured at the point of turn-around, other arrangements will be necessary and will be at the discretion of the transportation contractor and the Transportation Coordinator~~[4]Director~~.

All turn-arounds must be plowed out wide enough to accommodate sufficient space for the safe turn-around of a bus. Transportation routes will be established to arrange the time and order of pick-up to minimize, to the degree possible, the amount of time a student is to ride on a school bus to and from school.

Insofar as possible, students will be transported towards the school of attendance without hauling students greater distances out into the country than necessary.

Families may designate a pickup location that is different from their dropoff location. Multiple pickup or dropoff locations will not be allowed except if approved by the Transportation Coordinator~~Director~~. All pickup and dropoff locations must be in the same attendance area as the school of record

All bus routes will be controlled directly by the Transportation Coordinator~~Director~~ and all questions by School Board members, parents, bus drivers, and bus owners shall be first referred to the Transportation Coordinator ~~Director~~ for his review, consideration and recommendation.

Buses will not be operated on private roads or driveways unless, in the judgment of the bus contractors and the Transportation Coordinator~~Director~~, a greater safety hazard exists in backing or turning around the bus in a hazardous area on a township or county-owned road.

In general, the Detroit Lakes Public Schools will offer transportation to all students assigned to a building of record providing the student's record of residence is a minimum of one mile or more from the assigned school of attendance.

Students residing more than one half mile from their residence to the nearest edge of school property within the city boundaries of Detroit Lakes or who are classified as a Hazardous Transportation Category will be provided daily transportation to and from school. Hazardous Transportation Categories are as follows: students whose residence in relation to their building of attendance requires the crossing of U.S. Highway 10, Minnesota Highway 34, Washington Avenue, Corbett Road, 11th Avenue from 8th Street to MN Hwy 34, Roosevelt Avenue from U.S. Hwy 10 to MN Hwy 34, or the Burlington Northern and Canadian Pacific railroad tracks. A map depicting such areas is available for inspection at the Administration Center.

Unique or temporary locations within the city limits will be determined by the Transportation Coordinator~~Director~~.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code section 1415 (Individuals with Disabilities Act), 29 United States Code section 794 (the Rehabilitation Act), and 42 United States Code section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that

no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Children with a Disability Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Date Adopted: 2/11/91	
Date Revised: 08/13/01; 05/13/02; 12/8/03; 9/11/06; 3/12/07; 5/12/08; 10/13/08, 10/04/17, 09/26/22, 08/28/23, 04/22/24, 09/22/25	**Detroit Lakes Public Schools Policy # 709**

709 - STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

Administrative procedures of the transportation system have been adopted by the School Board. The bus drivers and contractors shall be responsible to the Superintendent, who may delegate to the Transportation Coordinator~~Director~~ authority in the area of transportation.

Riding a school bus is a privilege, not a right. The transportation routing system provided by Detroit Lakes Public Schools is designed as a mass transit system with common collection points and is not intended to be a cab service. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the School District's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provision. (MN Stat § 121A.59)

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

a. transportation by school bus is a privilege, not a right;

b. school district policies for student conduct and school bus safety;

c. appropriate conduct while on the bus;
d. the danger zones surrounding a school bus;
e. procedures for safely boarding and leaving a school bus;
f. procedures for safe vehicle lane crossing; and
g. school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes 169.446, Subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training

C. Active Transportation Safety Training

1. Training Required

a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. **School Bus and Bus Stop Rules.**
The School District school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. **Rules at the Bus Stop**

a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b. Respect the property of others while waiting at your bus stop.

c. Keep your arms, legs, and belongings to yourself.

d. Use appropriate language.

e. Stay away from the street, road, or highway when waiting for the bus.

f. Wait until the bus stops before approaching the bus.

g. After getting off the bus, move away from the bus.

h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i No fighting, harassment, intimidation, or horseplay.

j. No use of alcohol, tobacco or drugs.

3. <u>Rules on the Bus</u>

a. Immediately follow the directions of the driver.

b. Sit in your seat facing forward.

c. Talk quietly and use appropriate language.

d. Keep all parts of your body inside the bus.

e. Keep your arms, legs and belongings to yourself.

f. No fighting, harassment, intimidation or horseplay.

g. Do not throw any object.

h. No eating, drinking, or use of alcohol, tobacco or drugs.

i. Do not bring any weapon or dangerous objects on the school bus.

j. Do not damage the school bus.

4. **<u>Consequences</u>**

a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co curricular and extracurricular events (for example field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges. Listed below is an example of progressive discipline that may be used by school administration.

(1) <u>Elementary (K-5)</u>

1st Offense -warning
2nd Offense -3 school-day suspension from riding the bus
3rd Offense -5 school-day suspension from riding the bus
4th Offense -10 school-day suspension from riding the bus/meeting with parent
Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) <u>Secondary (6-12)</u>

1st Offense -warning
2nd Offense -5 school-day suspension from riding the bus
3rd Offense -10 school-day suspension from riding the bus

4th Offense -20 school-day suspension from riding the bus/meeting with parent
5th Offense -suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop five minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota's driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Section VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of a minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

[1][2]G. An operator of a type III vehicle whose driver's license is suspended, revoked, canceled, or disqualified by Minnesota, another state, or another jurisdiction must notify the operator's employer in writing of the suspension, revocation, cancellation, lost privilege, or disqualification. The operator must notify the operator's employer before the end of the business day immediately following the day the operator received notice of the suspension, revocation, cancellation, lost privilege, or disqualification.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driving Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

[NOTE: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operating the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligible requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota. Statutes section. § 169.011, Subdivision. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

5. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

6. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

7. Type III vehicles must be equipped with mirrors as required by law.

8. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport

students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

9. Any type III vehicle used to transport students must carry emergency equipment including:

a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

10. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

11. All drivers of Type III vehicles will be legally licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

12. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes 122A.18, Subdivision. 8, or Minnesota Statutes 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes Chapter 245C for day care employees; or Minnesota Statutes section 171.321, Subdivision. 3, for all other persons operating a type III vehicle under this section.

d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, Subdivision. 2.

e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, Subdivision.2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, Subdivision. 5.

g. A person who sustains a conviction, as defined under Minnesota Statutes 609.02, of violating Minnesota Statutes section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31(alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, Subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes Chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j. Students riding the type III vehicle must have training required under Minnesota Statutes 123B.90, Subdivision 2 (See Section II.B., above).

k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. <u>Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement</u>

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.

d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes Section 171.321, Subdivision 2.

e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes 171.02, Subdivision 2a(h) – 2a(j).

f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Preschool Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

E. All school vehicles shall be maintained in safe operating conditions through a systematic preventative maintenance and inspection program adopted or approved by the school district.

F. All school vehicles shall be state inspected in accordance with legal requirements.

G. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

H. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of non-public school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes section 171.321, Subdivision. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)

Minn. Stat. § 123B.91 (School District Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licenses and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety School Children;Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subd. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (NotNotice of violation by Commercial Driver
Minn. Stat. § 171.169 (Notice of Commercial License Suspension
Minn. Stat. § 171.321 (Qualifications of a School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R §. 383.51 (Disqualification of Drivers)

Cross References:
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Non-public Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Addendum A

Detroit Lakes Public Schools Type III Bus Driver Training/License Verification Form

In Minnesota the school vans that are driven are considered Type III school buses. As a driver you are subject to certain Minnesota state laws and district policies. Drivers must annually receive training and validation of their license.

- The driver shall never drive at a speed that is faster than the posted limit or unsafe due to existing road or weather conditions. Headlights are to be always used.
- Drivers must report any disqualifying convictions to the Transportation Direction within 10 days of the occurrence.
- Drivers may not have more than 3 moving violations within any 3 year period.
- Drivers are not to use cell phones while the vehicle is in motion.
- Student passengers must be supervised taking into consideration that they are not fully adult and their safety must be your first consideration. Patience and understanding must accompany your conduct dealing with students, especially those with disabilities.
- Disorderly conduct of students is to be reported to the building Principal. It is their responsibility to determine disciplinary actions.
- All occupants must be secured individually with seat belts or child restraints. The vehicle rating capacity shall never be exceeded. Drivers can never have more than 9 passengers.
- Pre-trip inspections must be conducted and recorded on the form provided.
- Safe loading and unloading procedures of students are summarized in the following:

1. Utilize a safe location at the curb, the nontraffic side of the road, or at safe locations off from the roadway such as driveways and parking areas.
2. Refrain from loading or unloading in a vehicle traffic lane, on the shoulder, in a designated turn lane or adjacent to a designated turn lane.
3. Avoid loading or unloading at locations that requires students to cross the roadway. If this is necessary students must be escorted across the road by the driver or an adult supervisor.
4. During loading and unloading the vehicle drive system must be in the "park" position.

All Type III vehicles contain the following safety equipment. Be sure to familiarize yourself with their location and become familiar with their proper use.

- A fire extinguisher.
- A first aid kit.
- A body fluid clean-up kit.
- A set of three warning triangles.
- Seat belt cutting knife.

I have read the above and am in compliance with the information. Below is my driver's license information:

Full Name as on License (PRINT): _____

License Number: _____ Issuing State:_____ Exp. Date: ____/____/_____

Signature: _____ Date: ____/____/_____

Date Adopted: 05/14/87	File Number: Detroit Lakes Policy - 722
Date Revised: 06/12/00; 08/09/10, 06/26/23	No Changes

722 - PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE:

The School District recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

a. The requested data does not exist; or

b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

(1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary

classification, or specific provision of federal law on which the determination is based.

(2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requestor (phone number, address, or email address).

B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:

1. The estimated costs of preparing the summary data, if any; and

2. The summary data requested; or

3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.

D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.

G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to

mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

A. All requests for individual subject data must be made in writing directed to the responsible authority.

B. A request for individual subject data must include the following information:

1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;

2. Date the request is made;

3. A clear description of the data requested;

4. Proof that the individual is the data subject or the data subject’s parent or guardian;

5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).

C. The identity of the requestor of private data is private.

D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:

a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: the district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Annual Review and Posting

A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

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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 districtwide 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, 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 (2011Edition) to assist in development of the 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. LockDown Procedures. Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or when determined to be necessary by the building administrator or

designee. The building administrator or designee will announce the lockdown 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 lockdown. 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. CrisisSpecific 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 districtwide 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 in 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 designee, 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 daytoday basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to nonteaching school personnel who have direct contact with students. All staff should 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 Minn. Stat. § 299F.30. See

Minnesota Statutes section 121A.035.

[Note: The State Fire Marshall 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 the 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 charger 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 System

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 decision 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; or

b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

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

D. Notice

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

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

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. Visitor

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA 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.]

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.002, 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 the School District Buildings and Sites)
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)
~~https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf~~

Resources:I Love U Guys Foundation, *Standard Response Protocol*

https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

Safe and Sound Schools

https://safeandsoundschools.org/ (012325)

Date Adopted: 10/13/97	File Number: Detroit Lakes Policy - 421
Date Revised: 03/09/2015; 8/13/18; 12/20/21	Date Reviewed: 09/22/25

421 - GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees, and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.

B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.

C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of $5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is "insignificant."

D. Teachers may accept from publishers free samples of textbooks and related teaching materials.

E. This policy applies only to gifts given to employees where the donor's relationship with the employee arises out of the employee's employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee's employment with the school district.

F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

III. DEFINITION

A. "Gift" means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment, that is given without something of equal or greater value being received in return.

B. "Interested person" means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.

C. "Financial interest" means any ownership or control in an asset which has the potential to produce a monetary return.

IV. PROCEDURES

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

V. VIOLATIONS

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

Legal References: Minn. Stat. § 10A.07 (Conflicts of Interest)
Minn. Stat. § 10A.071 (Prohibition of Gifts)
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee; Penalty)
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

Cross References: MSBA/MASA Model Policy 209 (Code of Ethics)
MSBA/MASA Model Policy 210 (Conflict of Interest - School Board Members)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

Date Adopted: May 13, 2002	File Number: Detroit Lakes Policy - 424
Date Revised: 02/09/04; 12/20/21, 09/25/23	Date Reviewed: 09/22/25

424 LICENSE STATUS

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

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.

B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.

C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.

B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.

C. If it is discovered that a teacher's license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination,

inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. §122A.16 (Qualified Teacher Defined)
Minn. Stat. §122A.22 (District Verification of Teacher Licenses)
Minn. Stat. §122A.40, (Employment: Contracts; Termination – Immediate Discharge)
Minn. Stat. §127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed,* 1993 WL 129639(Minn. App. 1993)

Date Adopted: 11/21/1991	File Number: Detroit Lakes Policy - 428
Date Revised: 6/11/2012; 8/08/2016; 8/14/17; 6/29/20; 1/24/22; 8/22/22; 06/24/24	Date Reviewed: 09/22/25

428 – SUBSTITUTE TEACHER PAY

It is the desire of Detroit Lakes Public Schools to attract and engage certified substitute teachers to continue its educational program in the absence of its regular staff.

All substitute teachers shall be licensed and have on file at the District Office necessary information for payroll purposes, including I-9 information, TRA number, Social Security number, W-4, etc. A valid background check must also be on record with the district. A district database of approved substitute teachers is provided to all district administrators and teachers for selection and/or placement of substitute teachers as needed.

Each substitute teacher shall be provided by the building administrator or his/her designee information appropriate to carry on the educational activities of the respective substitute assignment. This information shall include, but not be limited to, a seating chart, class schedule, lesson plans, attendance procedures, emergency procedures for room and students, and any other additional information that is pertinent concerning the classroom procedures.

Each substitute teacher is expected to provide a brief summary at the end of the school day on the activities and any special assignments or other information for the classes conducted during that day or substitute period.

Each substitute teacher shall sign a voucher for payment of substitute compensation which is to be counter signed by the building administrator and forwarded to the District Office by pay period by the building administrator for payroll processing.

Substitute teacher pay periods will be the same as for all other district employees on the 15th and 30th of the month with the cutoff dates for payroll preparation consistent with all other employees of the district.

Substitute teachers may attend specified workshop and district inservice sessions when offered. Inservice sessions which substitutes may attend will be posted on the district website at the beginning of each school year or when this information is known. No compensation will be afforded for workshops or inservice attendance. However, consideration will be given to the engagement of substitute teachers who are most familiar with the school and its educational programs.

ADMINISTRATION:

The administration of the Substitute Policy shall be the responsibility of the superintendent or his designee and shall be consistent with all provisions as promulgated by the school board.

SUBSTITUTE TEACHER COMPENSATION:

Category I:

1. The daily rate of pay for substitute teachers will be approved on a bi-annual basis during even-numbered years at the May or June board meetings with rates going into effect the following school year.

The daily rate of pay for 2024-2025 and 2025-2026 will be as follows: $160.00 per full day and $80.00 per half day.

2. Any interim certified teacher substituting sixteen full, consecutive student contact days for the same teacher in the same classroom shall earn the proration of the base of the BA lane of the present salary schedule retroactive to the first day of consecutive student contact days.

Category II:

1. Any certified teacher who substitutes more than thirty (30) days per school year for the same absent teacher shall be placed on the appropriate step and lane of the salary schedule retroactive to the first day of service in the school year after completion of the thirty (30) days. Experience will not be accepted beyond the 6th step of the salary schedule.

2. Pursuant to the provisions of the Affordable Care Act (ACA), long-term substitute teachers hired to work 30 or more hours per week shall be eligible to enroll in the group health insurance plan upon completion of a 90 day waiting period of continuous employment. Eligibility is also subject to any limitations contained in the contract between the insurance carrier and the School District. Insurance premium contribution, if given, will not be retroactive and shall begin on the first of the month after the substitute has fulfilled the 90 day waiting period and shall be subject to the limitations applying to all other teachers concerning District's obligation for insurance coverage.

3. The provisions of the Master Agreement shall not apply to substitutes employed less than thirty-one (31) days per year for the same absent teacher.

4. Substitutes who have completed thirty (30) days of teaching for the same teacher per school year shall receive prorated sick leave. Example: A Substitute will receive one (1) day of sick leave per twelve (12) days of service; retroactive to the first day of service.

Payments to Substitutes When A School Day is Shortened:

The substitute teacher will be paid full day sub rate of pay when:

1. Normal school start and school day dismissing by 1:30 PM (or later), or at least five hours in length.

2. Delayed school start and normal dismissal.

The substitute teacher will be paid the half-day sub rate when:

1. Normal school start and school day dismissing before 1:30 PM.

2. Delayed school start combined with any early dismissal.

The substitute teacher will not be paid when:

1. School is canceled (including a day where staff reports but school is canceled after buses are out and partial student load is returned to home).

Cancellation Of Sub Assignment

1. In the event a subbing assignment has been canceled or the substitute is no longer needed and is not notified of such and the substitute reports to the assigned building at the originally assigned time, the substitute will be paid the equivalent of the ½ day rate of sub pay.

MEMORANDUM OF UNDERSTANDING

Between MAHUBE-OTWA Community Action Partnership, Inc. (MAHUBE-OTWA Head Start) and [Detroit Lakes School District] (LEA)

Duration: 2025-2026 program year, renewable annually upon mutual agreement.

1. Purpose

This MOU outlines the collaborative relationship between MAHUBE-OTWA Head Start and LEA for the coordination of early childhood services to children and families residing within the boundaries of the stated district(s).

2. Definition of Service Area

Services will be provided within the boundaries of MAHUBE-OTWA Head Start and LEA.

3. Curriculum and Assessment

MAHUBE-OTWA Head Start and LEA will:

- implement a research-based early childhood curriculum and assessment that is aligned with the Head Start Child Outcomes Framework, and Minnesota Early Learning Standards, and/or LEA standards.
- ensure preschool screening is completed on all enrolled children prior to kindergarten entry. Send the registration for Early Childhood Screening form to Kim Holt.
- share assessment and screening results as requested and with parental consent.

4. Data Sharing and Confidentiality

MAHUBE-OTWA Head Start and LEA will:

- agree to comply with FERPA, HIPAA, and applicable laws.
- use shared data solely for agreed program purposes.
- obtain signed consent for all personally identifiable information shared.

5. Professional Development

MAHUBE-OTWA Head Start and LEA will:

- work cooperatively to provide shared training, as appropriate, based on each program's training requirements and needs.

- work cooperatively to provide Special Education training on an as needed basis and for individual consultation

6. Special Education Services

MAHUBE-OTWA Head Start and LEA will:

- work collaboratively and share documentation on the referral and evaluation process for children with suspected delays. Send referrals to Sara Olson. saolson@detlakes.k12.mn.us
- train staff on district and program policies while working with children onsite such as signing ICCPPs (individual child care program plans) and unsupervised log sheets.
- provide staff to attend IEP/IFSP and related meetings in the classroom or childcare setting and/or in the home.
- provide adequate supplies, materials and training to meet the needs of children with special needs.

7. Selection and Recruitment for Programming

MAHUBE-OTWA Head Start and LEA will:

- increase participation of underserved populations of children by aligning early childhood opportunities that best meet the needs of each family including both private and non-private entities
- generate support and share resources to promote school readiness
- collaborate on local early childhood committees
- host family events and conduct outreach

8. Kindergarten Transition

MAHUBE-OTWA Head Start and LEA will:

- communicate and share requested records with parental consent.
- provide opportunities for teaching staff to network and collaborate on services for families.
- organize meetings or written documentation for staff to provide input on kindergarten placements as requested.
- collaborate on kindergarten transition activities and share information with enrolled families.
- educate families on school readiness and family engagement opportunities in school districts

9. Provision and Use of Facilities Other Program Elements

MAHUBE-OTWA Head Start and LEA will:

- Collaborate on the shared use of local resources as appropriate.
- Maintain a contract for food service.

10. Term of Agreement

The agreement will become effective immediately after being signed and dated by all parties and remains in effect through the program years indicated on page 1, unless changes are discussed and warranted. By signing the agreement each agency agrees to the terms.

Signatures

MAHUBE-OTWA Head Start

Name: Melissa Mack
Signature:_____
Title: Mental Health & Disability Manager
Date:_____

Name: Robin Soyring
Signature:_____
Title: Professional Development & Education Manager
Date:_____

Detroit Lakes School District

Name: Mark Jenson
Signature: [signature]
Title: Superintendent
Date: 9/16/2025

Name:_____
Signature:_____
Title:_____
Date:_____

Name: Karen Nudell
Signature: Karen Nudell
Title: Director of Special Ed
Date: 8/21/25



STUDENT/PARENT HANDBOOK

2025-2026

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CLASS SCHEDULE

PERIOD	TIME
1	8:15 - 9:05
2	9:05 - 9:55
Advisory	9:55 - 10:25
3	10:25 - 11:15
4	11:15 - 12:05
Lunch	12:05 - 12:35
5	12:35 - 1:25
6	1:25 - 2:15
Skills	2:15 - 2:40
7	2:40 - 3:30
8 - CR	3:30 - 4:20

DETROIT LAKES LAKERS

25-26 District Calendar

August 18-19	New Teacher Inservice
August 25-28	Teacher Inservice
August 27	K-12 Open House
September 1	Labor Day • No School
September 2	First Day of School PK-12
September 24	Early Dismissal
October 13	HS/MS P/T Conferences
October 14	Elementary P/T Conferences
October 15	K-8 No School;P/T Conferences; 9-12 In Session
October 16-17	Fall Break- No School
October 29	Early Dismissal
October 31	End of 1st Quarter
November 10	Teacher Inservice-No School
November 21	End of 1st Trimester
November 24	HS P/T Conferences
November 26	Early Dismissal
November 27-28	Holiday- No School
December 23	Early Dismissal1:00pm
December 24	Winter Break Begins
January 1-2	Winter Break- No School
January 16	End of 2nd Quarter/ 1st Semester
January 19	Teacher Inservice-No School
February 12	Early Dismissal
February 13-16	Holiday No School
February 23	HS P/T Conferences
February 27	End of 2nd Trimester
March 9	MS P/T Conferences
March 10	Elementary P/T Conferences
March 11	K-8 No School;P/T Conferences; 9-12 In Session
March 12-13	Spring Break No School
March 20	End of 3rd Quarter
March 23	HS P/T Conferences
April 3-6	Holiday No School
May 21	Last Day of School
May 21	Last day of Semester/Trimester/Quarter
May 22	Teacher Inservice-No School
May 25	Holiday No School
May 22, 26-29	Potential Makeup Days
June 19	Holiday District Closed

KEY

- New Teacher Inservice
- Teacher Inservice
- Early Dismissal Day
- Holidays Offices Closed
- K-8 No School • 9-12 Open
- No School
- P/T Conferences
- End of semester/Trimester
- Beginning/Ending Days

168	Student Contact Days
9	Teacher Inservice/Conferences
177	Teacher Contract Days
1	August 1-Sept 1; K-8 Teacher Floating day

OFFICES CLOSED:
July 4th, Labor Day, Thanksgiving Day & Day After, Christmas Eve & Day, New Years Eve & Day, Good Friday, Memorial Day, Juneteenth

July • 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August • 2025

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September • 2025

S	M	T	W	T	F	S
	1		3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October • 2025

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November • 2025

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December • 2025

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January • 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February • 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March • 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April • 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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May • 2026

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June • 2026

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DLALC MISSION

The mission of Detroit Lakes Public Schools is to simply deliver educational excellence. You will often hear "Laker Pride" used around the district. A further illustration of our mission is represented in the graphic below. In addition our building goals are directly tied to this idea of "Laker Pride." This graphic represents our road map for success not only at the district level, but at the building level as well.

Laker PRIDE

	**Purpose** our intention, what drives us	Deliver educational excellence.
	**Relationships** the ways we connect and behave toward each other	Care and communicate positively and respectfully within and across our schools and community. • District <→ parents and community members • District <→ building • Building <→ teacher • Building ←> parents • Teacher <→ parent • Teacher <→ students
	**Innovation** the creation, development and implementation of a new idea or concept to enhance educational opportunities	Embrace creativity and critical thinking. • Renew and bring up to date all systems and practices • Utilize growth mindset to hone existing intentions/objectives and explore new ideas • Support diverse ways of thinking and doing • Embed equity continually in every facet of our work
	**Development** a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components	Foster the academic, social, emotional, and cultural needs of all learners. • Implement and sustain PBIS at all levels • Hone our support for social/emotional health • Further learning and implementation of equitable feedback, assessment, grading and reporting • Provide professional development that supports PRIDE
	**Equity** the quality of being fair (not equal) and impartial	Ensure that our values, policies, and practices are equitable for our students, staff, and community. • Clarify and support understanding of equity vs. equality for all • Actively promote equity (institutional, personal, and instructional) • Remove systemic barriers • Accommodate different learning styles • Give students a voice

ALC Programs

The Credit Recovery Program is designed for students who need to do most of their high school work independently. Students are required to meet with an instructor for an hour and then complete necessary units of work. They meet with the teacher again to review work and get the next assignment. A total of 75 hours is equal to a semester credit. This program is flexible and tailored to meet individual learner needs.

Please help communicate the importance of academic interventions with your student. Utilizing this time in our schedule effectively helps students who have questions, need extra support, or are struggling. Remember that our goal is to prepare students for success beyond our walls! Having flexible time in our schedule helps teach students how to prioritize and be responsible for their own learning. Two very important skills required as an adult!

*If you are not caught up in courses or are struggling this is the primary resource to take advantage of!

The Seat-based Program is designed for students who need the structure of a traditional school day, but a different educational experience. Students participate in hands-on activities, community involvement, and a variety of field experiences. A focus of this program is to work on the barriers or obstacles that cause students

to struggle in school. Small groups and social activities are utilized to develop school skills. Strong partnerships with community businesses and agencies are also utilized.

The Recovery School is designed for students who are committed to sobriety. Detroit Lakes Recovery School is dedicated to assisting students in recovery to maintain their sobriety, achieve academic success, and experience social and emotional growth.

PROGRAM COMPONENTS

Intervention Based Education

Intervention based education is an approach to education that identifies barriers and challenges that inhibit a learners ability to learn and experience academic growth. These challenges may be academic, mental health, chemical health, social skills, family crisis, disabilities, etc... Staff, students, parents, appropriate community resources, and family support systems will develop intervention plans. These plans are intended to support learners and families, so they can continue to learn and develop. The Response to Intervention, or RtI, process will be utilized in assessing, monitoring and programming to meet the academic and behavioral needs of our students.

Restorative Measures

Restorative Measures is a practice based on using disciplinary situations as an opportunity to repair the harm done and learn from the experience. This model focuses on learning from mistakes, taking responsibility, and providing some sort of restitution instead of a consequences only approach to discipline.

Community Involvement

Students are required to participate in service learning or work experience community participation class. 1 semester (75 hours) is required outside of their school day.

Enrollment

Students, who wish to attend the Area Learning Center as an alternative to their traditional high school, **need to be referred** to the Student Assistance Team for consideration of educational placement. Students can refer themselves (with parent approval), or by staff, parents, or community agencies.

Students must qualify for enrollment in alternative education services. These qualifications are defined by the Graduation Incentives Criteria.

The Student Assistance Team will consider many educational services and options as they work with parents and students to create positive educational experiences. Alternative education services may or may not be recommended.

Dismissal

Students who are not making adequate progress may be dismissed from the seat-based program. Students, parents, staff, and community interventions will be utilized to problem solve obstacles or barriers and provide support. When student effort and/or resources have been exhausted, students will be referred back to their residential high school, or the Independent Study Program for continued educational programming. A student may be dismissed immediately or after numerous interventions dependent on circumstances and/or parent and student efforts.

ATTENDANCE

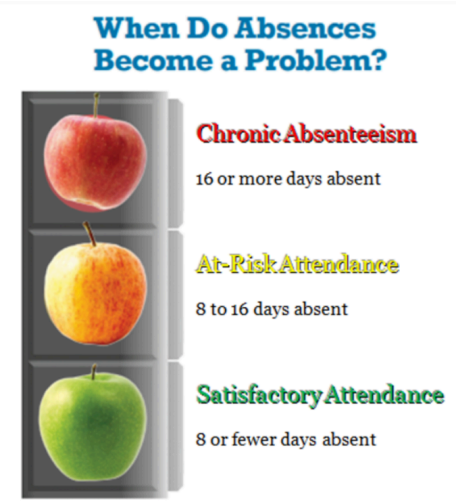
DLALC ATTENDANCE PHILOSOPHY

"Every Student, Every Day"

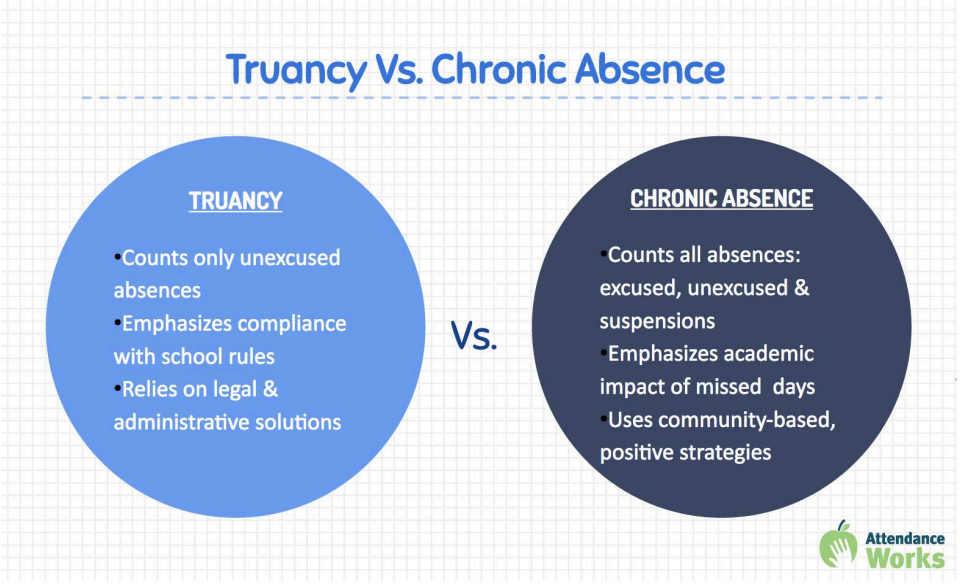
A student's academic success is directly related to regular, daily attendance. Students who attend school every day receive opportunities for important contact with their teachers, a safe and stable environment, and establish a record of responsibility and dependability for themselves.

Detroit Lakes ALC's minimum attendance goal for every student is 90% attendance. This means a student should not miss more than four days each semester or eight days during the course of the school year. Students who are absent from school for unauthorized reasons must understand that many of the activities that happen in class are not possible to make up and their grades could suffer because they have missed valuable learning opportunities because of their absences.

Minnesota state law (MN 120A.22; 120A.34) states the parents of every child between the ages of seven and 17 are responsible for ensuring their child receives instruction with the primary purpose of that instruction being that the child acquires the knowledge and skills essential for effective citizenship.



The Detroit Lakes ALC's attendance procedures are guided by research from the organization Attendance Works. The idea behind this system is that we spend effort proactively teaching the importance of attendance, communicating effectively to parents and families about attendance issues, use attendance data to problem solve attendance issues, and creating high quality relationships with students and families so that coming to school is a priority. Please understand that any absence, even "excused absences" can have an effect on student achievement. The graphic below illustrates the difference between truancy and chronic absenteeism. Our goal is to reduce absences of all types so that our students have the best possible chance for success in their education! You will often hear the phrase: "Every Student, Every Day" when we talk about attendance.



OTHER REMINDERS ABOUT ATTENDANCE:

- Student academic and personal achievement is the primary purpose of DLALC. To achieve at a high level regular attendance is critical.
- To ensure student safety and accountability, families need to know if their children are absent from school.
- Students who are tardy will be subject to consequences determined by the classroom teacher. Chronic tardiness will be referred to the administrator for review.

PARENTAL NOTIFICATION OF STUDENT ABSENCES

A student becomes a "Continuing Truant" when a child who is subject to the compulsory instruction requirements (MN Statute 120A.22) is absent from instruction without valid excuse within a single school year for: (1) three days if the child is in elementary school; or (2) one class period on three separate days if the child is in middle school, junior high school, or high school.

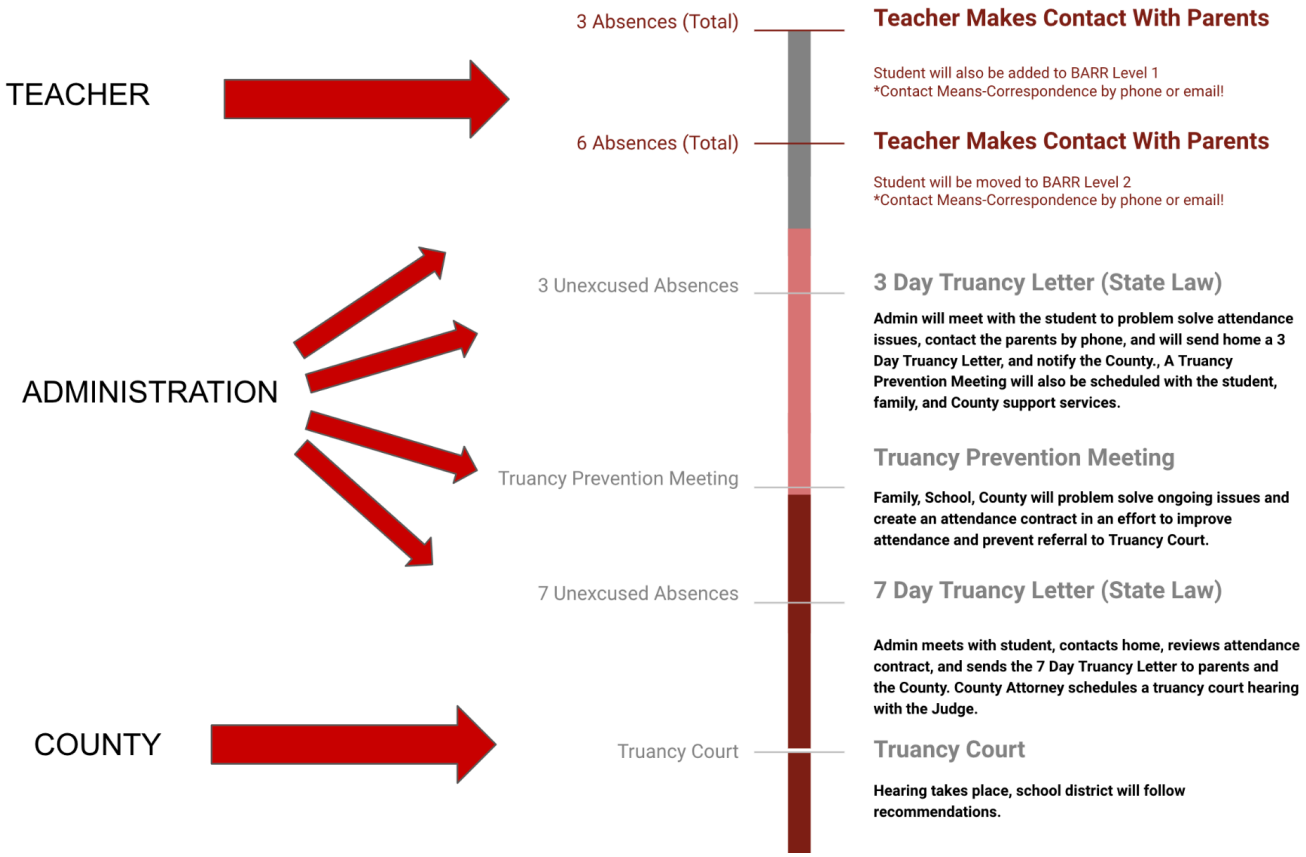
DLALC follows state law concerning the procedure for addressing student absences (MN Statute 260A.01 - 260A.07)

- Upon the 3rd accumulated Non-Exempt absence, the school can notify the student and parents via phone/letter that their child has 3 absences in said class period. They will be invited to set up a meeting with the school. Becker County Social Services will also be notified.
- The purpose of these truancy prevention meetings is to problem solve issues causing poor attendance and create an attendance contract that prevents further absence from school.
- Upon the 7th accumulated Non-Exempt absence, the school can notify the student and parents via phone/letter. A meeting with the School Attendance Review Board will be required.
    - On the seventh unexcused absence the Becker County Social Services and the Becker County Attorney will be notified, requesting a petition of truancy be filed for those students required to be in school by the laws of the State of Minnesota.

*Remember that if students continue to accumulate Non-Exempt absences, especially after the implementation of a truancy improvement plan and referral to Becker County, they can be dropped/failed from a course and lose credit. Students who are dropped or fail a course have to make up credits using the credit recovery options provided in the district.

DLALC ATTENDANCE INTERVENTION PROCEDURES

The graphic below outlines the specific procedures that DLALC follows when attendance concerns arise. All teachers, administrators, counselors, and support staff in our building work together each week to help students find success.



DROP/FAIL FOR ATTENDANCE REASONS

Unexcused and Non-Exempt student absences could result in a student being "Drop/Failed" from a course. Our highest priority is getting students to attend classes so that they can stay on track, earn credits, and graduate! Understand that courses at the High School level cannot simply be "made up" after lengthy time periods of learning loss. Particularly if a student shows a continued pattern of absences or no effort in their courses without any improvement after staff intervention.

- Students who have been non-exempt in a class are eligible to be dropped from the classes they have been skipping. Drop/Failing a class will not happen until they qualify for the 7 Day Truancy Letter and will be built into their Attendance Contract.

ABSENCE CLASSIFICATIONS

Exempt Absences	Non-Exempt Absences
• Absences approved by the state of Minnesota (120A.22): o child illness verified by medical provider school nurse in writing o medical, dental, orthodontic, or counseling appointments verified by the medical provider in writing; o family emergencies (such as a house fire, critical injury to parent/guardian) o the death or serious illness or funeral of an immediate family member o active duty in any military branch of the	• Medical appointments not verified by medical provider • College visits (beyond the first two per year) • Driver's training instruction • Emergency family matters not excused by the State of Minnesota • Family trips (beyond the first five days per year) • Others as determined by administration • Leaving campus without following proper check-out procedures in the office • Unverified absences

United States o The child has a condition that requires ongoing treatment for a mental health diagnosis o Religious observations approved by parents (must notify DLALC in writing beforehand) ● Absences approved by school administration: o Child illness not verified by medical provider or school nurse (Medical verification required after the eighth cumulative non-medically verified absence due to illness) o School supported extra/co-curricular activities o School suspensions o Court dates/appearances o College visits approved by administration (2 days per year; must notify DLALC in writing before the absence) o Transportation problems (1 per year) o Family trips (up to five days per year; includes hunting; must notify DLALC in writing before the absence) o Others as determined by administration	● Personal appointments or activities ● Babysitting ● Transportation problems (any after 1 exempt) ● Oversleeping, Running Late, studying, volunteering, etc ● Skipping their assigned class period for any other reason ● Others as determined by administration

*The reasons for not being in school listed under the Non-Exempt categories of Excused and Unexcused are examples and not to be considered a complete list. Any reason given that does not fall under the Exempt category will be considered Non-Exempt at the discretion of administration.

ABSENCE REPORTING PROCEDURES

- Parents are to contact the school prior to, or the day of, all planned absences and provide a reason for the student's absence.
- Absences which are not reported to the school with the required documentation when the student returns to school will be considered Non-Exempt.
    - Appointment verification is required for any appointments which take a student out of the school building during the school day.
    - Students are required to return to school with an appointment card from the clinic that includes the date and time of the appointment and are required to present this information to the office before going to class.
    - Appointments should be scheduled during a student's lunch or after school.
- The school district may require a signed note from a medical professional for absences due to illness or medical reasons, especially when those absences become excessive.
- A student who is absent due to participation in a school-sponsored activity does not need to be excused by a note or phone call from a parent.
- Students who are 18 years old and are independent as defined by section 152 of the Internal Revenue Code and who have provided documentation of independence may excuse their own absences, but are required to abide by all DLALC attendance rules and regulations. 18 year old students who are claimed as dependents by their parents or guardian are, in accordance with Minnesota Statute

120A.20, governed by the same set of rules and regulations that are applied to all other students.

- If a student arrives at school after classes have started or will be leaving before the school day has ended, they must report to the office to check-in and check- out.

PARTICIPATION IN ACTIVITIES

To ensure that activities are uniform and known to all students, the Board of Education of I.S.D. #22 has adopted the Minnesota State High School League (MSHSL) participation rules and regulations for all activities offered to Detroit Lakes students, regardless of whether they are league activities or school sponsored activities.

A student must attend at least one-half of the school day (4 consecutive periods) in order to be allowed to participate in or attend after-school activities that day. If a student misses all day because of an Exempt absence, they may be allowed to participate upon the determination of an administrator.

A student must be in good standing academically, behaviorally, and in attendance to participate in activities. In addition to meeting the MSHSL eligibility requirements for participation, the administration reserves the right to limit participation by students deemed not to be making adequate progress toward graduation. The administration also reserves the right to limit participation by students with excessive behavioral detention hours.

A student who has been determined to have been truant from school will be ineligible to participate in the next competition, regardless of the date and/or time of the contest.

Instances of excessive absence from school and chronic tardiness will be handled on a case-by-case by school administration and consequences will be determined based on the merit of each case.

It is vital that students and parents communicate absences immediately to the school to ensure accurate attendance and avoid Loss of Privileges.

If there are any circumstances or issues interfering with your ability to attend class, visit with your Advisor ASAP.

STUDENT SUPPORT RESOURCES

COUNSELORS and ADVISORY

The school counselor and advisors play an important role in the development of our high school students. DLALC has one school counselor that provides student support for social and emotional well being, academic planning, college and career readiness. This brings unique experience and expertise to our school to serve our students as a connection to resources, advocates, liaisons between teachers, parents, and administration and most importantly as trusted adults to support our students throughout their high school careers.

STUDENT SUPPORT SERVICES

DLALC also provides student support services to meet the needs of all students. In addition to school counselors, DLALC provides a Native American College and Career Facilitator, Chemical Health Coordinator, and has access to Stellher Mental Health Services. These groups all work together to provide appropriate services for all of our students at DLALC.

Student Support Services	
Nathan Anderson School Counselor nanderson@detlakes.k12.mn.us	Amy Goodwater, LADC Recovery School Counselor agoodwater@detlakes.k12.mn.us
Jenny Mernitz Stellher Human Services jmernitz@detlakes.k12.mn.us	Cara Myers Special Education cmyers@detlakes.k12.mn.us
Melanie Holmquist Native American College and Career Facilitator mholmquist@detlakes.k12.mn.us	

SUICIDE PREVENTION RESOURCES

Becker County & White Earth Crisis Line 218-850-HELP or 877-380-3620 24/7	988 Suicide & Crisis Hotline Dial (988) either call or text to get connected to a counselor 24/7	Crisis Text Line Text “Home” to 741741 to reach a volunteer crisis counselor 24/7

ACADEMICS

ACADEMIC INTEGRITY (CHEATING / PLAGIARISM)

Having academic integrity means:

- Being intellectually honest
- Possessing personal truthfulness
- Learning for its own sake
- Valuing the creations and opinions of others

You are *acting* with academic integrity when you:

- Take full credit for your own work, and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own.
- Represent your own work honestly and accurately.
- Collaborate with other students only as specifically directed and authorized.
- Report breaches of academic integrity to a teacher, counselor or administrator

What is cheating? Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means.

WHAT DOES CHEATING LOOK LIKE?

- **Sending answers, copies of assignments, or sharing Google Docs of assignments electronically with friends! (*This has been a common problem since the Pandemic!)**
- Presenting someone else's information/work as your own (with or without their permission) or allowing someone else to use your work as his or her own.
- Taking shortcuts (such as unauthorized use of study aids) to bypass steps of an assignment.
- Using forbidden material, such as cheat sheets, graphing calculators, or cell phones, during an exam.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Being dishonest with your teacher such as saying you've turned in an assignment when you did not, or that you've worked hours longer than you actually did to complete an assignment.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assignment, project, or exam, ie. *"My dog ate my homework"!*
- Missing class in order to avoid turning in an assignment or taking a test.

WHAT ARE YOUR RESPONSIBILITIES?

- Read and know the *DLPS Academic Integrity Policy* AND observe all rules and consequences established by your teachers.
- Report to the teacher if cheating is taking place and how it is being done.
- Do not copy homework or let someone else copy your homework. Do not use study aids (ie. Sparknotes).
- Only work with others when the teacher has specifically given permission.
- Seek only appropriate help from parents, tutors, or other students; make sure it is pre-approved by the teacher.
- If working with other students is not approved, the assignment must be completed on your own.

- Take responsibility for doing your fair share on a collaborative assignment.
- On papers, do not summarize, paraphrase or quote without proper documentation.
- During tests/quizzes:
    - Keep your paper covered and your eyes on your own paper.
    - Clarify if notes, calculators, etc. can be used on the test.
    - Do not talk during a test except to the teacher.
    - Do not discuss any aspect of the test until the teacher has returned it or given permission to discuss it.

WHAT ARE THE CONSEQUENCES?

Students can face disciplinary consequences for academic dishonesty. These can include everything from losing credit and having to redo the assignment to suspension from school depending on the severity of the cheating. Keep in mind that this can also cause a "Code of Conduct" Violation from MSHSL sports and activities!

All parties concerned—students and parents—are to understand that the teachers and administrators professional judgment will determine whether a violation of the Academic Integrity Policy has occurred.

POLICY 621: GRADING AND REPORTING OF PUPIL ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to establish grading and reporting practices that reflect a student's academic achievement of the course standards.

II. GENERAL STATEMENT OF POLICY

It is the Detroit Lakes Public School District's responsibility to ensure grades represent an accurate measure of each student's level of achievement pertaining to established local, state or national standards and the essential learning outcomes related to those standards.

For this reason, the District shall establish a clear and accurate system of grading student achievement and shall provide students, parents, teachers, and the community with reports that accurately reflect this information.

The Detroit Lakes Public Schools supports a system of guiding principles for clear and accurate grading and reporting policies and procedures. To achieve these goals, the grading and reporting system must reflect academic achievement; contain meaningful feedback; be honest, fair, transparent, credible, useful and user friendly; be criterion referenced; align with school board approved Detroit Lakes Public Schools curriculum; reflect consistency within and among courses, grade levels, departments, and/or schools; communicate in a clear and timely manner information to parties; reflect high expectations of all students across all courses and programs; and be developmentally appropriate for all students.

GRADING PARAMETERS

A. The primary purpose of grading is to determine the level of achievement of students related to essential learning expectations.

B. Additional purposes for grading include:
    1. providing information to the students, their families, employers, and post-secondary institutions.
    2. providing information that students can use for self-evaluation.
    3. providing information that teachers can use to modify planning and instruction.
    4. evaluating the effectiveness of instructional programs.

A complete copy of Policy 621 is available at any school, the district administration center, or the school website located at www.dlschools.net or http://dlschools.net/page/2706.

GRADING OF COURSES

DLALC Uniform Grading Scale: Unless the course has been granted an exception or is under specified grading parameters because it is a concurrent enrollment course, final grades are determined by at least **85%** of the final grade coming from Summative Assessments and at most **15%** coming from Formative Assessments for all courses.

- **Summative Assessments** are work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction, e.g. final drafts/attempts, tests, exams, assignments, projects, performances.
- **Formative Assessments** are work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward. (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks).

All teachers at DLALC will use the following grading scale to determine final grades for all of their courses.

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

LETTER GRADE DESCRIPTIONS

For “Regular” courses (non-weighted courses):

Grade	Grade Pts	Description
A	4	Superior or excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B	3	Above Average or very good work. Student performance demonstrates above-average comprehension of the course materials and meets or exceeds course expectations on all tasks as defined in the course syllabus.
C	2	Average work or competence. Student performance demonstrates incomplete understanding of course materials, but still meets basic course expectations.
D	1	Below average or unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
F	0	Failure. Student performance is significantly below teacher expectations and quality of work is of very poor quality and/or completeness.

REASSESSMENTS

The purpose of reassessment is to ensure that students have competency in the learning outcomes identified as essential. It is not designed for students to just earn enough points to get an "A" in the course or to "Pass" courses. Students will be allowed to take a reassessment on content if they complete the necessary steps outlined in the reassessment plan by the instructor of the course. Each instructor has a communicated reassessment plan that must be completed prior to any student getting a "retake" on a summative assessment. Remember that the ultimate goal of reassessment is to demonstrate learning and mastery, not just earn points. Additionally, all reassessments will follow the procedure outline below:

- ➔ A teacher may require students to complete all formative assessments tied to the summative assessment that is being retaken.
- ➔ A teacher may require students to complete all the steps in the "reassessment plan" that they have communicated at the beginning of the course. This includes a relearning plan detailing what students will need to do in order to earn a reassessment.
- ➔ No "blind reassessments;" students do not automatically get to just retake any assessment without demonstrating relearning. Remember that the goal is competency in learning, not earning points!
- ➔ The reassessment grade will never be lower than the original grade.
- ➔ The teacher may assign a reasonable timeline for reassessment. Typically this timeline is 2 weeks (10 days) from the time that feedback was provided on the original assessment.
    - ◆ Students have ten days from the date they receive feedback on the original assessment to meet with their teacher, complete their relearning, and schedule their reassessment.

DEADLINES

A common misconception in today's grading practices is that "there are no deadlines" for students. This is not accurate. Showing up reliably and on time everyday is perhaps one of the most important skills of all! At the same time we also understand and value that not all students learn at exactly the same pace. Below is an outline of some common deadlines that are given.

- ➔ Students will be allowed a reasonable amount of time to complete a "reassessment" or "retake" on a summative assessment.
    - ◆ Typically this is 10 school days from when feedback was given on the original assessment.
- ➔ Teachers may have a more strict deadline for Formative Assessments (practice).

GRADUATION REQUIREMENTS

In accordance with Board Policy #613, the graduation requirements for DLALC are reflected in the table below. The graduation requirements are based on MN State Statute and local requirements determined by the Board of Education. The table below reflects the MN and local graduation requirements in addition to the elective credits that students have the opportunity to take over the course of their academic career.

Students are required to earn 43 credits to graduate.

Graduation Requirements	Class of 2024 and Beyond
Health	1
English	8
Mathematics	6
Physical Education	3

Science	6
Social Studies	7
Fine Arts	2
Financial Literacy	1
Total required MDE+Local credits	34
General Elective Credits	9
Total Credits Required	**43**

GRADUATION CEREMONY PARTICIPATION

Participation in the Graduation Ceremony is a privilege extended to students who have met all state and school district graduation requirements and are in good standing with the school.

Examples of not being in good standing include, but are not limited to:

- Not accumulating enough credits
- Being under suspension or expulsion
- Committing school pranks that cause disruption, endanger other students, or damage school property.

All required coursework must be completed and turned in to the classroom teacher. Students at risk of not participating in the ceremony and their parents are informed of their status on a regular basis throughout the school year.

STUDENT ACTIVITIES

FALL	WINTER	SPRING	FULL YEAR
Boys Soccer - 8AA	Alpine Skiing - 5A	Adaptive Bowling - 1A	Business Prof of America
Boys Cross Country - 8AA	Boys Basketball - 8AAA	Band Contest - 8AA	DeLakonian (Yearbook)
Girls Cross Country - 8AA	Boys Hockey - 8A	Boys Baseball - 8AAA	FFA
Fall Musical	Boys Swimming - 5A	Boys Golf - 8AAA	Interact
Football - 8AAAA	Boys Wrestling - 8AA	Boys Tennis - 8AA	Jazz Band - 8AA
Girls Tennis - 8AA	Cross Country Skiing - 8A	Boys Track - 8AA	Key Club
Girls Soccer - 8AA	Dance Team - 4AA	Choir Contest - 8AA	Laker Singers - 8AA
Girls Swimming - 8A	Girls Basketball - 8AAA	Girls Golf - 8AAA	Knowledge Bowl

Girls Volleyball - 8AAA	Girls Gymnastics - 8A	Girls Softball - 8AAA	National Honor Society
Cheerleading - 1A	Girls Hockey - 8A	Girls Track - 8AA	Native American Student Council
	One-Act Play	Prom Committee	Pep Band
	QWERTY Robotics - 1A	Spring Play - 8AA	Philanthropy and Youth
	Speech - 8AA	Trap Shooting - 1A	ent Council
			Target

USER FEE SCHEDULE FOR ACTIVITIES

Grades 9-12 . . . . . .$135.00 for each activity
Grades 7-8 . . . . $75.00 for each activity
Maximum per family . . . . . $480.00 per year
Free/Reduced Lunch.....$20.00 for each activity

*User fees may vary - Some activities have a facility fee that does not apply to family max.

****You must register and pay online for each activity you participate in!**

GROUPS EXEMPT FROM FEES: Student organizations, Yearbook, Honor Society, Foreign Exchange Students, Student Support Personnel (Student Managers), and Student Council.

To ensure that activities are uniform and known to all students, the Board of Education of ISD #22 has adopted the Minnesota State High School League (MSHSL) participation rules and regulations for all activities offered to Detroit Lakes students, regardless of whether they are league activities or school sponsored activities.

SEASON TICKETS - Access to all regular season athletic contests for the 2025=26 school year.

$65 Adults with GoFan Fees

$12.50 Students with GoFan Fees

Purchase season passes and event tickets online at www.dllakers.com. Passes DO NOT apply to MSHSL playoffs or tournaments.

SINGLE GAME TICKETS - Access to a single Laker athletic contest during the 2025-26 school year.

$8 Adults with GoFan Fees

$6 Students with GoFan Fees

*Note season passes and single game tickets can be purchased with cash in the High School Office during regular business hours beginning August 18.

HOW CAN STUDENTS REGISTER FOR ACTIVITIES?

All registration can be found at www.dllakers.com by or by clicking on this link: https://dlschools-ar.rschooltoday.com/

If you have questions or problems with registration please contact Abby Pettit at apettit@detlakes.k12.mn.us

ELIGIBILITY AND SCHOOL ACTIVITIES POLICY

The Detroit Lakes Public Schools adopts, and follows the Minnesota State High School League (MSHSL) rules for all extracurricular activities. In addition to the MSHSL rules, the district has established policies that pertain to student eligibility in activities. These rules and procedures will be shared with coaches/advisors, athletes and parents prior to the start of an activity.

The entire policy is available upon request from any school office, the district administration office, or on the school website located at www.dlschools.net.

BEHAVIOR & DISCIPLINE

POLICY 506: K-12 DISCIPLINE AND VIOLENCE PREVENTION POLICY

I. PURPOSE

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

STUDENT RIGHTS

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

STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical or verbal manner; and

N. To recognize and respect the rights of others.

CODE OF STUDENT CONDUCT

- The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
- Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
- The use of profanity or obscene language, or the possession of obscene materials;
- Gambling, including, but not limited to, playing a game of chance for stakes;
- Violation of the school district's Hazing Prohibition Policy;
- Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
- Opposition to authority using physical force or violence;
- Using, possessing, or distributing tobacco or tobacco paraphernalia;
- Using, possessing, distributing, or being under the influence of alcohol or other intoxicating substances or look-alike substances;
- Using, possessing, distributing, or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
- Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
- Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
- Violation of the school district Weapons Policy;
- Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
- Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
- Possession, use, or distribution of fireworks or any substance or combination of substances or article

prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

- Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
- Violation of any local, state or federal law as appropriate;
- Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
- Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
- Violation of school bus or transportation rules or the school bus safety policy;
- Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
- Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
- Possession or distribution of slanderous, libelous or pornographic materials;
- Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel

  promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
- Criminal activity;
- Falsification of any records, documents, notes or signatures;
- Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
- Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
- Impertinent or disrespectful language toward teachers or other school district personnel;
- Sexual and/or racial abuse and/or harassment;
- Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
- Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
- Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
- Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
- Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
- Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;

- Violation of school rules, regulations, policies, or procedures;
- Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

DISCIPLINARY ACTION OPTIONS

It is the general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

- **Examples of privileges afforded to students that may be lost due to misbehavior include: Open Lunch, parking in the school lot, attending school activities as a spectator, attending school dances and Prom, being part of the Homecoming or Snoball coronation, participation in the Graduation ceremony, participating in athletic competitions, among others.**

REMOVAL OF STUDENTS FROM CLASS OR ACTIVITY PERIODS

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

GROUNDS FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING:

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

REASONABLE FORCE STANDARD

A teacher, school principal, school bus driver, or other agent of the district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another. (Minn. Stat. § 121A.582 Student discipline; reasonable

force)

POLICY 413: HARASSMENT AND VIOLENCE POLICY

Everyone in the Detroit Lakes Public School has a right to feel respected and safe. Consequently, it is important for everyone to know about the district policy to prohibit sexual, racial, or religious harassment or violence.
A harasser may be a student or an adult. Harassment may include, but is not limited to any of the following when related to race, religion, sex or gender:

a. Name calling, jokes or rumors;

b. Pulling on clothes;

c. Graffiti;

d. Notes or cartoons;

e. Unwelcome touching of a person or clothing;

f. Offensive or graphic posters, book covers; or any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings, or make you feel bad.

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, social worker, principal, or the District Human Rights Officer.

You may also make a written report using your own paper or the district report form available in the principal's office, School District office, or the office of the Human Rights Officer. It should be given to the teacher, counselor, social worker, principal, or the District Human Rights Officer. Your right to privacy will be respected as much as possible.

We will take all reports of sexual, racial, or religious harassment or violence seriously and will take timely and appropriate action based on your report. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have made a report.

A complete copy of Policy 413 is available at any school, the district administration center, or the school website located at www.dlschools.net.

POLICY 417: CHEMICAL USE/ABUSE POLICY/PROCEDURES

Statement of Philosophy: The Board of Education of Independent School District #22 endorses a chemical policy and set of procedures predicated upon the following beliefs:

1. A positive relationship exists between successful school experiences and sound physical, mental, social and emotional health.
2. It is the responsibility of the staff and administration of School District #22 to maintain an atmosphere that will promote quality learning and to provide an effective response system to conditions which threaten that atmosphere.
3. The misuse of any mood-altering chemical constitutes a hazard to the learning environment and the positive development of all students.
4. Chemical dependency is a treatable illness; early identification and intervention is conducive to successful treatment.
5. The harmfully involved and chemically dependent cannot always help themselves by themselves. Opportunity for assistance shall be provided to students and their families in obtaining appropriate

services.

6. If treatment becomes necessary outside the school setting, every effort must be exerted to effect a successful continuation in/or re-entry into the school system.

A complete copy of Policy 417 is available at any school, the district administration center, or the school website located at www.dlschools.net.

ALCOHOL SCREENING FOR AFTER SCHOOL EVENTS

Detroit Lakes Public Schools may choose to administer alcohol screening tests to students who choose to attend after-school events such as dances, Prom, athletic contests, etc. Students who are detected to have alcohol in their system will be referred to an on-duty officer from the Detroit Lakes Police Department. Our School Resource Officer is always involved in these screenings.

POLICY 526: HAZING POLICY

At Detroit Lakes Public Schools, hazing means committing an act against a person or coercing a person into committing an act that creates a risk of physical or emotional harm to a person (with or without the person's consent) in order for the person to be initiated into an organization or for any other purpose. Hazing activities of any type, including displays of clothing or other articles that promote hazing activities, are inconsistent with the educational goals of the school district and are prohibited at all times. The district's hazing policy applies to behavior that occurs on or off school property and during and after school hours and applies to any student organization even if the group is not an official school organization.

A complete copy of Policy 526 is available at any school, the district administration center, or the school website located at www.dlschools.net

POLICY 514: BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intents to prevent bullying and to take action to investigate, respond to, and to remediate and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited

conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber-bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

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

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A student who engages in an act of bullying, reprisal, retaliation, or knowingly making a false report of bullying shall be subject to discipline or other remedial responses for that act in accordance with school district's policies and procedures, including the school district's discipline policy (See Policy 506). A teacher, administrator, volunteer, contractor, or other employee of the school district who permits, condones, or tolerates bullying or engages in an act of reprisal, retaliation, or knowingly making a false reporting of bullying shall be subject to disciplinary action. The school district may take into account the following factors:

   1. The developmental ages and maturity levels of the parties involved;
   2. The levels of harm, surrounding circumstances, and nature of the behavior;
   3. Past incidences or past or continuing patterns of behavior;
   4. The relationship between the parties involved; and
   5. The context in which the alleged incidents occurred

   Consequences for students who commit acts of bullying or other prohibited conduct may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

   Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or knowingly make a false report of bullying may result in disciplinary action up to and including termination or discharge.

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

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is 514-3 objectively offensive and:

   1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
   2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

   The term, "bullying," specifically includes cyberbullying as defined in this policy.

B. “Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. “Intimidating, threatening, abusive or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

A. Any student who believes he or she has been the target or victim of bullying or should report the alleged acts as soon as possible but in no event longer than one school day to an appropriate school district official designated by this policy. Any teacher, administrator, volunteer, contractor, or other employee of the school district with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall

be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker as soon as possible but in no event longer than one school day. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

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

V. SCHOOL DISTRICT ACTION

A. Within three school days receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct.

Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engage in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II. F of this policy.

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to the school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to as soon as possible but in no event longer than one school day and effectively intervene to stop prohibited conduct.

2. The complex dynamics affecting a perpetrator, target, and witness to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the
4. target or victim of bullying or other prohibited conduct in school;
5. The incidence and nature of cyberbullying; and
6. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the school's primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

DRESS CODE

At Detroit Lakes Public Schools we believe students' standard of ¨dress and appearance should be a positive reflection of themselves and compatible with an effective learning environment. We expect Lakers to be recognized for their academic excellence and personal qualities such as character, leadership, and respect. Dress and appearance should promote respect, responsibility, and safety.

The purpose of the DLALC dress code is:

1. To ensure the health, safety, and well-being of students and staff,
2. To further the school's mission by promoting a positive learning environment,
3. To ensure that clothing/personal items do not distract others from achieving their academic goals,
4. To discourage the endorsement of alcohol, tobacco, drugs, and disruptive behavior, and
5. To respect the personal beliefs and religious rights and freedoms of students and staff.

Acceptable clothing will follow these general guidelines:

1. Is suitable for the weather.

2. Does not create a health or safety hazard.
3. In line with the demands of the activity being performed (e.g. physical education, machine and wood shops, science laboratories). Students will be advised of any special clothing requirements prior to their participation in a class or activity.

Unacceptable clothing:

1. Creates a potential danger to students' health and safety
2. Creates disorder/distraction in the learning environment
3. Causes others to be intimidated by fear or violence
4. Apparel promoting illegal activity by minors (For example, drugs or alcohol)
5. Is offensive or discriminatory in nature (lewd, sexual in nature, or promotes chemical use)

Parents/guardians and students are requested to take the proper steps to ensure that their student's attire meets all of the standards of the school's dress code.

The following guidelines apply not only to the school day, as well as to all regular school activities (games, dances, etc.) regardless of the location of the activity. The school day is defined as beginning when a student arrives on campus until school is dismissed at 3:30 PM.

Specific Clothing Guidelines:

1. Clothing must cover all undergarments at all times.
2. Students must wear some type of footwear at all times.
3. No sunglasses allowed.
4. No immodest clothing allowed.
   a. Students' tops must have straps of at least 2 inches in width (a person's middle three fingers are approximately 2 inches wide)
      i. Students shall not wear spaghetti strap tops, tube tops, halter tops, backless garments, "muscle" tops, strapless garments, see-through garments, etc., excessively tight clothing, or clothing that exposes the midriff or cleavage.

b. Students' shorts, skirts, and dresses will reach at least to their mid-thigh in length (when standing straight, a person's fingers will usually reach their mid-thigh)

   i. Students are encouraged to wear leggings or tights under shorts, skirts, and dresses that may be in violation of the length requirement. Leggings shall not be "fishnet" or "sheer."
   ii. Students wearing clothing with large holes above the length requirement must provide coverage beneath so skin is not visible.

5. Clothing shall not:
   b. Damage school property.
   c. Promote products or activities that are illegal for minors.

d. Evidence gang membership or affiliation
e. Bear a message that is lewd, vulgar, or obscene.
f. Contain objectionable symbols, signs, words, objects, or pictures.
g. Communicate a message that is racist, sexist, or otherwise derogatory.
h. Approve, advance or provoke any form of harassment and/or violence against any individual or group of people.

School administration reserves the right to make determinations relating to appropriate dress and attire in the event that questions arise relating to the details above. Minimally, students who are in violation of the dress code will be asked to remove offending items. Students whose clothing is particularly offensive or who continue to violate this policy or who willingly fail to comply with directives to remove offending items will face disciplinary action for insubordination.

SOCIAL MEDIA PROCEDURES

Schools are authorized to discipline students for off campus behavior as long as there is some connection (a "nexus") between the behavior and the school and the behavior materially disrupts the school in some manner. Social media can be one of these "nexus" to school and often is the place where harassment, bullying, hazing, and even cheating on academics take place in today's world. Understand that the primary responsibility for monitoring student use of social media lies with the parent. DLALC will respond in accordance with the discipline policies established by our School Board and by the State of MN when students are harassed, bullied, otherwise mistreated, or participate in academic dishonesty using social media or other online means. One of the best tools we have to combat these online forms of bullying is to promote healthy use of social media with our children. Below is a social media emergency plan that we employ when issues arise on social media. Please help us by monitoring your student's use of social media accounts, and by reporting issues that you see to administration.

Social Media Emergency Plan - has a list of linked information on how to report things on different programs.

- Parents can lock down their kids' accounts on different programs.
- Investigation Plan: determine High, Medium, and Low Risk issues:
    - Step 1: Determine nature of the threat
    - Step 2: Investigate and Remove
    - Step 3: Communicate with families
    - Step 4: Safety Plan
    - Step 5: After Action

POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS AND SEARCHES

PURPOSE:

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety and welfare of students and school personnel.

GENERAL STATEMENT OF POLICY:

It is the policy of this school district to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

DEFINITIONS:

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS:

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on campus during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by the building principal to use a motor vehicle during the school day.

STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS:

Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in other designated areas, [e.g. parking lots designated for use only by staff or by the general public].

PATROLS, INSPECTIONS AND SEARCHES:

School officials may conduct routine patrols of school district locations and routine inspections of the

exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

B. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

C. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

D. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures

It shall be a violation of this policy for students to store or carry contraband in motor vehicles in a school district location or to interfere with patrols, inspections, searches and/or seizures as provided by this policy.

E. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

F. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

DIRECTIVES AND GUIDELINES:

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

VIOLATIONS:

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

HEALTH, SECURITY, AND SAFETY

YOU FEEL SICK OR INJURE YOURSELF DURING SCHOOL?

- Ask your teacher for a pass to the office. You will receive permission to use the telephone in the Main Office to contact your parents. The office must speak to your parent and issue you a pass to leave the building. Be sure to follow proper sign-out procedures to avoid an unexcused absence.

MEDICATION ADMINISTRATION

In the event that it is necessary for you to take prescription medication during school hours, it is necessary to have a statement signed by your physician and parent, with medication named, directions for administration and an authorization for school personnel to administer the medicine. The form is available in the Main Office and should be returned to the school along with the medication in an originally labeled bottle from the pharmacy that issued the medication. Prescription medication must be kept in the main office and will be distributed under the supervision of a health assistant or certified staff.

EMERGENCY PROCEDURES

EVACUATION AND LOCKDOWN DRILLS

The state of Minnesota requires all schools in the state to conduct eleven emergency drills during the course of a school year. Schools must conduct five fire drills, five lockdown drills in accordance with district emergency procedures, and one tornado drill.

- CODE YELLOW is a lockdown alert that keeps students secured in rooms and suspends regular school functions, but still allows teachers to carry on with instruction in most situations. A Code Yellow may be used for a variety of situations and there is no reason to panic. Students not already in classrooms should report to their homeroom or the nearest classroom.
- CODE RED is a lockdown emergency where all students and staff must implement their emergency procedures training. A Code Red is an unstable situation that will stop all school functions and will involve law enforcement officers. Students and staff have full options on how to handle the situation including evacuation or lockdown. A Code Red means that you must get to the nearest safe place right away. If you are outside of a classroom, get to a classroom immediately or hide somewhere safe. If you are outside of the building you should go to the school evacuation point when the situation has ended.
- Students and staff are trained on these procedures each year and practice drills as required by the State of MN.
- MState provides audio alerts for emergency procedures broadcast throughout the MState campus.

SCHOOL PROPERTY AND SEARCHES

We conduct regular and random searches of everything on school property including the parking lot, lockers, and classrooms. The school district contracts with a detection business who assists in our searches.

SCHOOL LIAISON OFFICER

DLPS has a Detroit Lakes police officer assigned to work in our schools during the school year. Our students have benefited from the relationships they have with the officers who have worked in our schools. If you need to visit with our school resource officer, stop by the main office.

The school Liaison Officer's responsibilities include:

- Taking reports and conducting investigations of alleged criminal conduct which occur on school property or buses.
- Present to students, parents, teachers, and administrators information that relates to school safety.
- Attend school activities as appropriate.
- Be visible in the school climate and build positive relationships with students and staff.

STUDENT CONDUCT AND "The Big Five"

We expect our students to:

Attend - Everyday. All Day

Respect - Everyone deserves and gives respect.

Work - Do it! Effort is valued.

Restore - If you make a mistake, fix it!

Grow - Academic, personal, emotional, social, professional.

BUS TRANSPORTATION AND SAFETY

Transportation for students is provided by district buses, Olander Bus Company (847-7533), and Schultz Bus Company (847-9266). Rules for conduct on school buses are listed in detail in the Activity Calendar and school board policy. Building Administrators are responsible for dealing with discipline problems on the school bus. Failure to abide by rules of conduct will result in disciplinary action. The maintenance of the discipline policy as established by the School Board, will be carried out by the bus driver. For security reasons, the district may utilize surveillance equipment at school and on the bus.

Buses play vital roles in the life of a school and understanding bus safety is important for all students, parents, and staff. Many of our high school students ride buses to and from school, but even those who get to school in other ways will ride a school bus for various school-related activities.

Students receive training about bus safety from their teachers and Bus Drivers when they are in elementary and middle school, but, because many students do not ride the bus every day, many miss the annual bus safety training when they get to high school.

The following points are emphasized:

- **Always** return to the curb if a bus driver honks his horn.
- **Always** stay seated and use your inside voice when on the bus. "Back to back and seat to seat."
- **Never** go into the "danger zone" (the area 10 feet around the bus) unless the bus driver tells you it is OK to get on the bus.
- **Always** listen to the bus driver's instructions as they are helping keep you safe.

GENERAL INFORMATION

BACKPACKS

For school security, student health, and corridor congestion reasons, students are asked to limit the contents that are carried in their backpacks during the school day. Teachers will determine appropriate use and storage of backpacks in their settings during class time.

CHILD ABUSE/NEGLECT POLICY/PROCEDURES

1. It is the policy of Independent School District #22 to protect children whose health or welfare may be jeopardized through physical, emotional or sexual abuse and conditions of neglect.
2. It is the policy of Independent School District #22 to comply with the law requiring the reporting of suspected physical, emotional or sexual abuse and conditions of neglect involving children.

3. The reporting of maltreatment of minors shall be strictly in accordance with provisions of Minnesota Statute, Chapter 625.556.

For further interpretation or assistance contact the District Social Worker.

A complete copy of Policy 414 is available at any school, the district administration center, or the school website located at https://meetings.boardbook.org/Public/Organization/2364

DIRECTORY INFORMATION

In accordance with FERPA, School Board Policy #515 and Minnesota State Statute DLHS protects the privacy of pupil records using the following standards.

A. Student contact information

Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

B. Parent contact information

The 2025 Minnesota legislature enacted the following: A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

In addition, the 2025 Minnesota legislature enacted the following: Data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information are followed, except that a parent's home address, telephone number, email address, or other personal contact information may not be treated as directory information.

The federal FERPA definition of "directory information" states: "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s).

Directory information *does not* include:

a. a student's social security number

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

A complete copy of Policy #515 is available at any school, the district administration center, or the school website located at https://meetings.boardbook.org/Public/Organization/2364

POLICY 505: DISTRIBUTION OF NON SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in Policy 505, and in a reasonable manner, nonschool-sponsored material. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. is obscene to minors;
2. is libelous or slanderous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended.
4. advertises or promotes any product or service not permitted to minors by law; advocates violence or other illegal conduct;
5. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
6. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Any student or employee wishing to distribute non-school sponsored material must first submit (as defined in Policy 505) for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
2. Date(s) and time(s) of day intended for distribution.
3. Location where material will be distributed;
4. If intended for students, the grade(s) of students to whom the display or distribution is intended.

A complete copy of Policy 505 is available at any school, the district administration center, or the school website located at www.dlschools.net.

FEES

School Board Policy #542 - CLASSROOM SUPPLIES AND MATERIALS FEE

No student will be charged a fee for books or supplies necessary to complete the basic educational requirements for graduation. In classes (such as shop, ag, home economics, art, etc.) where projects are completed using materials (wood, metal, cloth, ceramics, paints, etc.) purchased by the school district, the project completed remains the property of the school district unless the student wishes to purchase the item for the actual cost of materials. In any class where a student elects to build or make an item above and beyond minimum course requirements, the student will pay for all materials used and retain ownership of such project.

FOOD AND BEVERAGES IN SCHOOL

Students are permitted to have food and beverages and are permitted to carry water with them during the school day unless specifically prohibited by the classroom teacher. Students are expected to assist in keeping our building clean and should dispose of garbage appropriately and report any spills immediately to the office or a classroom teacher. During lunch periods, students are expected to eat in the cafeteria, in the Commons or in other areas as determined by school administration.

GYMNASIUMS, WEIGHT ROOM, AND INSTRUCTIONAL SPACES

The ALC gymnasium, weight rooms, and all instructional workspaces are not available for unsupervised activities unless approval has been given by staff and/or administration.

Community Education activities will be under the supervision of the District #22 Community Education Director.

LUNCH ACCOUNTS

Money for your lunch account must be deposited in the Main Office in order to be credited to your family lunch account. Students are not permitted to have a negative balance in their account. It is the responsibility of the student and parent/guardian to ensure that adequate funds are in the student's lunch account.

If you are eligible for free or reduced priced meals, you must fill out the application each school year and return it to the Main Office. Forms are available in the main office of each school in the district as well as at the district administrative center.

Seniors with money left in their lunch account at the end of their senior year will leave the balance for their younger sibling at the high school or will be reimbursed by check made payable to the parent/guardian from the administration center.

The Main Office accepts cash and checks for deposit only. Change will not be given back from checks or cash presented to pay into a lunch account.

MATERIALS ISSUED TO STUDENTS

Students are responsible for all materials and textbooks issued to them as part of a class. Materials and textbooks will be collected at the end of each term. Materials and textbooks not turned in at this time will result in the cost of the item being assessed to the student.

MESSAGES

Telephone messages left by parents for students will be announced during the school day as time permits. The Main Office is not responsible for unclaimed messages or deliveries. Students will not be called out of class to receive phone messages unless an emergency situation exists and has been discussed with an

administrator. Due to the number of students at DLALC, we ask that the number of individual student messages be kept to a minimum.

MILITARY RECRUITERS

In accordance with the "No Child Left Behind Act of 2001", school districts are required to provide the name, address, and telephone listing of secondary students to military recruiters upon request unless the parent or eligible student has requested the information not be released to military recruiters without prior consent. In such a case, the school district will seek to obtain the parent's or eligible student's written consent before releasing the data and, if there is refusal to give such consent, not provide the data.

MOBILE PHONES AND PERSONAL ELECTRONIC DEVICES (PEDS)



Personal electronic devices include all electronic communication and entertainment devices that can be used by a student that includes cell phones, cameras, music players, calculators, electronic games, video players, computers, personal digital assistants, and wrist units. PED's are only permitted for use during the school day at lunch or by specific permission from the classroom teacher for an educational reason.

Electronic device procedures at DLALC for 2025-2026

- ***Cellphones are to be on silent and placed in the classroom phone caddy during academic class periods.***
  - All Students will place their devices in a phone caddy at the START of Period 1 (8:15) and will not have access to their devices until the beginning of lunch. (12:05)
    - Cell phones are not needed to carry out any academic work that our instructors have students complete.
    - As a 1:1 technology school, every student has access to a Chromebook each year that is capable of fulfilling all technology requests that are needed for academics.
  - If a student is late or tardy to school, the phone will then be placed in the office and the student will not be allowed to have it over the lunch period.
  - After lunch, the phone will then be placed in the student's 6th hour teacher's caddy at the beginning of the period (12:35) and will be able to be picked up at the end of the school day (3:30).

- ***Earbuds and AirPods are NOT allowed in the classroom.***

- ***When a student requests to use the restroom, their phone will remain in the classroom phone caddy.***

- ***No Phones Are Allowed During Advisory, Skills, or 8th hour as these periods are treated just like any other classroom where attendance is taken.***

- ***Important reminder: No unsolicited pictures should be taken of other students without consent at any time!*** *Unsolicited pictures that are taken or sent to other students are a form of bullying or harassment and will not be tolerated.*

➔ ***Phones can be used during lunch and in a course where the teacher specifically instructs students to use them for academic purposes only.***

Consequences for inappropriate use

- ➔ First Violation
  - ◆ The device will be confiscated by the teacher and brought to the office.
  - ◆ The student can pick up their device at the end of the day.
  - ◆ The teacher will communicate home about the issue.
- ➔ Second Violation
  - ◆ The device will be confiscated by the teacher and brought to the office.
  - ◆ The student will meet with an administrator and call home.
  - ◆ The device will be held in the office for 5 days during school hours.
- ➔ Third Violation
  - ◆ The device will be confiscated by the teacher and brought to the office.
  - ◆ A parent meeting will be held to discuss solutions to the problem.
  - ◆ The device will be held in the office for 10 days during school hours.

****At any time if a student refuses to give an adult their device when asked, they will be brought to ISS in the main office and a parent meeting will be required.***

Students receive information regarding expectations for cell phone and electronics usage throughout the year. Consider these messages your "warning." Students violating this policy can be asked to turn the nuisance item over to the teacher and may retrieve it at the end of the school day from the office. Subsequent violations by the student will result in increased consequences as determined by school administration.

OFF CAMPUS BEHAVIOR

Schools are authorized to discipline students for off campus behavior as long as there is some connection between the behavior and the school and the behavior materially disrupts the school in some manner. Consequences for actions that occur off campus, but materially disrupt the school include, but are not limited to:

Out-of-school- suspension (OSS), loss of extra-curricular eligibility as defined by Minnesota State High School League bylaws, and social suspensions (revoking of privilege to attend extra-curricular or other school-sponsored activities)."Off Campus" is defined as locations not part of the school district. Parking lots on school property and property belonging to facilities used for school-sponsored activities are considered to be on campus.

PARKING

Driving to and from school is a privilege, not a right. Students must comply with all laws related to the operation of a motor vehicle in the State of Minnesota. Speeding, exhibition driving, etc. will result in automatic suspension of DLALC driving privileges.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is recited by students and staff at least one time per week according to the Minnesota Statute 121A.11. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students must respect the rights of others to make the choice to say or not to say the Pledge of Allegiance. Any disruption during this time may result in disciplinary action.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Any student interested in PSEO or Concurrent Enrollment Courses (CE) must make an appointment with their school counselor and parents to discuss eligibility and graduation requirements. Students who fail classes at the ALC or Post-Secondary institution while enrolled in a PSEO program may lose their PSEO status and will be at risk of not graduating. More information about PSEO can be found on our school website by clicking on this link: https://hs.dlschools.net/students/registration-information

POSTERS

1. Posters or signs shall not be placed in the building without permission from a building administrator. The administrator will initial all approved posters.
2. Approved and initialed posters may be placed in the following designated areas:
   - On designated bulletin boards in the halls;
   - In the commons area;
   - In individual rooms and in the display cases if the student has permission from the teacher.
3. Posters shall be neat in appearance and appropriate in subject matter, grammar, spelling, etc.
4. Posters allowed to be displayed in Detroit Lakes ALC are:
   - those having to do with Detroit Lakes ALC events, or
   - other school sponsored activities.
5. Posters shall be removed by the organization the day after the event or function they advertised.

PROGRESS REPORTS AND REPORT CARDS

Progress reports and report cards can always be obtained electronically, at any time, by logging into your Skyward family or student access account. Parents can access their students' grades via the Skyward Parent Portal.

RECORDS

The school has student grades, attendance, and standardized test scores on file. If a student has attended several different schools, these records are now on file in Detroit Lakes.

A student or their parents may:

- review the contents of these records by making an appointment to do so with the Principal or a school counselor.
- have copies made of anything in the school records, but you are not permitted to take the original record out of the Counseling Center or the Main Office.
- place any statement or items in your record that you wish to, if it pertains to your schoolwork.
- request that items be removed from your file. In the event that you or your parent or guardian makes

such a request,

- the person in charge of the record may or may not grant the request. In the event the request is denied, you may appeal the decision to the next highest school official, and ultimately to the School Board.

Your records, or any part thereof, cannot be transferred in writing or orally to any other place without the written consent of you and your parent or guardian, with the exception of another public school in the state in which you have already enrolled after transferring from this school.

This means that your school will not, and cannot by law, without first receiving written consent from you and your parent or guardian:

- send a transcript of your school record to a college.
- send a transcript to a vocational school or university.
- give information from your record to a prospective employer.

Written consent can be given by using a form available in the Main Office of the principal or school counselor, or by writing a letter to the Main Office requesting the transfer of such records.

Students who are 18 years of age or older need not seek consent of their parents or guardian to exercise their rights of access or control of transfer of their records.

All students' records will be treated in accordance with the provisions of Public Laws 93-380, passed by Congress in 1974, and Chapter 479 of the 1974 Session Laws of the State of Minnesota. These laws and the resulting procedures described on these pages also apply to the records of all graduates of this school.

RELEASE OF DIRECTORY INFORMATION

Directory information includes, but is not limited to: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended. It also includes the name, address and telephone number of the student's parent(s). Directory information does not include personally identifiable data that references religion, race, color, social position or nationality.

A. Student Contact Information

Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."

B. Parent Contact Information

The 2025 Minnesota legislature enacted the following: A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statues, section 13.32, subdivision 2.

In addition, the 2025 Minnesota legislature enacted the following: Data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information are followed, except that a parent's home address, telephone number, email address, or other personal contact information may not be

treated as directory information.

A complete copy of Policy 515 is available at any school, the district administration center, or the school website located at www.dlschools.net

SCHOOL-TO-WORK (STW)

The DLALC School-to-Work program connects the community and the classroom by providing meaningful and relevant learning experiences for all learners regardless of age. The three main goals of School-To-Work are:

1. Career Exploration
2. Application of Knowledge and Skills
3. A seamless transition from K-12 into post-secondary education or the workplace.

School-To-Work is a partnership between our schools, community organizations, employers, and post-secondary institutions. They work together to provide learning experiences that develop broad transferable skills which help students learn how school and careers fit together. Students learn academic knowledge, technical proficiency, task management skills, critical thinking skills, communication skills, team work, and problem solving skills

School-To-Work has three components. They are as follows:

- School-Based Learning: Students learn math, science, English/Language Arts, social studies, technology and other knowledge, skills and standards in the context of the world of work.
- Work-Based Learning: Students gain practical experience and training through learning activities provided by community businesses and agencies. Examples are field trips, guest speakers, job shadowing, internships, mentorships, and youth apprenticeships.
- Connecting Activities: Links between employers, schools, teachers, and students are formed to match young people with employers, mentors, and other learning experiences.

SECTION 504

REHABILITATION ACT OF 1973 (ANNUAL NOTICE AND INFORMATION REGARDING SECTION 504 ACT)

Section 504 is an Act which prohibits discrimination against persons with disability in any program or activity that receives or benefits from Federal Financial assistance. The Act defines a person with a disability as anyone who:

1. has a physical or mental impairment which substantially limits one or more major life activities including activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working; or
2. has a record of such an impairment; or
3. is regarded as having such an impairment. (34 Code of Federal Regulations Part 104.3). In order to fulfill its obligations under Section 504, the Detroit Lakes School District #22 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and learners. No discrimination against any person with a disability will be permitted in any of the programs and

practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, provide access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. The Act gives the parent or guardian the right to:

1. inspect and review his/her child's educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
6. a hearing on the issue if the school refuses to make the amendment.

Please contact the office at 844-5687 if you have questions.

POLICY 520: STUDENT SURVEYS PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys. Student surveys may be conducted as determined necessary by the school district.

STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.

B. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate in such survey. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

A complete copy of Policy 520 is available at any school, the district administration center, or the school website located at www.dlschools.net.

SURVEILLANCE EQUIPMENT

To help ensure the safety of students and staff, Detroit Lakes ALC uses video cameras for surveillance on school property including, but not limited to, hallways, the commons, the cafeteria, the gymnasium, and parking areas. Video cameras are not to be used for classroom surveillance unless the principal of the school and the teacher of the classroom consent to the surveillance.

Video cameras are not used at a time or location that would violate a student's reasonable expectation of privacy including, but not limited to, a locker room, lavatory, or another area where a student may disrobe.

TESTING

Minnesota's statewide assessments measure that curriculum and instruction in our schools are aligned to the academic standards, ensuring all students are being provided an equitable education. A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education is aligned to the academic standards.

In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for school support and recognition.

Students who receive a college-ready score on the high school MCA are not required to take a remedial, non credit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.

Educators and policy makers use information from assessments to make decisions about resources and support provided.

School performance results that are publicly released and used by families and communities are negatively impacted if students do not participate in assessments. 27 / The Minnesota Comprehensive Assessments are given annually to students in grade 10 (reading), grade 11 (mathematics), and biology (science). A complete testing calendar will be available each year on the assessment page of the District website. Including information about the opting out procedures.

TITLE IX POLICY

It is the policy of the Board of Education of School District #22 not to discriminate on the basis of sex in its educational program, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to Title IX Coordinator at 702 Lake Avenue, Detroit Lakes (847-9271) or to the Director of the Office for Civil Rights, Department of Health and Welfare, Washington, D.C.

NICOTINE & TOBACCO

In accordance with State Law: No person shall at any time smoke, chew, or otherwise ingest tobacco, or carry or use an activated electronic delivery device as defined in section 609.685, subdivision 1, in a public school, as defined in section 120A.05, subdivisions 9, 11, and 13, This shall include school buildings, grounds and school owned vehicles. Possession of tobacco products by K-12 students on school property is prohibited.

Tobacco products are defined as "tobacco," "tobacco-related devices," and "electronic delivery devices" in Minnesota Statute 609.685.

WATER QUALITY

The Detroit Lakes School District will follow the recommendations of the Minnesota Department of Health's "Lead Contamination Control in School Drinking Water Guidance Manual." The Detroit Lakes School District completed lead in water testing of all potable water sources during the 2021-2022 school years. The Detroit Lakes School District followed Minnesota Department of Health's protocol in the reduction of any water sources found to be above action levels of lead. There are no known sources of water above the recommended action level for lead. Testing will be completed every 5 years. The results of testing are available upon request.

TECHNOLOGY USE

Any cell phone or other recording device used to record any illegal activity will be confiscated by the SRO as evidence.

The Detroit Lakes Public School District has established School Board Policy 524 "Access to and Use of the District Technology System (Networked Information Resources)" to detail district expectations and guidelines regarding the use of these resources. The information below is a summary of Policy 524. The full policy is available on the DLPS website at https://meetings.boardbook.org/Public/Organization/2364

The school district is providing students with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

Electronic mail as well as telephone communication, voicemail, and data stored, received or sent via DLPS phone equipment, computers and related computer equipment are the sole property of the school district. Users of these systems should assume no privacy with respect to these systems.

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

UNACCEPTABLE USES

The following uses {not limited to those listed} of the school district system and Internet resources or accounts pertain to student users and are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
   a. pornographic, obscene or sexually explicit material or other visual depictions;
   b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
   c. materials that use language or images that are inappropriate in the education or professional setting, or disruptive to the educational process;
   d. information or materials that could cause damage or danger of disruption to the educational process;
   e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Unless directed and for official school district use, users will not use the school district system to post private information about another person's personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
   a. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Instagram", "Twitter" and "Facebook."
7. Users must keep all account information and passwords for software (which is not housed or managed on the district network) on file and/or communicate the location of this information to the employee's building administrator or supervisor. It is not necessary to keep account information and passwords on file for Skyward or the district network login information. Users may not share account information or passwords with others users. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement.

A student engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations are, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, or exclusion.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the superintendent.

FILTER

With respect to any of its computers with Internet access, the School District will monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are 1) obscene; 2) child pornography; or 3) harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes. Violations of the above activities will result in disciplinary action, based upon the current discipline policy.

VIOLATION GUIDELINES

- 1st offense: Up to 30 days loss of computer privileges district wide and/or disciplinary action.
- 2nd offense: 60 days loss of computer privileges district wide, plus disciplinary action.
- 3rd offense: One calendar year loss of computer privileges district wide, plus disciplinary action.
- Depending upon the severity of the violation, additional actions may result.

The School District will educate students about appropriate online behavior including interacting with other individuals on Social Networking Websites and in chat rooms and cyber bullying awareness and response.

CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

LIMITED EXPECTATION OF PRIVACY

a) By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect no privacy in the contents of personal files, including email, on the school district system.
b) Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
c) An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
d) Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
e) The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district diskettes, tapes, hard drives or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

Detroit Lakes Public Schools cannot realistically censor access to all inappropriate materials. Use of the internet is at the user's own risk. The district will make every effort to monitor or control information accessible through the internet, but the district does not accept responsibility for any content found on the internet.

PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

As with other curricular issues, parents have the option to request alternative educational activities not requiring Internet access. If a parent desires this option, requests should be made to the classroom teacher, a school counselor, or a school administrator.

By enrolling in Detroit Lakes Public Schools, parents and students agree to follow the policies and procedures implemented by the School Board and each school, including the policies regarding technology.

FREQUENTLY ASKED QUESTIONS

CAN I BRING A VISITOR/GUEST TO SCHOOL?

- All non-DLALC students are considered visitors during the school day. Visitors to DLALC are expected to report immediately to the Main Office to register and state their business. Students are not permitted to bring visitors or guests to school for any part of any school day. Foreign exchange students visiting the area may attend if their visit is pre-approved by a building administrator.

WHAT IF THE WEATHER IS BAD AND MAY AFFECT SCHOOL?

- Listen to radio stations KDLM (AM 1340) and KRCQ (FM 102.3). The district will also use its "Instant Alert" system to notify parents and students about weather delays.

HOW DO I REPORT MY CHILD'S ABSENCE?

- Call 218-844-5687 and let the Main Office know the reason for the absence. Give any applicable appointment cards from medical providers to the office to ensure the absence is recorded as Exempt.

HOW CAN I EASILY VIEW MY CHILD'S ATTENDANCE DATA?

- Students and parents may view all attendance data using their Skyward account.
- Parents are encouraged to set up Skyward's automatic messaging system so they are sent reports of their child's attendance and grades on a regular basis.

WHAT DO I DO IF MY SCHOOL ACTIVITY DOESN'T RETURN HOME UNTIL LATE?

- Come to school on time the next day. All students are expected to attend school on time every day that school is in session. Absences that do not meet the definition of "excused" by the State of Minnesota are Non-Exempt (unexcused).

HOW DO I REPORT MY CHILD WILL BE ABSENT FROM SCHOOL DUE TO A FAMILY TRIP OR A HUNTING TRIP?

- Call to notify the office before the trip.

HOW DO I REPORT MY CHILD'S ABSENCE DUE TO AN APPOINTMENT?

- Acquire an appointment card from the clinic and turn it into the office.

WHAT DOES MY CHILD DO ABOUT HOMEWORK MISSED DURING ABSENCES?

- Students who are absent for any reason are responsible for all work they have missed. Students are to communicate with their teacher and make arrangements to complete the work.
- All class work is subject to in-class deadlines unless other arrangements are made with the teacher in advance or the student was absent for any reason.

- Students who miss class because of school-sponsored activities are held to the assigned in-class deadlines.

WHAT ABOUT TARDINESS?

- Tardiness will be handled by each individual teacher:
- Tardies in excess of 10 minutes will be considered unexcused absences.

WHAT DO I DO IF I COME LATE OR LEAVE EARLY FROM SCHOOL?

- Always stop in the office to check in when arriving late.
- Always stop in the office to check-out before leaving the building when you have a scheduled class.
- Regularly check your attendance on Skyward and work with your teachers to ensure it is accurate.
- Provide documentation for all absences (from medical providers).

WHAT SHOULD I DO IF MY STUDENT INFORMATION CHANGES?

- Report this information to the Main Office. Updated contact information is very important!

WHAT IF I AM WITHDRAWING FROM SCHOOL?

- Check with the Main Office

WHAT IF SOMETHING IS STOLEN?

- Report it immediately to the Main Office.
- DLALC investigates thefts to the best of our ability however, does not replace items we cannot recover.
- Students are encouraged to not bring anything of value to school.

HOW DO I PARTICIPATE IN A SPORT OR ACTIVITY?

- Pay attention to the announcements for meeting dates. Pick up paperwork necessary from the Main Office, complete forms with your parents, and return paperwork and user fee to the Main Office.

WHAT IF I AM SICK AND NEED ASSIGNMENTS?

- Communicate directly with your teachers using your school email accounts or other arrangements they have made with their students.
- Ask your classmates for assistance in getting the correct assignment information if the teacher doesn't respond.
- If the options above are not effective, contact your counselor or the Main Office to request assignments to be picked up.

WHAT IF I HAVE A DOCTOR/DENTAL/MEDICAL APPOINTMENT?

- Your parent/guardian needs to contact the Main Office.
- Request a not

Language Access Plan

Purpose: The purpose of this plan is to document the procedures planned or in place at the Minnesota Department of Education (MDE) to ensure meaningful access to agency services and information to Multilingual English speakers (EL) in a language and format they can use and understand.

Authorities: Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000 et seq.; Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

U.S. Equal Educational Opportunity Act (EEOA); Federal law requires states and school districts to provide an equal educational opportunity to students learning English. States and districts must take "appropriate action" to "overcome language barriers."

Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1. The law has three principal goals for all EL students: 1) academic English proficiency; 2) grade-level content knowledge; and, 3) multilingual skills development.

Language Identification Procedures: Determine parent/guardian language needs through the following procedures:

- **Enrollment Survey:** Upon registration, parents/guardians will identify their preferred language and method of communication. ○ Enrollment staff are trained in procedures for accessing qualified interpreters to help parents complete enrollment paperwork.
- **Student information System:** The preferred language and method of communication of parents/guardians will be visible to all staff in the SIS.
- **Preferred Language Lists:** School secretaries will distribute preferred language lists to classroom teachers upon request.
- **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

Methods of Providing Services to Multilingual Speakers:

- MDE Department website provides information to Multilingual speakers on where to quickly get help in a language and format they can use and understand.
- Detroit Lakes Public Schools website embedded translation option
- Qualified EL instructors to assist in order to determine need and resources.
- Interpreter services are available through the Language Line which can be accessed by working with individual schools.
- Translation of Documents services are available through the Language Line which can be accessed by working with individual schools.

Dissemination of Information to Appropriate Staff: Detroit Lakes Public Schools provides language access training opportunities to appropriate staff, which includes at the least:

- Title VI of the Civil Rights Act of 1964.
- How to access Language Line

- Cultural issues related to delivery of information, resources, and instruction to Multilingual Learners through teacher relicensure requirements and professional development opportunities.

Annual Review of Language Access Plan: This plan will be reviewed annually. This Language Access Plan is available on the Detroit Lakes Public Schools' website.

Language Access Plan Team Members:

- Christina Bergeron
- Meredith Gulseth
- Jill Perkins
- Renee Kerzman
- Office administration and staff in each building
- Karen Nudell

MANDATORY ANNUAL PARENT NOTIFICATIONS

Postsecondary Enrollment Opportunities

- By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. Minn. Stat. 124D.09, subd. 7

Procedural Safeguards for Students with a Disability

- School districts must give parents of a child with a disability a copy of its procedural safeguards one time per year; and also
- (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first state complaint/first due process complaint in a school year; (3) in accordance with discipline procedures; and (4) upon parental request. A current copy of the procedural safeguards notice may also be posted on the school district's website. 34 C.F.R. 300.504

Right to Elect Against Saying the Pledge of Allegiance

- School districts that have a student handbook or school policy guide must include a statement that anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so and that students must respect another person's right to make that choice. Minn. Stat. 121A.11

Pesticide Application

- A school that plans to apply a pesticide that is a toxicity category I, II, or III pesticide product, as classified by the EPA, or a restricted use pesticide, as designated under the Federal Insecticide, Fungicide, and Rodenticide Act, on school property, must provide a notice to parents and employees that it applies such pesticides. In addition, districts required to give notice shall include in an official school handbook or official school policy guide a section informing parents that an estimated schedule of applications of pesticides is available for review or copying at the school offices, and that a parent may receive prior notice of each application if specifically requested. Minn. Stat. 121A.30

Specific Federal Nondiscrimination Notices

- **Title IV of the Civil Rights Act** - Requires school districts to inform students of protections against discrimination based on race, color, or national origin. 34 C.F.R. 100.3
- **Boy Scouts of America Equal Access Act –** Requires school districts to notify students , parents , and others that they provide equal access to public school facilities to the Boy Scouts of America and other designated youth groups. The notice must make the information available in a manner necessary to inform people of the protections under the Act. 20 U.S.C. 7905
- **Title IX of the Education Amendments –** Requires schools districts to inform students and others that they do not discriminate based on sex within any educational programs or activities that they operate. 34 C.F.R. 100.6(d)
- **Section 504 of the Rehabilitation Act –** Requires school districts to notify students and others of protections against discrimination based on disability. The notice shall state that the district does not discrimination on the basis of disability in violation of section 504; it shall identify the responsible employee; continuing notification may be by posting notices or placing notices in district publications and distributing written communications. 29U.S.C. 794; 34 C.F.R. 104.4; 34 C.F.R. 104.8

- **Title II of Americans with Disabilities Act –** Requires school districts to inform applicants, participants, and other interested persons of protections against discrimination based on disability under the Americans with Disabilities Act. The notice shall designate the responsible authority (name, office address, and telephone number) and grievance procedures shall be published. 28 C.F.R. 35.106 and 35.107
- **Age Discrimination Act –** Requires school districts to notify students and others of protections against discrimination based on age. The notice shall designate the responsible authority (name, office address, and telephone number) and grievance procedures shall be published 34 C.F.R. 110.25

Student Protections

- **Bullying Prohibition Policy -** School boards shall adopt a Bullying Prohibition Policy that conforms with Minnesota Statutes sections 121A.41 to 121A.56. The policy shall be conspicuously posted in the administrative offices of the school and school district in summary form; given to each school employee and independent contractor (if the contractor regularly interacts with students); included in the student handbook; and be available to all parents and other school community members in an electronic format in the languages appearing on the district or school website. Minn. Stat. 121A.031.
- A district or school must include in student discipline policy that the district distributes or otherwise transmits to students and their parents annually at the beginning of each school year notice about rights and responsibilities of students and parents under the Safe and Supportive Minnesota Schools Act. Minn. Stat. 121A.0311
- **Malicious and Sadistic Conduct** - School districts and charter schools must adopt a written policy to address malicious and sadistic conduct and sexual exploitation. The policy must be conspicuously posted throughout each school building, distributed to each district or school employee and independent contractor at the time of hiring or contractions, and included in each school's student handbook. Minn. Stat. 121A.0312
- **NOTE:** MDE agreed that schools could update their existing Bullying Prohibition Policy to include this new law (rather than create a separate policy on malicious and sadistic conduct). Please note that the Bullying Prohibition Policy can be posted "in summary form." This phrase does not appear in the Malicious and Sadistic Conduct statute. Schools could choose to post the entire Malicious and Sadistic Conduct provisions and continue to post a summary of the Bullying Prohibition Policy (rather than post the entire Bullying Prohibition Policy).
- **Hazing Policy -** School boards shall adopt a written policy governing student or staff hazing that conforms with Minn. Stat. 121A.69 and the Pupil Fair Dismissal Act. The policy must appear in the student handbook.
- **Sexual, Religious, and Racial Harassment and Violence Policy -** School boards must adopt a written policy regarding harassment and violence based on sex, religion, and race that conforms with Minn. Stat. Ch 363A. The policy must be included in each school's student handbook on school policies; conspicuously posted throughout each school building; and given to each district employee and independent contract.Minn. Stat. 121A.03

Testing Assessments

- **State Assessment Information -** School districts and schools must provide information on each assessment required by the state and the school district. The information must include: (1) subject matter assessed; (2) purpose of the assessment; (3) source of the requirement and if information is

available; (4) length of time expected and schedule for the assessments; and (5) time and format for disseminating results. 20 U.S.C. § 6311; Minn. Stat. 120B.31, subd. 4(a); 20 U.S.C. 6312(e)

Date Adopted: 10/13/97	File Number: Detroit Lakes Policy - MSBA - 422
Date Revised: 8/11/03; 12/20/21 10/27/25	

422 - POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. ~~In order T~~to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies that~~which~~ also apply to employees:

~~Model Policy 102 Equal Educational Opportunity~~
~~Model Policy 103 Complaints-Students, Employees, Parents, Other Persons~~
~~Model Policy 206 Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations~~
~~Model Policy 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student~~
~~Model Policy 305 Policy Implementation~~
Model Policy 505 Distribution of Nonschool-Sponsored Unofficial Materials on School Premises by Students and Employees
Model Policy 507 Corporal Punishment
Model Policy 510 Student Activities
Model Policy 511 Student Fundraising.
Model Policy 517 Student Recruiting
Model Policy 518 DNR-DNI Orders
Model Policy 519 Interview of Students by Outside Agencies
Model Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
Model Policy 524 Internet Acceptable Use and Safety Policy
Model Policy 525 Violence Prevention
Model Policy 535 Service Animals in Schools
~~Model Policy 610 Field Trips~~
~~Model Policy 710 Extracurricular Transportation~~
~~Model Policy 711 Video Recording on School Buses~~
~~Model Policy 712 Video Surveillance Other Than on Buses~~
~~Model Policy 802 Disposition of Obsolete Equipment and Material~~

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

Date Adopted: May 13, 2002	File Number: Detroit Lakes Policy - 423
Date Revised: 8/11/03; 10/21/19; 12/20/21, 10/27/25	

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints–Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.

B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data~~School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact~~)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses~~Mandatory Reporting to Professional Educator Licensing and Standards Board or Board~~
Minn. Stat. § 122A.40, Subds. 5(b) and 13 (b) (Employment; Contacts; Terminations~~Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions~~)
Minn. Stat. §§ 609.341–609.352 (Definitions~~Defining "intimate parts" and "position of authority" as well as detailing various sex offenses~~)
of authority" as well as detailing various sex abuse convictions.
Minn. Stat. Ch. 260E~~§ 626.556~~ (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minnesota Rules, Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross Reference: MSBA/MASA Model Policy 103 (Complaints - Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Date Adopted: 07/13/2015	File Number: Detroit Lakes Policy - 427
Date Revised: 1/24/21, 10/27/25	

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

[Note: School districts are required by Minn. Rule 3525.2340, Subp. 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

[Note: Minn. Stat. § 179A.07, Subd. 1, of the Public Employers Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, selection of personnel, and direction ~~and number~~ of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education teachers.]

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

"Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

C. Indirect Services

"Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

Date Adopted: 01/24/22	File Number: Detroit Lakes Policy - 432
Date Revised: 09/22/25	

432 EMPLOYEE USE OF SOCIAL MEDIA

I. PURPOSE

As a national leader in using technology as an accelerator of learning, the Detroit Lakes School District recognizes the value of inquiry, investigation and innovation in using new technology tools and resources to enhance the learning experience and to share information. The District also recognizes its obligation to teach, model and ensure responsible safe use of such technology tools.

District staff are expected to model appropriate and healthy use of technology tools in their interactions with one another, students and the global community both in person and through technology. With social media continuing to emerge and thrive as a dynamic, influential and evolving aspect of communication, the District developed this policy to address the unique circumstances that arise when employees engage through publicly available social media such as personal websites, virtual and augmented reality environments, social networks, online forums and other similar tools.

II. GENERAL STATEMENT OF POLICY

The District recognizes the importance of social media networks and platforms as communication and e-learning tools. To that end, the District provides select, approved social media accounts and other online engagement tools and encourages use of these tools for collaboration by employees, as appropriate for employees' roles with the District. Public social media, outside of accounts sponsored and approved by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee. Additionally, such use must comply with all District policies and with regulations set forth by the social media provider.

The District has official accounts on select social media platforms ~~(Facebook, Twitter, Instagram, Vimeo, YouTube, TikTok, other)~~ and additional technologies ~~(Schoolology, PreciousStatus, Peachjar, Let's Talk)~~ it uses in fulfilling its responsibility for effectively communicating with its various audiences, including the general public. Communications Department staff members and designated staff at each of the schools and in some additional departments, such as Athletics and Community Education, are approved to post for the District on accounts that have been designated as their responsibility. They are the only employees who may post for the District or schools on such accounts without additional approval from the Superintendent or designee.

Employees must limit personal use of social media during work, using professional discretion. If a building principal or executive staff members determine personal use of social media is becoming an issue for an employee, restrictions may be placed on employees' use of personal devices. Such restrictions would take place at the discretion of the Superintendent or designee.

When a new official District social media account is desired by an employee, the request should be elevated to a principal or executive staff member, who then will discuss it with the Superintendent or designee and the Director of Curriculum. From there, any approved social media account will be created in coordination with the Communications Department. The login, password and recovery information will be shared with the Communications Department, and any update to that information in future will be shared, as well.

All employees must avoid posting any information or engaging in communications that violates state or federal laws or District Policy.

When employees choose to join or engage with District students, families, fellow employees or members of the general public in a social media context that exists outside those approved by the District, they must maintain their professionalism as District employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

III. DEFINITIONS

A. **Public social media networks** are defined to include: websites, social networks, online forums, virtual and augmented reality environments, and any other social media generally available to the public or consumers. Examples of public social media include but are not limited to the following platforms: Facebook, Twitter, Snapchat, Instagram, LinkedIn, Vimeo, YouTube, TikTok and blogs.

B. **District approved online engagement tools** are those the District has approved for educational or official communication purposes. The District has greater ability to protect minors from inappropriate content and can limit public access with such tools. Examples include but are not limited to the following platforms: Schoology, Let's Talk, PreciousStatus.

IV. REQUIREMENTS

As set forth in the District's Vision, all employees are expected to serve as positive ambassadors for our schools and to remember they are role models to students in the community. Because those on social media networks may view the employee as a representative of the schools and the District, the District requires employees to observe the following rules when referring to the District, its schools, students, programs, activities, employees, volunteers and communities on any social media networks:

A. An employee's postings, displays, or communications must comply with all state and federal laws and any applicable District policies.

Employees must be respectful and professional in all communications (by word, image, implication and other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, defamatory or that encourages any illegal activity, the inappropriate use of alcohol, the use of illegal drugs, sexual behavior, sexual harassment or bullying.

Employees should not use their District e-mail address for communications on public social media networks for person use or without approval from the Superintendent or designee.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the District. Employees may not act as a spokesperson for the District or post comments as a representative of the District, except as authorized by the Superintendent or the Superintendent's designee or as appropriate for their defined role as a spokesperson or social media poster for the District. When authorized as a spokesperson for the District and not posting from a District account, employees must disclose their employment relationship with the District.

Employees may not disclose information that is confidential or proprietary to the District, its students, or employees or that is protected by data privacy laws.

Employees may not use or post the District's logos on any social media network nor create a social media account that represents the District without permission from the Superintendent or designee.

Employees may not post images on any social media network of co-workers without the co-worker's consent.

Employees may not post images of students on any public social media network if the parent has opted out of image use of their child, except for images of students taken in the public arena, such as at sporting events or fine arts public performances.

Employees may not post any nonpublic images of the District's floor plans.

B. The District recognizes that student groups or members of the public may create social media accounts representing teams or groups within the District. When employees, including coaches/advisors, choose to join or engage with these social networking groups, they always do so as an employee of the District. Employees have responsibility for maintaining appropriate employee-student and employee-public relationships at all times and have responsibility for addressing inappropriate student behavior or activity witnessed on these networks. This includes acting to protect the safety of minors online.

1. When an official student group or team creates a social media site or team website for itself, the coach or advisor must request and secure the login, password and recovery information for that online group. This will prevent, for example, dozens of out of date Twitter accounts for a sports team, as each year's team captain has graduated and the social media account remains up but not active.

C. Employees who participate in social media networks may decide to include information about their work with the District as part of their personal profile, as it would relate to a typical social conversation. This may include:

1. Work information included in a personal profile, to include District name, job title, and job duties.

2. Status updates regarding an employee's own job promotion.
3. Personal participation in District-sponsored events, including volunteer activities.
4. Words of praise for a District accomplishment.

D. The District monitors social media and will respond to content when necessary. An employee who is responsible for a social media posting that fails to comply with the requirements set forth in this policy may be subject to discipline, up to the including termination. Employees will be held responsible for the disclosure, whether purposeful or inadvertent, of confidential or private information or information that violates the privacy rights or other rights of a third party.

E. Anything posted on an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible will be subject to all District policies, rules, regulations, and guidelines. The District is free to view and monitor an employee's publicly viewable website or blog at any time without an employee's consent or previous approval or knowledge. Where applicable, employees may be asked to disclose to the District the existence of and to provide the District with access to an employee's personal or professional website, blog, social media account or other online content for which the employee is responsible as part of an employment selection, promotion or disciplinary process.

Legal Reference:

Minnesota Administrative Rule 8700.7500 Code of Ethics for Minnesota Teachers
Children's Internet Protection Act

Cross References:

Policy 427 – Harassment and Violence
Policy 428 – Respectful Workplace
Policy 515 – Protection and Privacy of Pupil Records
Policy 524 – Acceptable Use of Electronic Technologies
Policy 525 – Website and Intranet
Policy 542 – Civility of Students
Policy 606 – Instructional Materials Review, Selection and Use
Policy 910 – Media Relations

DATE: September 15, 2025

TO: Mark Jenson, Superintendent and Board of Education

FROM: Jason Kuehn, Director of Finance and Operations

SUBJECT: **Certification of Proposed 2025 Tax Levy Payable in 2026 for the 2026-27 School Year**

The school board is required to certify to the county auditor of Otter Tail and Becker County the school district's preliminary 2025 Payable 2026 Property Tax Levy by September 30, 2025. The district will certify the maximum levy, as certifying the preliminary levy in this manner allows for adjustments prior to the final levy certification in December. Attached are pages 30 and 31 of the Levy Limitation and Certification document from the Minnesota Department of Education (MDE) which show detailed levy amounts broken down by category.

Preliminary figures indicate that the school district portion of the property tax levy increased by 1.83% from a year ago to $10,135,176.62. Last year's levy amount was $9,953,011.38. The figures presented are preliminary and may change in the coming months.

During the regularly scheduled board meeting on Monday, December 15th at 6:00 PM, the school board will discuss the payable 2026 levy and the current year budget (Fiscal Year 2026). At this meeting there will be an opportunity for the public to speak. The final levy certification will be approved at the same meeting.

Administration and Finance Committee recommends to approve the maximum for 2025 Payable 2026 Proposed Property Tax Levy.

I. COMPUTATION OF 2025 PAYABLE 2026 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TAC/MAX EFF ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP			N/A			
GEN-RMV OTHER-EXEMP	2,572,012.85	9,791.25	N/A			2,581,804.10
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	N/A	N/A	N/A	N/A	N/A	N/A
GEN-NTC OTHER-EXEMP	2,377,015.92	12,574.18-	4,631.93-			2,359,809.81
TOTAL GENERAL	4,949,028.77	2,782.93-	4,631.93-			4,941,613.91
COM SERV-EXEMP	250,448.49	10,276.27-	243.03-			239,929.19
DEBT-VOTER-NONEXEMP	4,127,321.00		409.91			4,127,730.91
DEBT-OTHER-NONEXEMP	825,904.38	1.77-				825,902.61
TOTAL DEBT SERV	4,953,225.38	1.77-	409.91			4,953,633.52
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP						
TOTAL OPEB/PENSION						
TOTAL	10,152,702.64	13,060.97-	4,465.05-			10,135,176.62

II. COMPARISON OF 2024 PAYABLE 2025 LEVY LIMITATION WITH 2025 PAYABLE 2026 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2024 PAY 2025 LIMITATION	2025 PAY 2026 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	4,955,216.34	4,941,613.91	13,602.43-	.27-
COMMUNITY SERVICE	255,194.37	239,929.19	15,265.18-	5.98-
GENERAL DEBT SERVICE	4,742,600.67	4,953,633.52	211,032.85	4.45
OPEB DEBT SERVICE				
TOTAL	9,953,011.38	10,135,176.62	182,165.24	1.83

III. COMPARISON OF 2024 PAYABLE 2025 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH
2025 PAYABLE 2026 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2024 PAY 2025 CERTIFIED LEVY + ADJUSTMENTS	2025 PAY 2026 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	4,955,216.34			
COMMUNITY SERVICE	255,194.37			
GENERAL DEBT SERVICE	4,742,600.67			
OPEB DEBT SERVICE				
TOTAL AFTER ADJUSTMENTS	9,953,011.38			

LINE #	LIMITATION COMPONENTS	2024 PAY 2025 LIMITATION	2024 PAY 2025 CERTIFIED LEVY	2025 PAY 2026 LIMITATION	2025 PAY 2026 PROPOSED LEVY	2025 PAY 2026 CERTIFIED LEVY	NOTES
	SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER						
(5002)	GENERAL-RMV OTHER	2,647,379.96	2,647,379.96	2,581,804.10			
(5003)	GENERAL-NTC VOTER						
(5004)	GENERAL-NTC OTHER	2,307,836.38	2,307,836.38	2,359,809.81			
(5009)	COMMUNITY SERV-NTC OTHER	255,194.37	255,194.37	239,929.19			
(5013)	GENL DEBT-NTC VOTER	3,952,332.90	3,952,332.90	4,127,730.91			*1
(5014)	GENL DEBT-NTC OTHER	790,267.77	790,267.77	825,902.61			*1
(5020)	OPEB DEBT-NTC VOTER						
(5021)	OPEB DEBT-NTC OTHER						
	SUBTOTALS BY FUND						
(5005)	GENERAL FUND	4,955,216.34	4,955,216.34	4,941,613.91			
(5009)	COMMUNITY SERVICES FUND	255,194.37	255,194.37	239,929.19			
(5015)	GENERAL DEBT SERVICE FUND	4,742,600.67	4,742,600.67	4,953,633.52			
(5022)	OPEB/PENSION DEBT SERVICE FUND						
	SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	2,647,379.96	2,647,379.96	2,581,804.10			
	NET TAX CAPACITY	7,305,631.42	7,305,631.42	7,553,372.52			
	SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	3,952,332.90	3,952,332.90	4,127,730.91			
	OTHER	6,000,678.48	6,000,678.48	6,007,445.71			
	TOTAL LEVY						
	TOTAL LEVY	9,953,011.38	9,953,011.38	10,135,176.62			
	ALLOWABLE INCREASE						
	ALLOWABLE INCREASE AMOUNT						
	MAXIMUM ALLOWABLE CERTIFIED LEVY						

FOOTNOTES:
*1 SCHOOL BUILDING BOND AGRICULTURAL CREDIT WILL BE CALCULATED USING THE GENERAL DEBT SERVICE LEVY CATEGORIES

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.

Minnesota Department of Education
Levy Limitation and Certification Report
2025 Payable 2026

District Number-Type: 0022-01
District Name: Detroit Lakes Public School District
Home County: Becker County

Date Printed: 9/22/25
Limits Updated: 9/22/25
Proposed Submitted: 9/22/25

	LIMIT	PROPOSED
SUBTOTALS BY LEVY CATEGORY		
GENERAL - RMV VOTER		
GENERAL - RMV OTHER		
GENERAL - NTC VOTER		
GENERAL - NTC OTHER		
COMMUNITY SERVICE - NTC OTHER		
GENERAL DEBT - NTC VOTER		
GENERAL DEBT - NTC OTHER		
OPEB DEBT - NTC VOTER		
OPEB DEBT - NTC OTHER		
SUBTOTALS BY FUND		
GENERAL FUND		
COMMUNITY SERVICES FUND		
GENERAL DEBT SERVICE FUND		
OPEB/PENSION DEBT SERVICE FUND		
SUBTOTALS BY TAX BASE		
REFERENDUM MARKET VALUE		
NET TAX CAPACITY		
SUBTOTALS BY TRUTH IN TAXATION CATEGORY		
VOTER APPROVED		
OTHER		
TOTAL LEVY		
TOTAL LEVY		

The School Board has voted to certify the MAXIMUM levy authority.

After October 1st, the county auditor should consult the Minnesota Department of Education (MDE) website for the district's current levy limitation and use this amount for the Truth in Taxation notices.

If there is a change to the district's levy limitation after October 1st, the county will be notified by MDE via email. Before finalizing tax computations for the Truth in Taxation notices, counties should double check the MDE website to be sure no changes have been made to the district's levy limitation that the county is not already aware of through this email process.

The school district must submit the completed original of this form to the home county auditor by September 30, 2025. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by October 7, 2025.

The certified levy listed above is the levy voted by the school board for taxes payable in 2026.

Signature of School Board Clerk _____

Date of Certification _____

READ Act Model MOU

MN Session Law 2024, Chapter 115, provided each "district" (school district, charter school, and cooperative unit) providing direct instructional services with funding for *Teacher Compensation for READ Act training*.

The law also encouraged the Minnesota School Boards Association and Education Minnesota to collaborate to develop one or more model memoranda of understanding (MOU) by July 1, 2024, to determine how funding provided will be distributed.

Representatives from the organizations met and collaborated on the model MOU contained in this document.



THE VOICE FOR PROFESSIONAL EDUCATORS AND STUDENTS



MEMORANDUM OF UNDERSTANDING
BETWEEN
Independent School District #22 (hereinafter referred to as "District")
AND
EMDL Education Minnesota, Detroit Lakes Local (hereinafter referred to as "Union")

WHEREAS, the District and the Union are parties to continuing contracts and collective bargaining agreements (CBA) for the periods of July 1, 2025 through June 30, 2027, and July 1, 2027 through June 30, 2029; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that required teachers will participate in CORE/OL&LA (Online Language and Literacy Academy); ECSE teachers will participate in LETRS for EC (Language Essentials for Teachers of Reading and Spelling for Early Childhood Educators training) and any other READ Act required trainings.

WHEREAS the total anticipated number of hours of training required for CORE/OL&LA is 45-55 hours and LETRS for Early Childhood Educators is 32-37.5 hours, depending on participants' knowledge base and any future training requirements.

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

   The Union and District will establish a list of eligible teachers, who must:

   a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
   b. Be employed by the District between August 19, 2025 and June 30, 2028; and,
   c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

   Teachers will earn compensation as follows:

   Teachers will complete the training during their contracted hours, including in-service days and early release days. Up to five substitute teaching days per school year may be offered to support this training, subject to coordination with the READ Act coordinator/lead and prior principal approval.

   Upon completion, participating teachers will receive credit for their Q Comp Vocabulary and Engagement Goals, which provides them a stipend for the year of the actual training. Teachers will not need to do any additional forms or work for Q Comp payment during their training year. Q Comp does not apply to ECFE teachers; therefore, they do not receive Q Comp payment. This paragraph will be revised if Q Comp funding is no longer available.

ECFE teachers will be paid their hourly wage for completion of LETRS training not to exceed their regular 40-hour work week. Hours worked towards completion of training must be recorded and submitted via voucher for payroll coding.

3. Credit Recognition

Training will be completed within contract workdays. Teachers may receive CEU hours but not graduate credit.

4. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to Renee Kerzman.

5. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements will result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and would result in discipline.

6. Effective Date and Duration

This MOU shall continue in effect until June 30, 2028.

NOW THEREFORE, be it further resolved that the parties agree to the following:

Impact on Precedent. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

For the District:	For the Union:
Dated:	Dated: 9/2/25

Out of State Travel Request

Description:

Who - Up to ten members of the Ulen-Hitterdal FFA Chapter who are in 9th - 12th grade. Members must apply and be considered active and in good standing.

What - The annual National FFA Convention and Expo.

When - Leaving the evening of Tuesday, October 28th. Returning in the early morning of Sunday, November 2nd.

Where - Indiana Convention Center, Indianapolis, Indiana.

Transportation - Region I FFA organizes group travel through chartered buses with Anderson Coach in Frazee. Between two and four buses travel together depending on the attendance.

Accommodations - Quality Inn, Indianapolis, IN. Students are assigned four to a room and may be grouped with other chapters to consolidate rooms.

Cost - $480 per student, $570 per advisor for transportation and lodging through Region I FFA, with an additional $105 to National FFA for registration. Additional costs include tours, these vary from $15-$45 per event.

Supervision - Mrs. Thorsvig will be attending the National Convention for supervision. One benefit of traveling as a region is that truly our students will be chaperoned by all Region I FFA Advisors, as we work together.

DETAILS OF REQUEST

Request permission for out of state travel to: National FFA Convention, Indianapolis, Indiana

Who will be attending: Up to 10 FFA Members and Mrs. Thorsvig

Learning strands offered:

The student learning opportunities and benefits of attending the National FFA Convention are numerous. Witnessing the success of other FFA members is a unique experience, the are sessions highlighting the accomplishments of members in their Supervised Ag Experience (work based learning). I believe it is imperative that our members are able to see the advanced opportunities that are available to them in FFA and in Agriculture in general. The members will be able to network with other FFA members who are passionate and active in the FFA organization. Detroit Lakes students will have the opportunity to attend career exploratory and leadership development workshops. In addition, the Expo is packed with higher education and industry representatives. Students will also attend sessions with keynote speakers and motivational retiring addresses from the National officers.

INDEPENDENT SCHOOL DISTRICT #22
FINANCE COMMITTEE MEETING AGENDA
Finance Committee Meeting - August 16th, 2025

Members Present:

Julie Smith-Yliniemi **Sanford Nelson** **Mickey Okeson** **Mark Jenson** **Jason Kuehn**

A Finance Committee Meeting was held on Monday, September 15th in the District Office Conference Room. The agenda was as follows:

1. Review of Receipts and Disbursements

Receipts for the month of August totaled $6,054,788.66. Receipts of note included tuition for Community Education and Fall Activities, Federal Grant reimbursements, monthly Food & Nutrition Services reimbursements, and metered State Aid payments.

Three sets of disbursement were reviewed by the Finance Committee. The committee recommends approval of the hand payables for July totaling $456,895.92 which includes payments for payroll liabilities, food service vendors, utilities, and semi-annual Bond Interest payment.

The committee also recommends approval of the check summaries for September 8th and September 22nd in the amount of $XXX and payroll transfers totaling $390,773.17.

Director of Finance Kuehn reviewed the fund balances through the month of August and receipts for the month of August. District expenditures and revenues through August were reviewed in comparison to the budget.

2. Certification of 2025 Preliminary Tax Levy Payable in 2026 for the 2026-27 School Year

Director of Finance Kuehn reviewed the proposed tax levy for 2025 payable in 2026. Preliminary figures indicate that the school district portion of the property tax levy increased by 0.34% from a year ago to $9,987,106.62 Last year's levy amount was $9,953,011.38. The Finance Committee recommends to approve the maximum for 2025 Payable 2026 Proposed Property Tax Levy.

3. District Investment Review - Midwest Bank CDARS Program

The Committee reviewed a proposed investment strategy for maturing Certificates of Deposit within the District's Midwest Bank CDARS program. The committee recommends approval of reinvesting the maturing Certificates of Deposit as well as an additional $750,000.00 of previously matured Certificates of Deposits currently held in the District's Savings Account at Midwest at a term of 12 months at a 4.0% APY..

Next Meeting: Tuesday, October 21st at 12:00 PM

Activity	Fundraiser Description	Purpose of Fundraiser	Dates	Estimated amount raised
Boys Golf	Sell Pizzas	Clothing, food, hotels	3/26 2 weeks	3,500
Girls Hockey	Papa Murphys BOGO Cards	Clothing, food, equipment	9/25-10/25	10,000
FFA	Fruit Sales	Clothing, travel	10/25-12/25	15,000
Football	Laker Cards	Food and Gear	8/13-21, 2025	30-40,000
B/G Cross Country	Make/Sell T-Shirts	Tents, food, hotel	8/19/25	4000
Boys Hockey	Poster Sponsorship	Meals, equipment	7/30-9/1, 2025	10,000
Laker Cheer	Pizza Ranch Community Event	Attending Cheer Camp	8/29/2025	300
Laker Cheer	Hosting Cheer Camp	Attending Cheer Camp	9/13/2025	1000
Robotics	Grants & Sponsorships	Tools, entrance fees, travel	8/15/25-5/15-26	35,000
Volleyball	Late Night w/ Lakers	Dinners, team bonding, supplies	10/10/25	No Goal
Girls Tennis	Pizza Sales	Clothing	8/18-27, 2025	1,500
Girls Golf	Pizza Sales	Hotels	3/20-41, 2026	3000
Dance	Leftover Laker Gear	Camp, travel, guest instructors	8/5/25	2000
Dance	Dance Show	Camps, travel, guest instructors	1/17/26	2000
Dance	Youth Camp	Shirts	1/17/26	400
Dance	Laker Blankets	Camps, travel, guest instructors	7/5/26	2000
Rossman PTO	Butter Braids	Extending Learning opportunities	9/24-11/26, 2025	14,500
Boys Basketball	Hour Thon	Ordering food for away games/summer camps	11/25/25-12/2/25	$7,000
Softball	Softball Cards	Gear	March 2025	$10,000
Boys Basketball	Concession Stand	Summer Tournaments	2/28/26	$8,000
Band/Choir	Wreath Sales	Orlando Trip	9/29/25-10/20/25	$7,000