

Dawson-Boyd School Board
Monday, June 10, 2024 Regular Meeting Time - 6:00 p.m.
Dawson-Boyd Board Room
Monthly Board Meeting
Google Meet joining info:
School board meeting
Monday, June 10 · 6:00 - 8:00pm
Time zone: America/Chicago
Google Meet joining info
Video call link:meeting link
Or dial: ?(US) +1 424-265-7367? PIN: ?758 337 255?#

Meeting Agenda

1. Call to order - 6:00 p.m.
 - Pledge of Allegiance
 - Google Meet joining info
Video call link: <https://meet.google.com/msx-rihy-ekh>
Or dial: ?(US) +1 615-640-0134 PIN: ?511 088 065#
2. Adopt/Amend Agenda
3. Public Comments
4. Facilities Information Presented by Chris Ziemer of ICS
Chris Ziemer of ICS
Chris Ziemer of ICS will present floor plan options and associated costs for:
 - Rehabilitation of the swimming pool
 - Repurposing of swimming pool space as a multi-purpose gymnasium
 - Options for on-site daycare and associated construction costs
 - Bus garage replacement and associated costs
Chris Ziemer of ICS will present the 10 year LTFM plan
5. Revenue Generation and Tax Impact Options Presented by Michael Hart of PMA
Michael Hart of PMA
Michael Hart of PMA Financial will present options for revenue generation and the associated tax impacts.
6. Consent Agenda: THE FOLLOWING ITEMS ARE SUBMITTED FOR CONSENT APPROVAL
 - a. Approval of Meeting Minutes

Regular May 13, 2024 Meeting

Special May 28, 2024 Work Session Meeting
 - b. Approval of Financial Report and Monthly Claims and Accounts
 - c. Staffing Matters
Resignations:
 - Madeline Stevens, effective May 20, 2024, daycare

- Gabby Hettling, effective May 24, 2024, daycare
- Emma Schaefer, effective May 27, 2024, daycare
- Amber Runyon, effective May 28, 2024, daycare
- John Lund, effective May 29, 2024, paraprofessional
- Ryan Stotesbery, effective May 21, 2024, JH Baseball Coach
- Merina Marotzke, effective May 29, 2024, paraprofessional
- Deb Moe, effective May 29, 2024, paraprofessional
- Sandy Mogard, effective May 29, 2024, paraprofessional
- Joshua Dorn, effective May 31, 2024, MS Math Teacher, Softball Coach, Bus Driver
- Sandi Hansen, effective June 14, 2024, Elementary Administrative Assistant

Hirings:

- Lisa Johnson, effective June 1, 2024, daycare substitute

Leaves of Absence Requests

- Andrea Enger, Title Staff- Childcare Leave Request anticipated return November 4, 2024
- Kali Connor, Speech Language Pathologist - Requesting a 1 year leave of absence for the 2024-25 school year.

7. Information Items:

Information Items:

- Local Literacy Plan
Amy Hiedeman
- Superintendent Report
- Policies for First Reading:
506 - Student Discipline
506 Form - Student Discipline Form
507 - Corporal Punishment and Prone Restraint
509 - Enrollment of Non-Resident Students
514 - Bully Prohibition
620 - Credits for Learning
705 - Investments
- Church Parking Lot
- Foster Care Transportation Agreement

8. Discussion/Approval Items:

9. Action Items:

a. Tenure:

Approval of tenure for the following licensed teachers:

Christensen, Elissa
Salisbury, Jesh
Knutson, Andrea
Gritmacker, Hailey
Blascyk, Kallie
Stender, Janelle

- Resolution-District Donations
- Approval of School Fundraisers

- d. Resolution Establishing Dates for Filing Affidavits of Candidacy for Open School Board Seats
Candidacy Filing Period:

July 30 to August 13, 2024

Dawson-Boyd Schools will publish the candidacy filing period for open school board seats in the Dawson Sentinel the weeks of July 8th, 15th, and 22nd, 2024.

Dawson-Boyd Schools will post the candidacy filing period from July 8-30, 2024.

- e. Accept Grants
Second Harvest Grant award in the amount of \$15,650 to make fresh fruits and vegetables more accessible to our students.
 - f. Church Parking Lot
 - g. Milk/Commodity Bids
Bread Bid performed by western 5 cooperative.

Milk Bid needs to be completed by our district.
 - h. Approval of 10-year LTFM Plan
 - i. Property, Transportation, and Workman's Comp Insurance Renewal 2024-2025
 - j. Establish special meeting date to approve the 2024-2025 budget, review community feedback on construction potential, and determine what to send in to MDE for review and comment.
- 10. Closed Session
Superintendent Year End Evaluation
 - 11. Adjournment

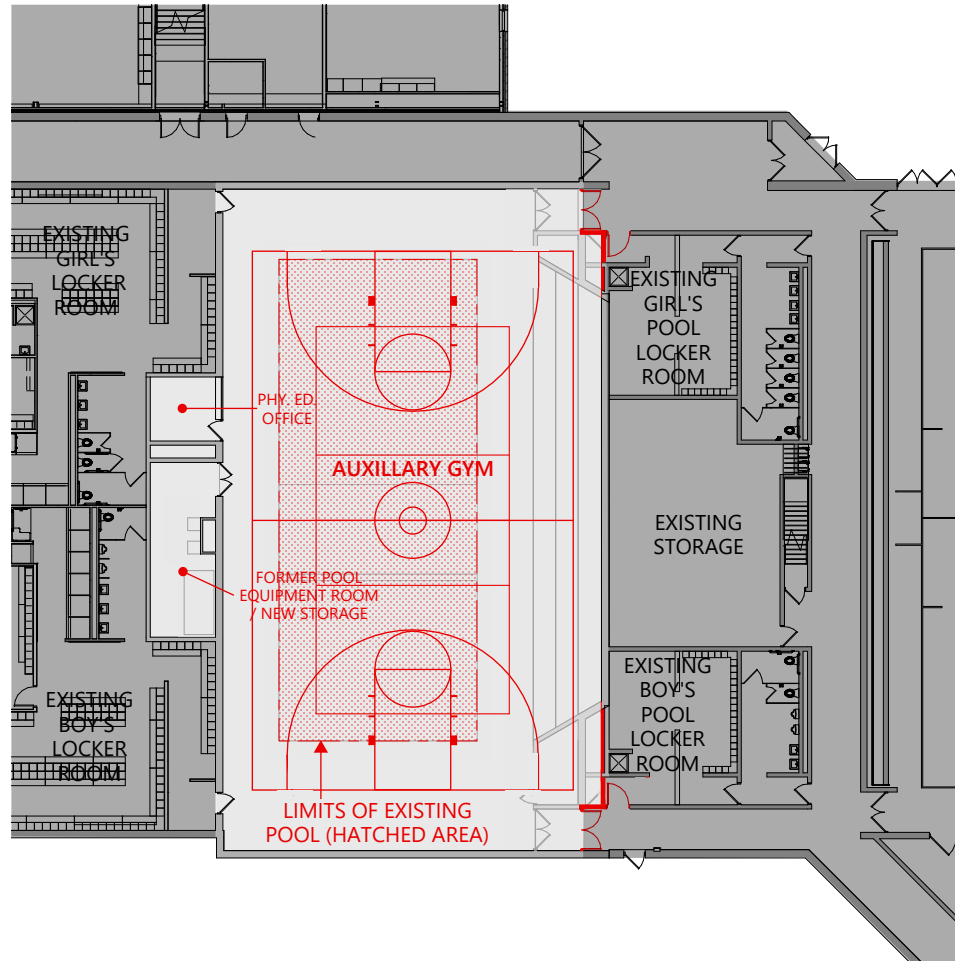
OWNER: ISD #378 - Dawson Boyd Public Schools
 PROJECT: Facility Improvement Options
 LOCATION: Dawson, MN
 PREP BY: ICS
 DATE: 6/6/2024



ITEM / ITEM DESCRIPTION	DAYCARE OPTIONS			POOL		COMBINED		OTHER	Quantity / Program SF	Unit	Unit Cost / SF Cost	Notes
	Option #1: Infant / Toddler Building Addition (4 Classrooms)	Option #2: Convert Elementary Gym into Infant / Toddler Care	Option #3: Infant / Toddler Building Addition w/ Portables	Option #4A: Make Necessary Repair to Pool	Option #4B: Fill In Pool and Convert to Multi-Purpose Room	Combined Option #1 & Option #4B: Convert ES into Daycare; and Convert Pool into Multi-Purpose Room	Combined Option #2 & Option #4B: Convert ES into Daycare; and Convert Pool into Multi-Purpose Room					
FUTURE IMPROVEMENTS												
INFANT/TODDLER ADDITION TO NW CORNER OF ELEMENTARY												
BUILDING ADDITION												
Four (4) Room Addition for Little Jacks & Junior Jacks, Office and Storage	\$1,711,200	\$0	\$0	\$0	\$0	\$1,711,200	\$0	\$0	4,960	SF	\$345	Additional descriptor notes
Modifications to Existing Corridor / Vestibule / Classroom Door	\$50,000	\$0	\$0	\$0	\$0	\$50,000	\$0	\$0	1	ALLOW	\$50,000	Allowance
Mechanical/Plumbing Connections to Existing Systems	\$75,000	\$0	\$0	\$0	\$0	\$75,000	\$0	\$0	1	ALLOW	\$75,000	Allowance
SITE												
Grading & Utilities	\$75,000	\$0	\$0	\$0	\$0	\$75,000	\$0	\$0	1	LS	\$75,000	Allowance
New Age-Appropriate Play Area (Fencing, Surfacing & Play Structures) for Infant/Toddler Addition	\$77,000	\$0	\$0	\$0	\$0	\$77,000	\$0	\$0	3,500	SF	\$22	Allowance
Relocate Play Structure and Surfacing	\$80,000	\$0	\$0	\$0	\$0	\$80,000	\$0	\$0	1	ALLOW	\$80,000	Allowance
Tie-In Sidewalks / Seeding	\$25,000	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0	1	ALLOW	\$25,000	Allowance
CONVERT EXISTING ELEMENTARY GYM INTO INFANT/TODDLER CLASSROOMS												
CONVERT EXISTING ELEMENTARY GYM INTO INFANT/TODDLER ROOMS												
Demolition	\$0	\$80,250	\$0	\$0	\$0	\$0	\$80,250	\$0	5,350	SF	\$15	Demolish stage, adjacent walls, wall pades, basketball hoops, ductwork and lighting
Interior Improvements - Floors, Walls, Doors, Casework and Ceilings	\$0	\$454,750	\$0	\$0	\$0	\$0	\$454,750	\$0	5,350	SF	\$85	Additional descriptor notes
Modifications to Existing Doors / Entry	\$0	\$75,000	\$0	\$0	\$0	\$0	\$75,000	\$0	1	LS	\$75,000	
Mechanical												
Fire Protection	\$0	\$37,160	\$0	\$0	\$0	\$0	\$37,160	\$0	4,645	SF	\$8	Re-Work Existing Fire Protection to accommodate new use
HVAC (Ductwork Modifications) & Controls	\$0	\$301,925	\$0	\$0	\$0	\$0	\$301,925	\$0	4,645	SF	\$65	Gym Air-Handling Unit being replaced as part of the IAQ Project
Plumbing	\$0	\$83,610	\$0	\$0	\$0	\$0	\$83,610	\$0	4,645	SF	\$18	Toilet Rooms / Classroom Sinks
Electrical												
Power	\$0	\$83,610	\$0	\$0	\$0	\$0	\$0	\$0	4,645	SF	\$18	Extend Power to Classrooms
Lighting	\$0	\$37,160	\$0	\$0	\$0	\$0	\$0	\$0	4,645	SF	\$8	New Lighting for Classrooms
Fire Alarm	\$0	\$27,870	\$0	\$0	\$0	\$0	\$0	\$0	4,645	SF	\$6	Modifications and extension to Fire Alarm
INFANT/TODDLER ADDITION w/ PORTABLES TO NW CORNER OF ELEMENTARY												
BUILDING ADDITION												
Portable Classroom Addition for Little Jacks & Junior Jacks, Office and Storage	\$0	\$0	\$715,000	\$0	\$0	\$0	\$0	\$0	1	LS	\$715,000	Additional descriptor notes
Modifications to Existing Building at Connection Point(s)	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0	1	ALLOW	\$50,000	Allowance
Structural Piers/Slab to support Portable Classroom Addition	\$0	\$0	\$125,000	\$0	\$0	\$0	\$0	\$0	1	ALLOW	\$125,000	Allowance
Mechanical												
Mechanical/Plumbing Connections to Existing Systems	\$0	\$0	\$75,000	\$0	\$0	\$0	\$0	\$0	1	ALLOW	\$75,000	Allowance
Fire Protection	\$0	\$0	\$38,800	\$0	\$0	\$0	\$0	\$0	4,850	SF	\$8	Extend Fire Protection to Portables
Electrical												
Feeders/Power	\$0	\$0	\$75,000	\$0	\$0	\$0	\$0	\$0	1	LS	\$75,000	
Fire Alarm	\$0	\$0	\$29,100	\$0	\$0	\$0	\$0	\$0	4,850	SF	\$6	
SITE												
New Age-Appropriate Play Area (Fencing, Surfacing & Play Structures) for Infant/Toddler Addition	\$0	\$0	\$77,000	\$0	\$0	\$0	\$0	\$0	3,500	SF	\$22	
Relocate Play Structure and Surfacing	\$0	\$0	\$120,000	\$0	\$0	\$0	\$0	\$0	1	ALLOW	\$120,000	Allowance
Tie-In Sidewalks / Seeding	\$0	\$0	\$25,000	\$0	\$0	\$0	\$0	\$0	1	ALLOW	\$25,000	Allowance
MAKE NECESSARY REPAIRS TO POOL												
FILL IN POOL AND CONVERT TO MULTI-PURPOSE ROOM												
Interior Improvements												
Repair Pool Basin	\$0	\$0	\$0	\$311,560	\$0	\$0	\$0	\$0	1	ALLOW	\$311,560	Placeholder to Re-Plaster Pool Basin and repair Cracks
Replace Pool Grates	\$0	\$0	\$0	\$190	\$0	\$0	\$0	\$0	1	LS	\$190	
Block Repair and Painting	\$0	\$0	\$0	\$70,925	\$0	\$0	\$0	\$0	14,185	ALLOW	\$5	Patch existing concrete block and paint walls and ceiling
Exterior Repairs to Brick	\$0	\$0	\$0	\$150,000	\$0	\$0	\$0	\$0	1	ALLOW	\$150,000	Replace, Reset Brick and Tie-Back to Structure, Tuckpointing
New Gym Flooring	\$0	\$0	\$0	\$122,000	\$0	\$0	\$0	\$0	6,100	SF	\$20	New Rubber Gym Flooring System w/ Floor Prep - Budgetary Number
Mechanical												
Replacement of Existing Pool Air-Handling Equipment including Structural Improvements	\$0	\$0	\$0	\$987,000	\$0	\$0	\$0	\$0	1	LS	\$987,000	
Replacement of Pool Filtration Equipment and associated Piping	\$0	\$0	\$0	\$560,000	\$0	\$0	\$0	\$0	1	LS	\$560,000	
Electrical												
Replacement of Light	\$0	\$0	\$0	\$5,254	\$0	\$0	\$0	\$0	1	LS	\$5,254	
FILL IN POOL AND CONVERT TO MULTI-PURPOSE ROOM												
FILL IN POOL AND CONVERT TO MULTI-PURPOSE ROOM												
Demolition of Concrete Bleachers and Walls at Entry	\$0	\$0	\$0	\$0	\$75,000	\$75,000	\$75,000	\$0	1	LS	\$75,000	Remove existing concrete block walls and concrete bleachers over east tunnel
Interior Improvements												
Fill in Pool	\$0	\$0	\$0	\$0	\$135,000	\$135,000	\$135,000	\$0	1	LS	\$135,000	Fill in Pool Basin and Tunnels w/ Concrete Floor Slab over the top
Fill in Surge Tank at Chemical Room	\$0	\$0	\$0	\$0	\$25,000	\$25,000	\$25,000	\$0	1	LS	\$25,000	
New Composite Floor Slab at Bleachers	\$0	\$0	\$0	\$0	\$25,000	\$25,000	\$25,000	\$0	1	LS	\$25,000	Additional descriptor notes
New Gym Flooring	\$0	\$0	\$0	\$0	\$122,000	\$122,000	\$122,000	\$0	6,100	SF	\$20	New Rubber Gym Flooring System w/ Floor Prep - Budgetary Number
Clean up Finishes in Chemical Room/Pool Office and replace Frames and Doors	\$0	\$0	\$0	\$0	\$20,000	\$20,000	\$20,000	\$0	1		\$20,000	
Block Repair and Painting	\$0	\$0	\$0	\$0	\$70,925	\$70,925	\$70,925	\$0	14,185	ALLOW	\$5	Patch existing concrete block and paint walls and ceiling
Exterior Repairs to Brick	\$0	\$0	\$0	\$0	\$150,000	\$150,000	\$150,000	\$0	1	ALLOW	\$150,000	Replace, Reset Brick and Tie-Back to Structure, Tuckpointing
New Basketball Hoops (Game Court)	\$0	\$0	\$0	\$0	\$36,000	\$36,000	\$36,000	\$0	2	EA	\$18,000	Wall Mounted Adjustable Basketball Hoops
New Basketball Hoops (Practice Courts)	\$0	\$0	\$0	\$0	\$24,000	\$24,000	\$24,000	\$0	4	EA	\$6,000	Wall Mounted Adjustable Basketball Hoops
Volleyball Sleeves and Standards	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$0	1	EA	\$5,000	Set of two (2)
Acoustic Treatments	\$0	\$0	\$0	\$0	\$80,000	\$80,000	\$80,000	\$0	1	LS	\$80,000	Acoustic Wall and Ceiling Panels
Mechanical												
New Air-Handling Equipment & Controls	\$0	\$0	\$0	\$0	\$350,000	\$350,000	\$350,000	\$0	1	LS	\$350,000	Replace Pool Unit w/ Air-Handling Unit
Structural Reinforcement of adjacent Roof, Roof Curbs and Roofing Tie-In	\$0	\$0	\$0	\$0	\$150,000	\$150,000	\$150,000	\$0	1	LS	\$150,000	Reinforce existing Joists on adjacent Roof
Ductwork	\$0	\$0	\$0	\$0	\$15,000	\$15,000	\$15,000	\$0	1	LS	\$15,000	Re-use existing Ductwork; Cleaning & Adjustments
Electrical												
Electrical Hook-Up of New Air-Handling Equipment	\$0	\$0	\$0	\$0	\$30,000	\$30,000	\$30,000	\$0	1	LS	\$30,000	Power and VFD for new Air-Handling Unit
Power for Basketball Hoops	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	\$0	1	ALLOW	\$10,000	Power to Basketball Hoops
New Lighting	\$0	\$0	\$0	\$0	\$48,800	\$48,800	\$48,800	\$0	6,100	LS	\$8	New LED Lighting
Scoreboards	\$0	\$0	\$0	\$0	\$10,000	\$10,000	\$10,000	\$0	2	EA	\$5,000	New Scoreboards for
REPLACEMENT OF BUS GARAGE												
NEW BUILDING												
Demolition of Existing Structure	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$186,700	9,335	SF	\$20	Disconnections and Demolition of Structure
New Bus Garage w/ Shop, Wash Bay and Offices	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,648,500	11,775	SF	\$140	New Pre-Manufactured Building
Mechanical												
Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$647,625	11,775	SF	\$55	New Mechanical Systems, Toilets & Wash Bay
Electrical												
Power/Lighting	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$376,800	11,775	SF	\$32	Power/Lighting
SITE												
Grading & Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$120,000	1	LS	\$120,000	Allowance
DISTRICT-WIDE / OTHER												
FFE/TECHNOLOGY												
Furniture, Fixtures and Equipment (FFE)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	1	ALLOW	N/A	See Individual Solution
Technology	\$25,000	\$25,000	\$25,000	\$0	\$25,000	\$50,000	\$50,000	\$25,000	1	ALLOW	N/A	See Individual Solution
Security (Cameras & Card Readers)	\$30,000	\$30,000	\$30,000	\$0	\$0	\$60,000	\$60,000	\$30,000	1	ALLOW	N/A	See Individual Solution
CONSTRUCTION SUBTOTAL	\$2,148,200	\$1,236,335	\$1,384,900	\$2,206,929	\$1,406,725	\$3,584,925	\$2,524,420	\$3,034,625				
SOFT COSTS												
Fees/Permitting/Testing												
	\$687,424	\$395,627	\$443,168	\$706,217	\$450,152	\$1,147,176	\$807,814	\$971,080				Varies as a % of Construction Cost
Property Acquisition												
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				Cost of Property needed for Project
Bond Costs	\$39,742	\$22,872	\$25,621	\$40,828	\$26,024	\$66,321	\$46,702	\$56,141				Placeholder - [Districts Financial Advisor] to provide
SUBTOTAL:	\$727,166	\$418,499	\$468,789	\$747,045	\$476,176	\$1,213,497	\$854,516	\$1,027,221				
CONTINGENCY												
	\$207,395	\$171,856	\$98,907	\$110,792	\$176,554	\$112,538	\$286,794	\$201,954				8% of Construction Cost (5% Construction Contingency & 3% Cost Escalation)
SUBTOTAL:	\$171,856	\$98,907	\$110,792	\$176,554	\$112,538	\$286,794	\$201,954	\$242,770				
TOTAL:	\$3,047,222	\$1,753,741	\$1,964,481	\$3,130,529	\$1,995,439	\$5,085,216	\$3,580,890	\$4,304,616				

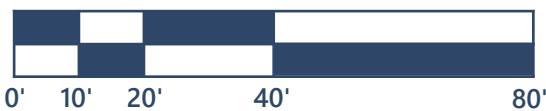
OPTION #4B: CONVERSION OF EXISTING POOL INTO MULTI-PURPOSE SPACE

FOR PLANNING PURPOSES ONLY -
NOT FOR CONSTRUCTION

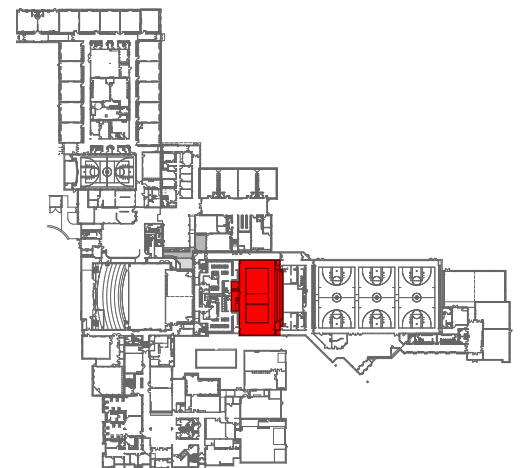


BUDGET ESTIMATE:

Construction Cost:	\$ 1,406,725
Fees/Permits/Testing (Soft Costs):	\$ 176,554
Contingency (8% of Construction):	\$ 112,538
Total:	\$ 1,995,439



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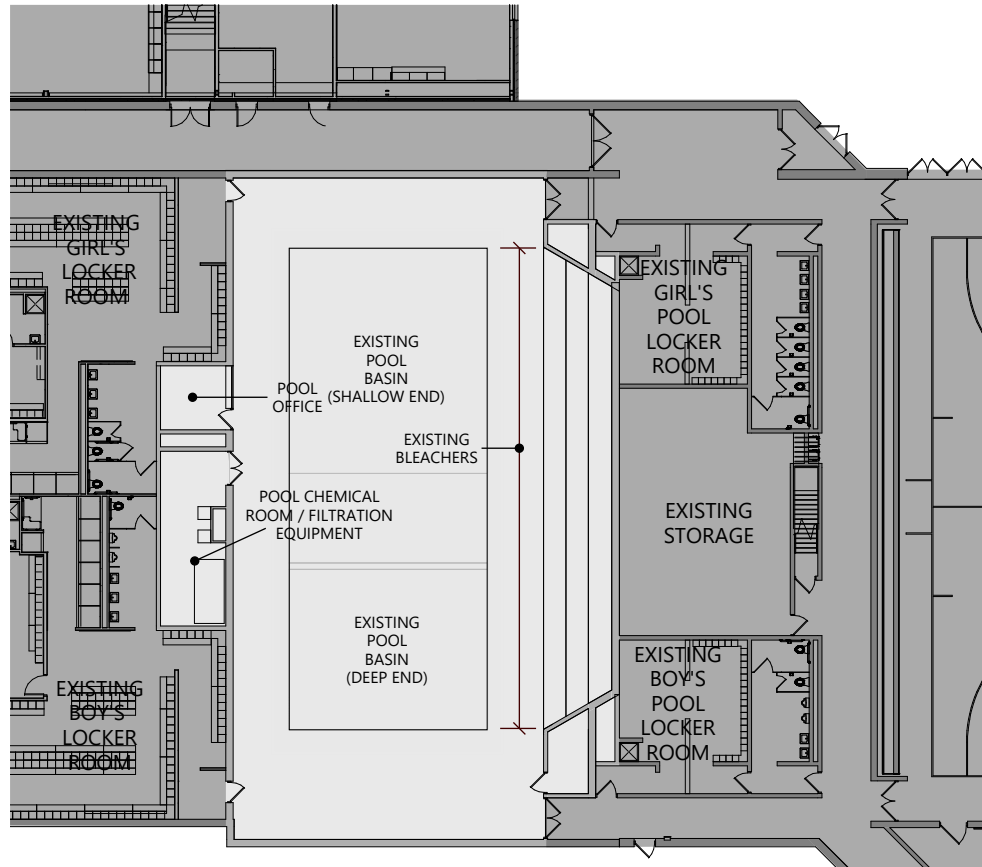


KEY PLAN

OPTION #4A: REPAIR OF EXISTING POOL

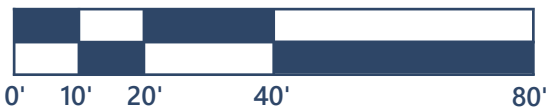


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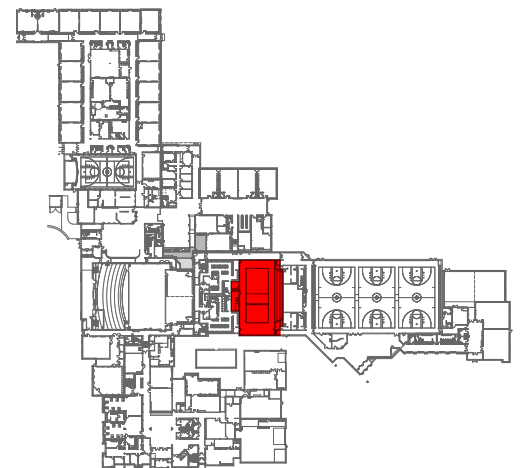


BUDGET ESTIMATE:

Construction Cost:	\$ 2,206,929
Fees/Permits/Testing (Soft Costs):	\$ 747,045
Contingency (8% of Construction):	\$ 176,554
Total:	\$ 3,130,529



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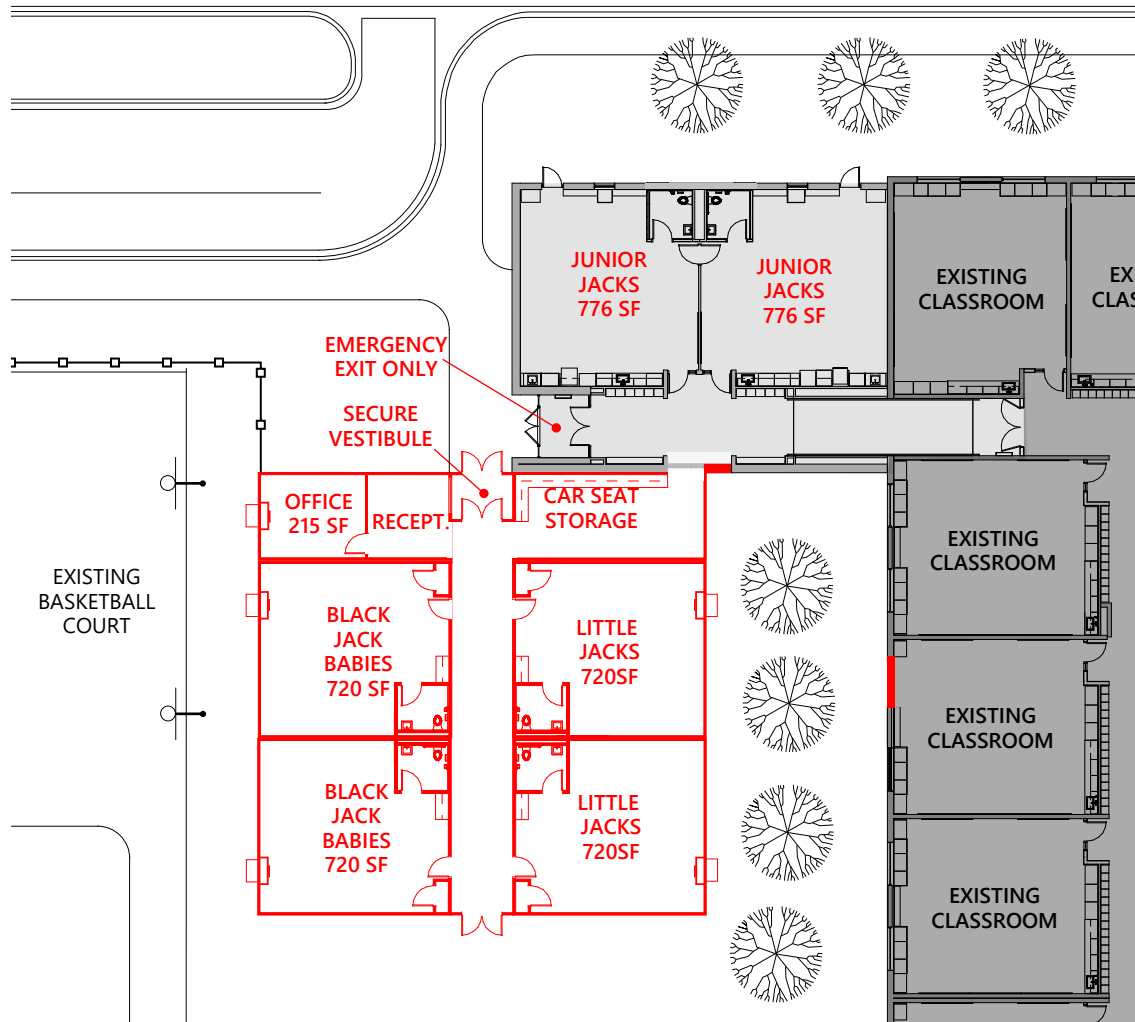


KEY PLAN

OPTION #3: INFANT/TODDLER CARE ADDITION BUILDING ADDITION W/ PORTABLES

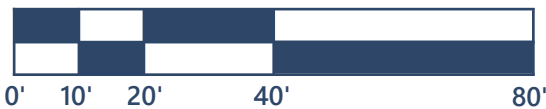


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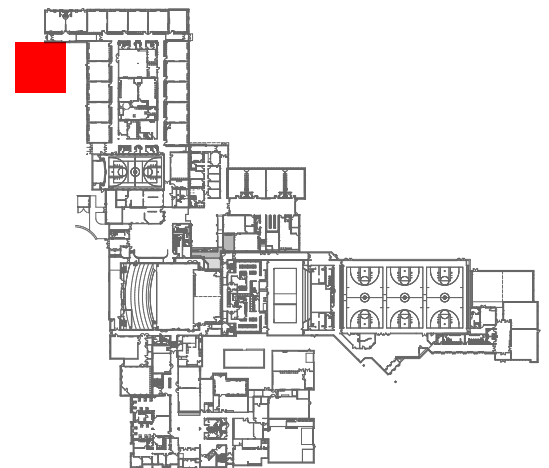


BUDGET ESTIMATE:

Construction Cost:	\$ 1,384,900
Fees/Permits/Testing (Soft Costs):	\$ 468,789
Contingency (8% of Construction):	\$ 110,792
Total:	\$ 1,964,481



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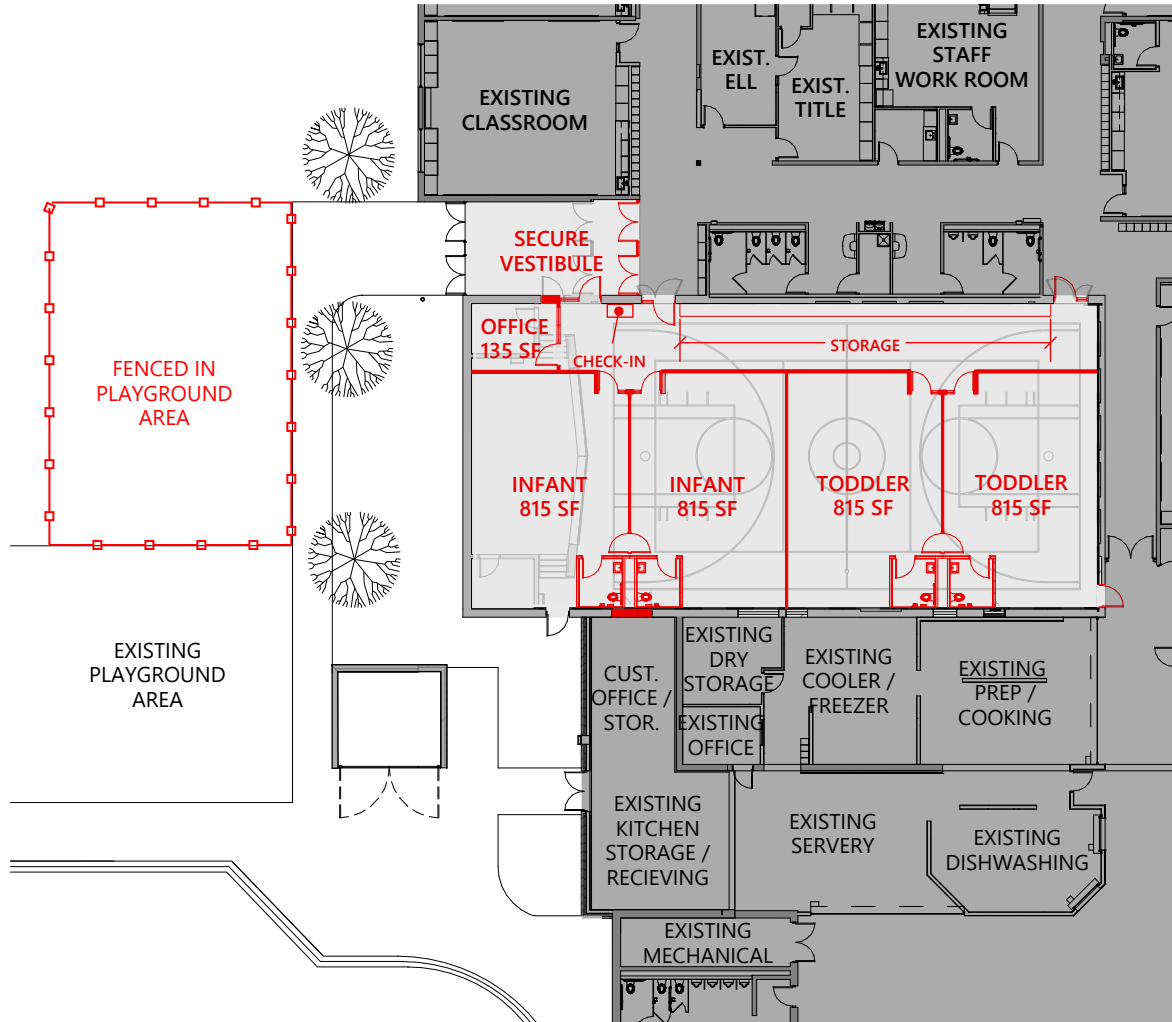


KEY PLAN

OPTION #2: INFANT/TODDLER CARE ADDITION ELEMENTARY GYM REMODEL



FOR PLANNING PURPOSES ONLY -
NOT FOR CONSTRUCTION

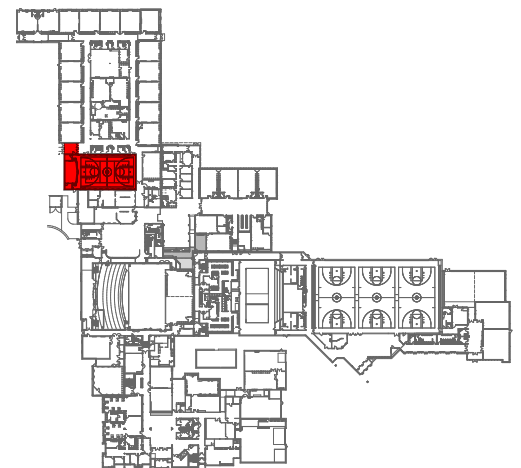


BUDGET ESTIMATE:

Construction Cost:	\$ 1,236,335
Fees/Permits/Testing (Soft Costs):	\$ 418,499
Contingency (8% of Construction):	\$ 98,907
Total:	\$ 1,753,741



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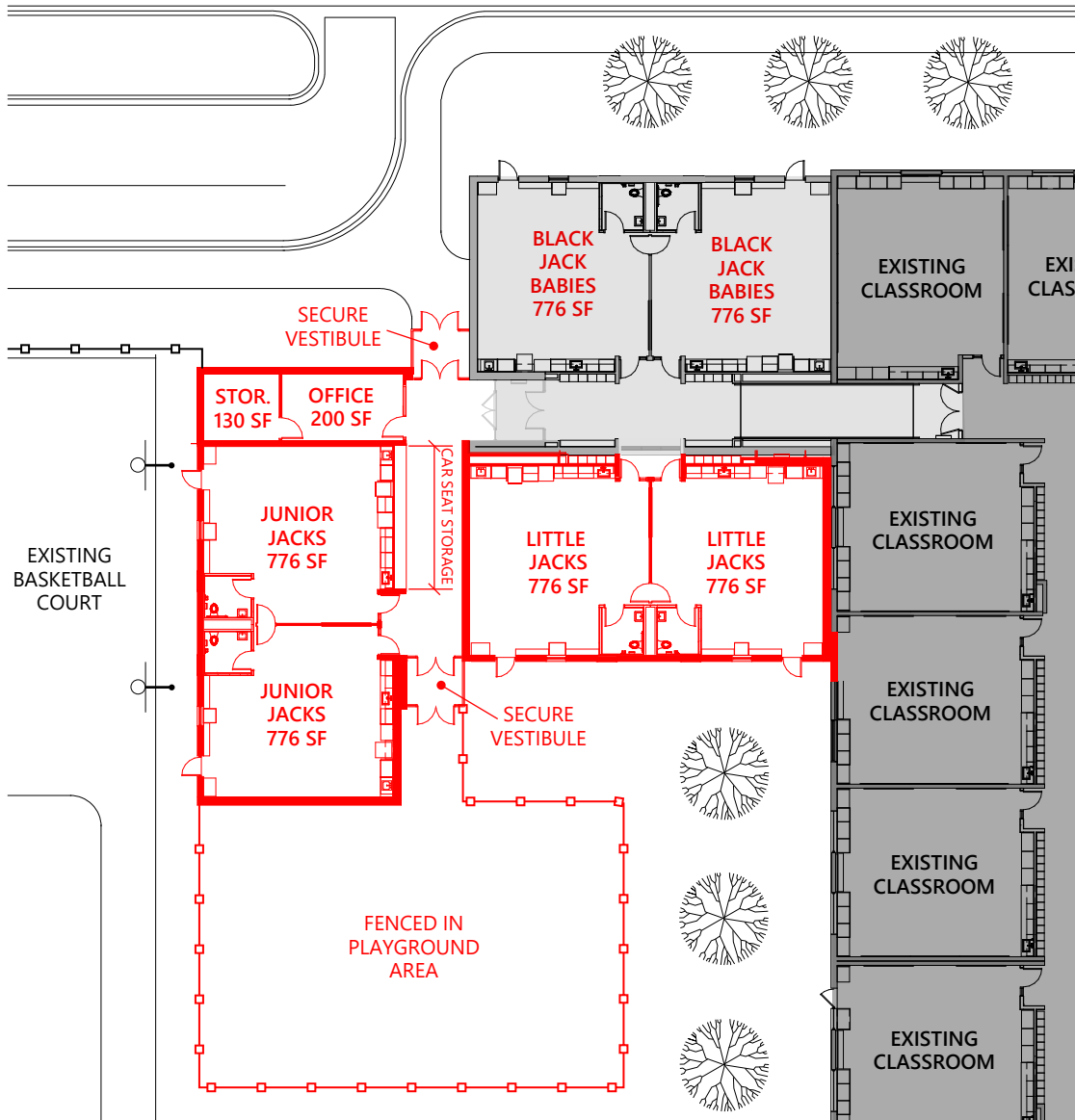


KEY PLAN

OPTION #1: INFANT/TODDLER CARE ADDITION BUILDING ADDITION

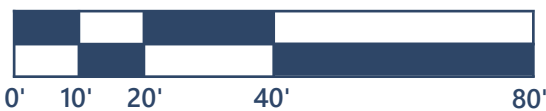


FOR PLANNING PURPOSES ONLY -
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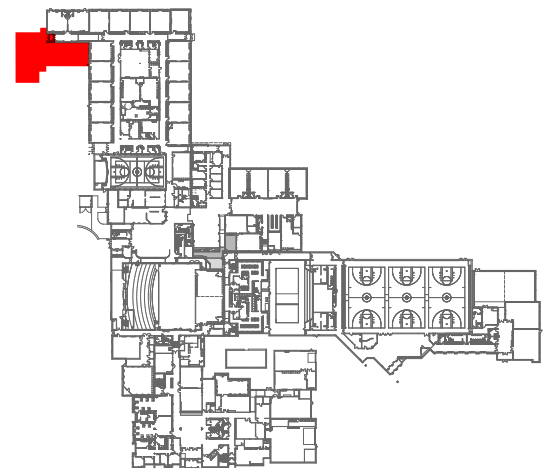


BUDGET ESTIMATE:

Construction Cost:	\$ 2,148,200
Fees/Permits/Testing (Soft Costs):	\$ 727,166
Contingency (8% of Construction):	\$ 171,856
Total:	\$ 3,047,222



SCALE



KEY PLAN



PMATM
SECURITIES

June 10, 2024

ISD 378, Dawson-Boyd Public Schools

Financial Planning Discussion

Michael Hart

VP, Managing Director
mhart@pmanetwork.com
612-509-2569

Steve Pumper

Senior Vice President
spumper@pmanetwork.com
612-509-2565

Bond Planning



Tax Impacts

Project Amount	Scenario A	Scenario B	Scenario C	Scenario D	Scenario E
Payment	\$1,950,000	\$3,100,000	\$3,580,000	\$5,085,000	\$6,200,000
Levy Increase at 105%	\$155,000	\$245,000	\$285,000	\$400,000	\$490,000
Levy Increase at 105%	\$162,750	\$257,250	\$299,250	\$420,000	\$514,500
District NTC Value (Pay 24 + 3%)	10,918,301	10,918,301	10,918,301	10,918,301	10,918,301
Additional NTC Tax Rate	1.49%	2.36%	2.74%	3.85%	4.71%

Property Type	Est. Market Value	Estimated Annual Tax Increase				
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Residential Homestead	\$75,000	\$7	\$11	\$12	\$17	\$21
	100,000	9	15	17	24	29
	125,000	13	21	25	35	42
	150,000	17	28	32	45	55
	175,000	21	34	40	55	68
	200,000	26	40	47	66	81
	300,000	42	66	77	108	132

Commercial - Industrial	\$250,000	\$63	\$100	\$116	\$163	\$200
	500,000	138	218	254	356	436
	750,000	212	336	391	548	671

Agricultural Homestead*	\$/acre					
	\$7,000	\$0.16	\$0.25	\$0.29	\$0.40	\$0.49
	9,000	0.20	0.32	0.37	0.52	0.64

* Homestead land limited to first \$3,500,000 in value. All additional land taxed like Ag non-homestead land.

Agricultural Non Homestead	\$7,000	\$0.31	\$0.49	\$0.58	\$0.81	\$0.99
	9,000	0.40	0.64	0.74	1.04	1.27

- ▶ Assumes a 20 year bond
- ▶ Current interest rates +.75%
- ▶ 3% growth in net tax capacity



Tax Impact – Bus Garage

Project Amount
 Payment
 Levy Increase at 105%
 District NTC Value (Pay 24 + 3%)
 Additional NTC Tax Rate

Scenario E	
Project Amount	\$4,300,000
Payment	\$340,000
Levy Increase at 105%	\$357,000
District NTC Value (Pay 24 + 3%)	10,918,301
Additional NTC Tax Rate	3.27%
Estimated Annual Tax Increase	

Property Type	Est. Market Value	Estimated Annual Tax Increase
Residential Homestead	\$75,000	\$15
	100,000	20
	125,000	29
	150,000	38
	175,000	47
	200,000	56
	300,000	92
Commercial - Industrial	\$250,000	\$0
	500,000	0
	750,000	0
	\$/acre	
Agricultural Homestead*	\$7,000	\$80.41
	9,000	76.15
Agricultural Non Homestead	\$7,000	\$65.49
	9,000	56.96

* Homestead land limited to first \$3,500,000 in value. All additional land taxed like Ag non-homestead la

- ▶ Assumes a 20 year bond
- ▶ Current interest rates +.75%
- ▶ 3% growth in net tax capacity



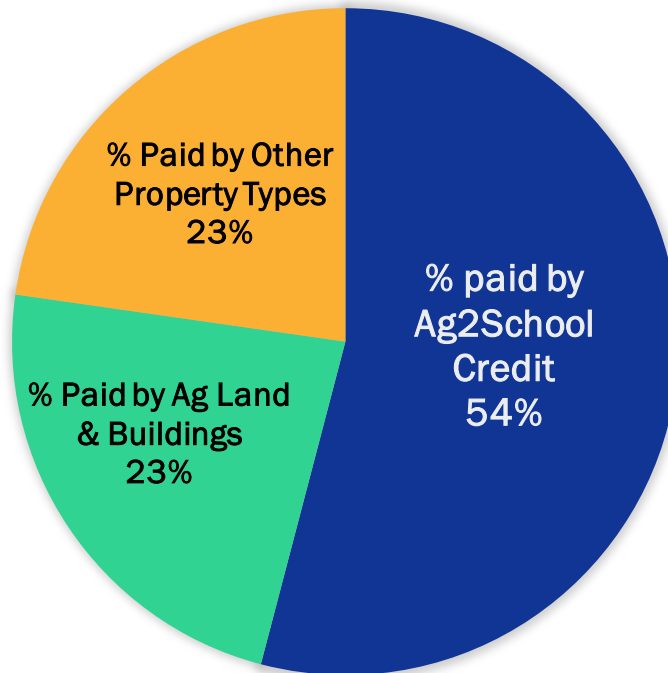
Ag2School Credit

ISD No. 378, Dawson-Boyd Public School District

Source of Debt Service Payments

(Assuming 70% Ag2School Credit beginning in taxes payable 2023)

(Based on Valuations for taxes payable in 2023)



Notes:

1. The Ag2School credit applies to agricultural land and buildings. The house, garage and first acre of land do not benefit from the Ag2School credit.



Election Timelines

Election Calendar for:

	November 5, 2024
	No Later than:
Finalize Project Scope and Finance Plan	June / July 2024
School Board approval and Submittal of Review and Comment	July 8, 2024
Adopt Resolution Calling for Election	August 13, 2024
Publication of Review and Comment Response	September 18, 2024
Absentee Ballots Available	September 20, 2024
Conduct Election	November 5, 2024
Adopt Resolution Canvassing Results	November 8, 2024 to November 15, 2024
Notify Commissioner of the Results	November 20, 2024

Notes:

The steps identified in blue require action by the school board.

Election law includes several other notices and actions. This list is not intended to be comprehensive but rather to provide a broad outline of the key dates. Please consult District legal counsel for a comprehensive review of election laws and requirements.

Operating Referendum



2021 Operating Referendum Authority

November 2, 2021

SCHOOL DISTRICT QUESTION 1 (ISD #378)

Approval of New School District Referendum Revenue Authorization

The board of Independent School District No. 378 (Dawson-Boyd), Minnesota has proposed to increase the School District's general education revenue to \$460 per pupil, which is \$190.46 per pupil over the existing referendum levy authorization of \$269.54 per pupil that is scheduled to expire after taxes payable in 2021.

The proposed new referendum revenue authorization would be levied in 2021 for taxes payable in 2022 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law. Shall the increase in the general education revenue proposed by the board of Independent School District No. 378 (Dawson-Boyd), Minnesota be approved? BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE

- ▶ Results
 - ▶ 381 Yes (72%)
 - ▶ 149 No (28%)
- ▶ Expires after taxes payable in 2031



Current Operating Referendum (Pay 2024 / FY 2025)

\$460 per Pupil

X

605.20 Pupils

=

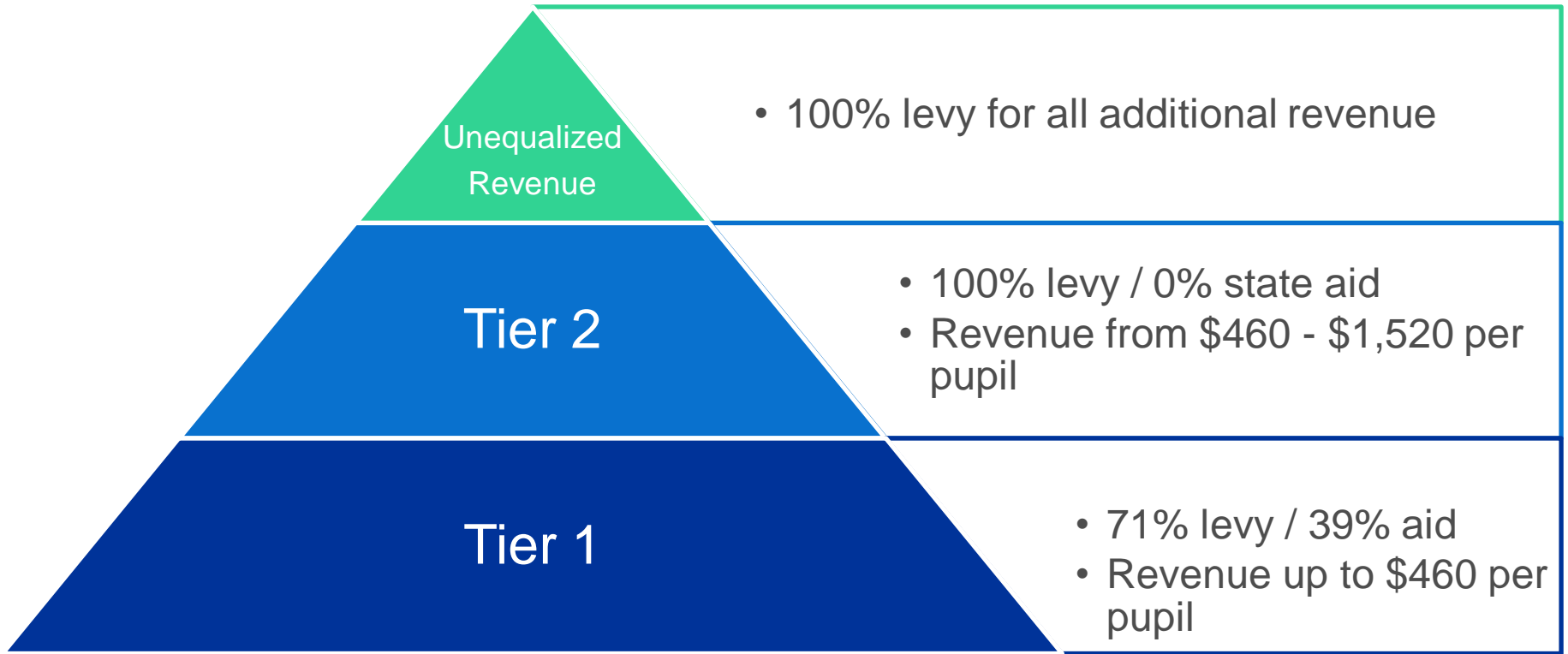
\$278,392

Current Referendum Revenue prior to adjustments for taxes payable in 2024 for Fiscal Year 2025



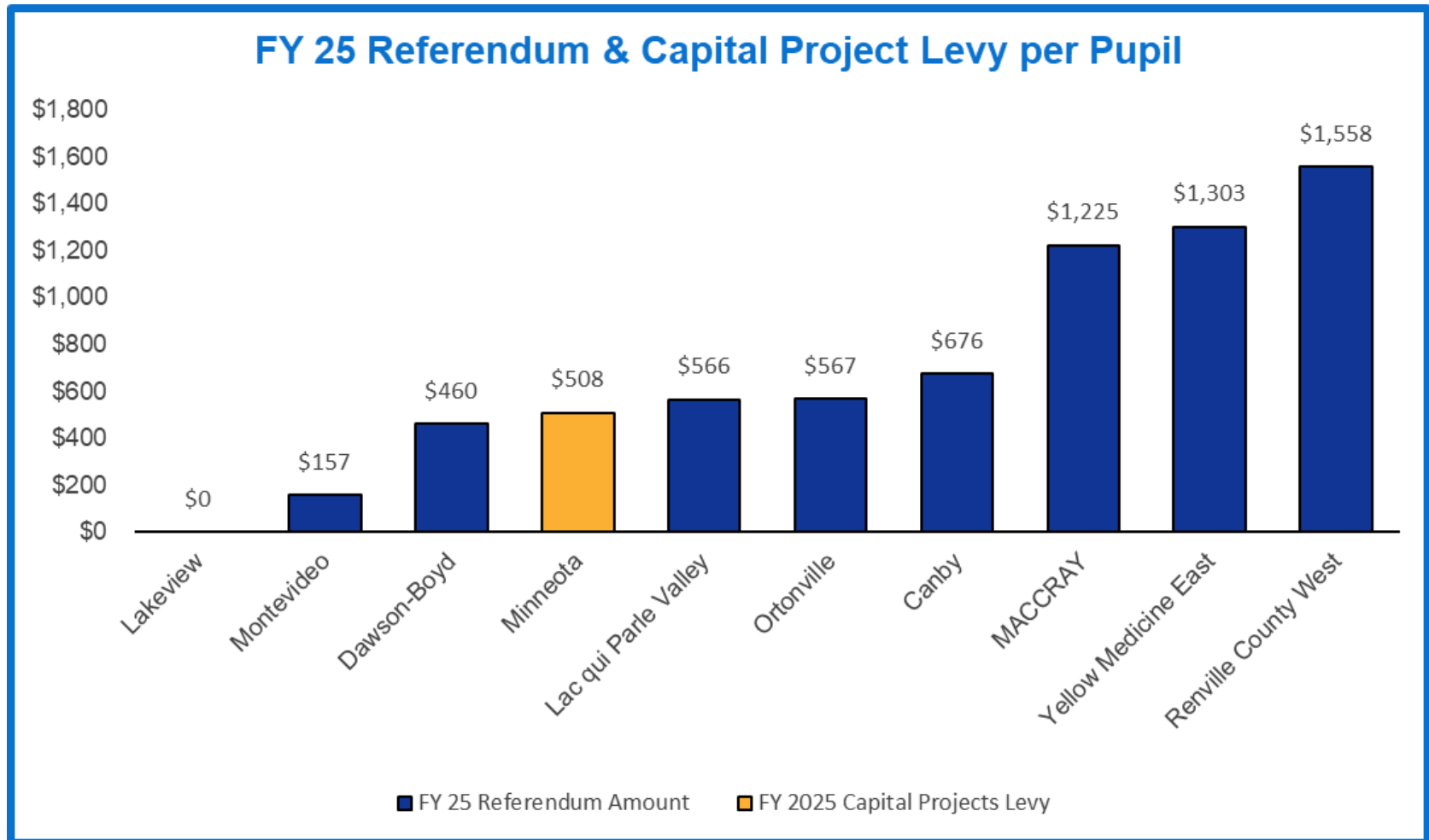
Operating Referendum State Aid

Equalization based on ratio of $\frac{\text{Referendum Market Value}}{\text{Resident Pupil Unit}}$





Operating Referendum & Capital Project Levy Comparison





Tax Impacts

Tax Impact Analysis - Operating Referendum

		Scenario A	Scenario B	Scenario C			
New Referendum		\$980	\$1,327	\$1,674			
Referendum Increase		\$520	\$867	\$1,214			
Additional Revenue		\$300,000	\$500,000	\$700,000			
Additional Aid		\$0	\$0	\$0			
Additional Levy		\$300,000	\$500,000	\$700,000			
RMV (Pay 2024+3%)		224,799,792	224,799,792	224,799,792			
Tax Rate Increase		0.133452%	0.222420%	0.311388%			
Estimated Tax Impact							
		Annual	Monthly	Annual	Monthly	Annual	Monthly
Referendum Market Value	\$50,000	\$66.73	\$5.56	\$111.21	\$9.27	\$155.69	\$12.97
	\$75,000	\$100.09	\$8.34	\$166.82	\$13.90	\$233.54	\$19.46
	\$100,000	\$133.45	\$11.12	\$222.42	\$18.54	\$311.39	\$25.95
	\$125,000	\$166.82	\$13.90	\$278.03	\$23.17	\$389.24	\$32.44
	\$150,000	\$200.18	\$16.68	\$333.63	\$27.80	\$467.08	\$38.92
	\$175,000	\$233.54	\$19.46	\$389.24	\$32.44	\$544.93	\$45.41
	\$200,000	\$266.90	\$22.24	\$444.84	\$37.07	\$622.78	\$51.90
	\$250,000	\$333.63	\$27.80	\$556.05	\$46.34	\$778.47	\$64.87
	\$300,000	\$400.36	\$33.36	\$667.26	\$55.61	\$934.16	\$77.85
\$400,000	\$533.81	\$44.48	\$889.68	\$74.14	\$1,245.55	\$103.80	

*Additional Revenue, Aid and Levy is based on changes to the operating referendum and equity revenues.

*Assumes APU of 605.20 & 3% increase in districtwide RMV from Pay 2024 to Pay 2025 taxes

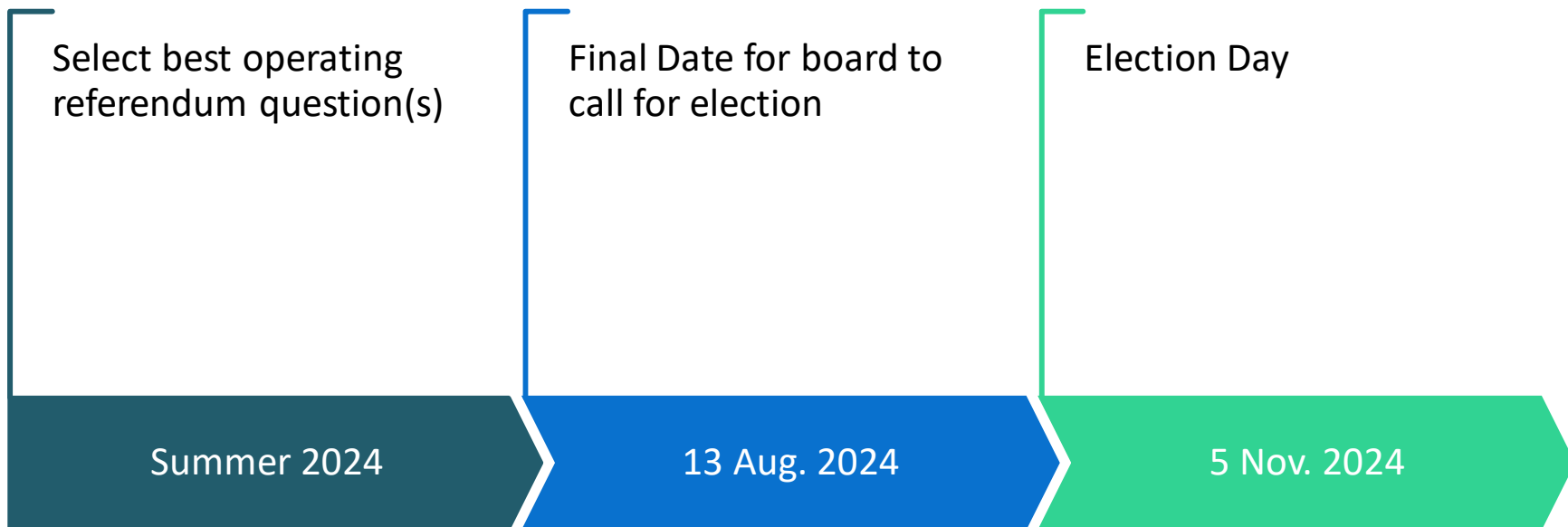


Operating Referendum Question

- ▶ May include inflationary increase
- ▶ May have more than one defined increase/decrease built into question(s)
- ▶ 10-year limit
- ▶ Implementation can be delayed one year
- ▶ One or multiple questions on the same ballot
- ▶ Election held in November except if using mail in ballot or District in SOD



Process/Timeline



Capital Projects Levy



Capital Projects Levy

- ▶ Use of funds can include:
 - ▶ Constructing, repairing and improving school buildings
 - ▶ **Technology***
 - ▶ Telecommunications, hardware and software
 - ▶ Lease or purchase of vehicles
- ▶ Revenues CANNOT be used for general operations outside of specifically defined purposes



Common Use

*Exempt from review and comment if only used for technology

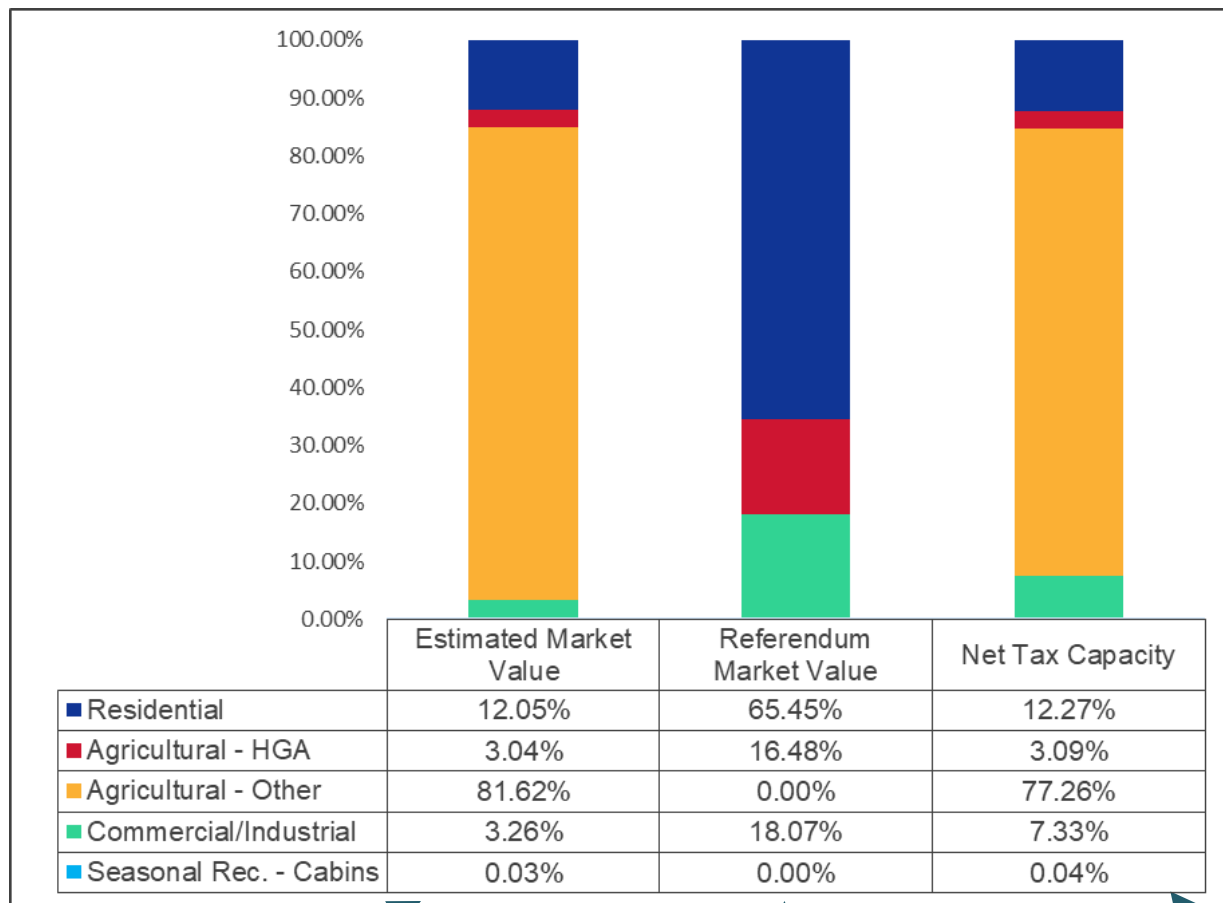


Capital Projects Levy

- ▶ Question includes proposed tax rate & specific dollar amount
- ▶ Not based on pupil units
 - ▶ Future enrollment will not change amount of funding
 - ▶ If tax base increases, funding increases also
- ▶ All property types included in tax
 - ▶ Taxed on Net Tax Capacity
- ▶ No state aid component, No Ag2School
- ▶ No board approved renewal allowed



ISD 378 Valuations – Tax Base Differences



Value set by county based on market value

Tax base for operating referendum

Tax base for capital project levy & bonds



Capital Projects Levy Tax Impact

	Scenario A	Scenario B	Scenario C
Revenue	\$300,000	\$500,000	\$700,000
District NTC Value (Pay 24)	10,600,292	10,600,292	10,600,292
NTC Tax Rate	2.83%	4.72%	6.60%
Amount per pupil	496	826	1157

Property Type	Est. Market Value	Estimated Annual Tax Impact		
		Scenario A	Scenario B	Scenario C
Residential Homestead	\$75,000	\$13	\$21	\$30
	100,000	20	34	47
	125,000	28	47	65
	150,000	33	55	77
	175,000	41	68	95
	200,000	49	81	113
	300,000	79	132	185

Commercial / Industrial	\$250,000	\$120	\$200	\$281
	500,000	262	436	611
	750,000	403	672	941

	\$/acre	Scenario A	Scenario B	Scenario C
Agri. Homestead*	\$7,000	\$0.99	\$1.65	\$2.31
	9,000	\$1.27	\$2.12	\$2.97

* Homestead land limited to first \$3,500,000 in value. All additional land taxed like Ag non-homestead land.

	\$/acre	Scenario A	Scenario B	Scenario C
Agricultural Non-Hmstd	\$7,000	\$1.98	\$3.30	\$4.62
	9,000	\$2.55	\$4.25	\$5.94



Tax Impact Comparison

Tax Impact Analysis - Capital Projects Levy vs Operating Referendum

	Capital Projects Levy	Operating Referendum
Revenue	\$500,000	
District NTC Value (Pay 24)	10,600,292	
NTC Tax Rate	4.72%	
Operating Ref. \$/APU		\$867
Referendum Revenue		\$500,000
Operating Ref. Levy		\$500,000
Referendum Market Value (Pay 24+ 3%)		224,799,792
Additional RMV Tax Rate		0.22242013%

Property Type	Est. Market Value		
Residential Homestead	\$100,000	\$34	\$222
	150,000	55	334
	300,000	132	667
	\$/acre		
Agri. Homestead*	9,000	2.12	0.00



Review

Operating Referendums

Wide range of uses

Vote on amount per pupil

State aid for many districts

Taxed on referendum market value

Most elections in November

Authority up to 10 years

Capital Projects Levy

Capital related items including technology

Vote on tax rate/\$ amount

No state aid

Taxed on net tax capacity

Elections can be held 5 dates throughout the year

Authority up to 10 years



Timing for Budget Planning

- ▶ For elections held in November 2024, revenue will be collected in 2025 for fiscal year 2026
- ▶ If election is held in calendar year 2025, the revenue will not be available until fiscal year 2027

Other Background Info

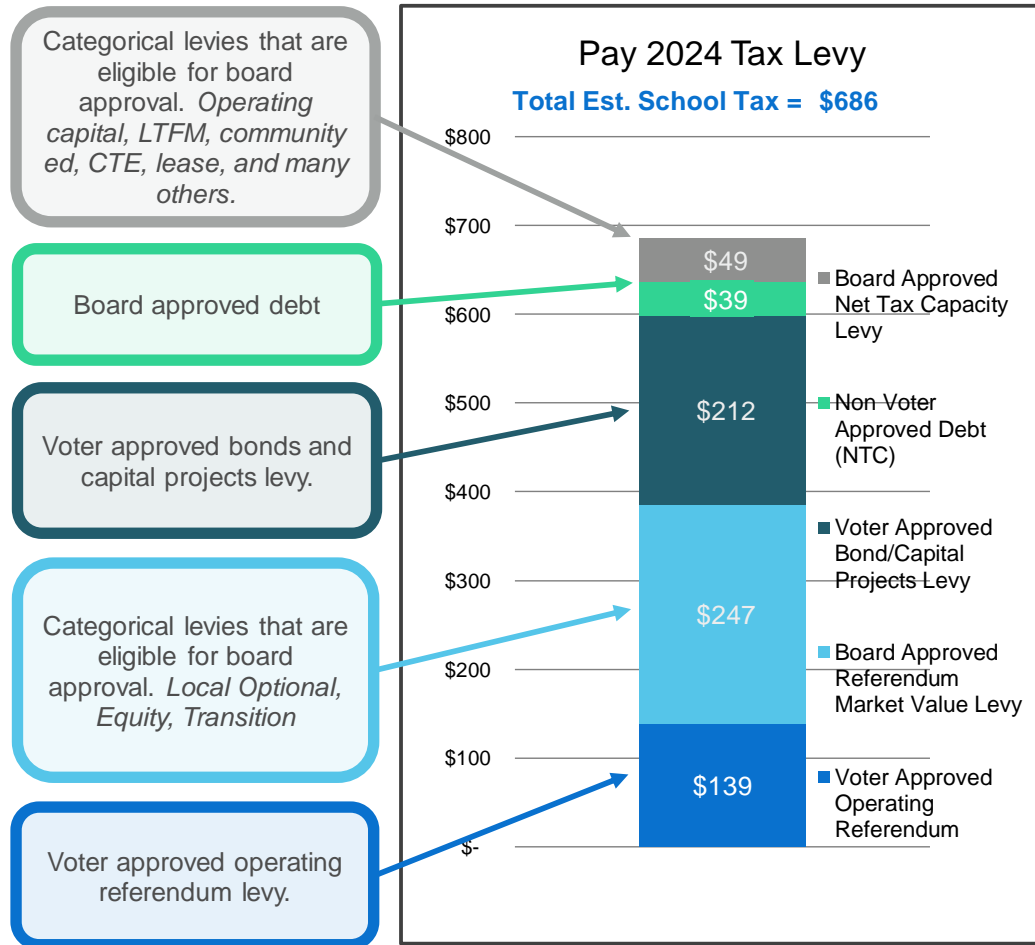


Pay 2024 School Taxes

Dawson-Boyd Public School District

Pay 2024 Tax Levies for Residential Homestead

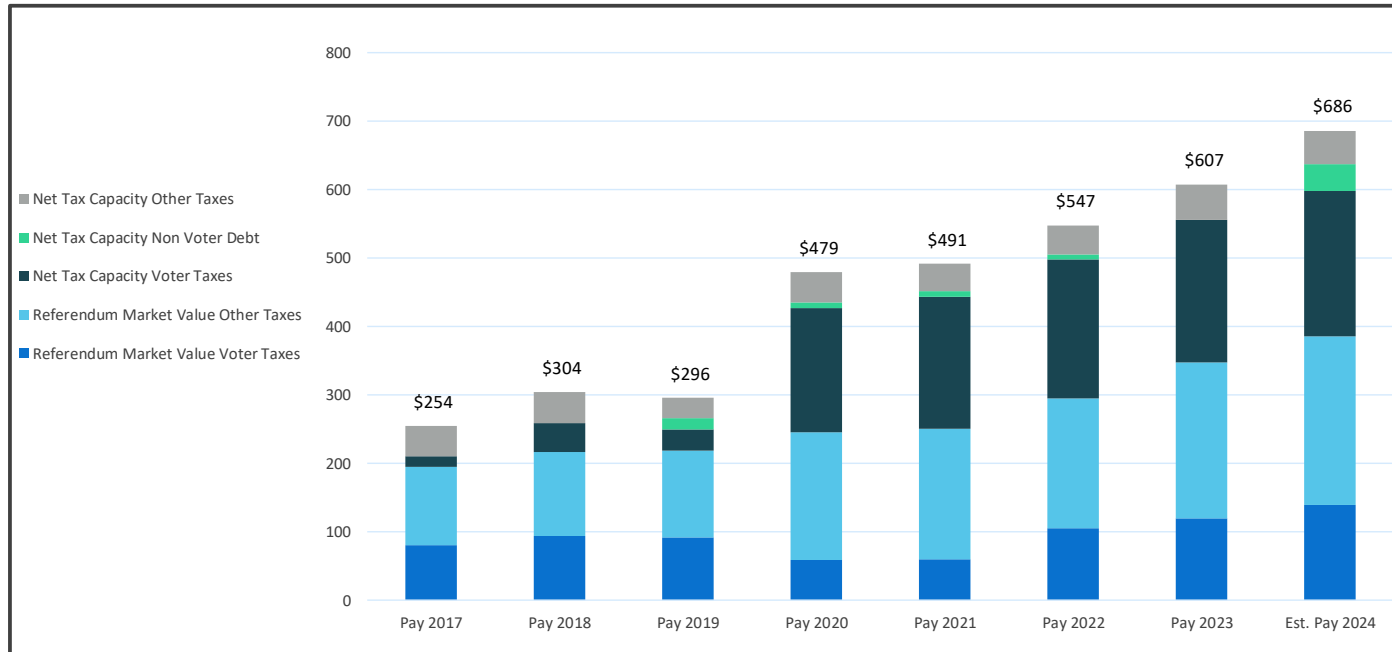
Home Value = \$150,000





School Taxes Trend

Dawson-Boyd Public School District Residential Homestead School Tax Trend



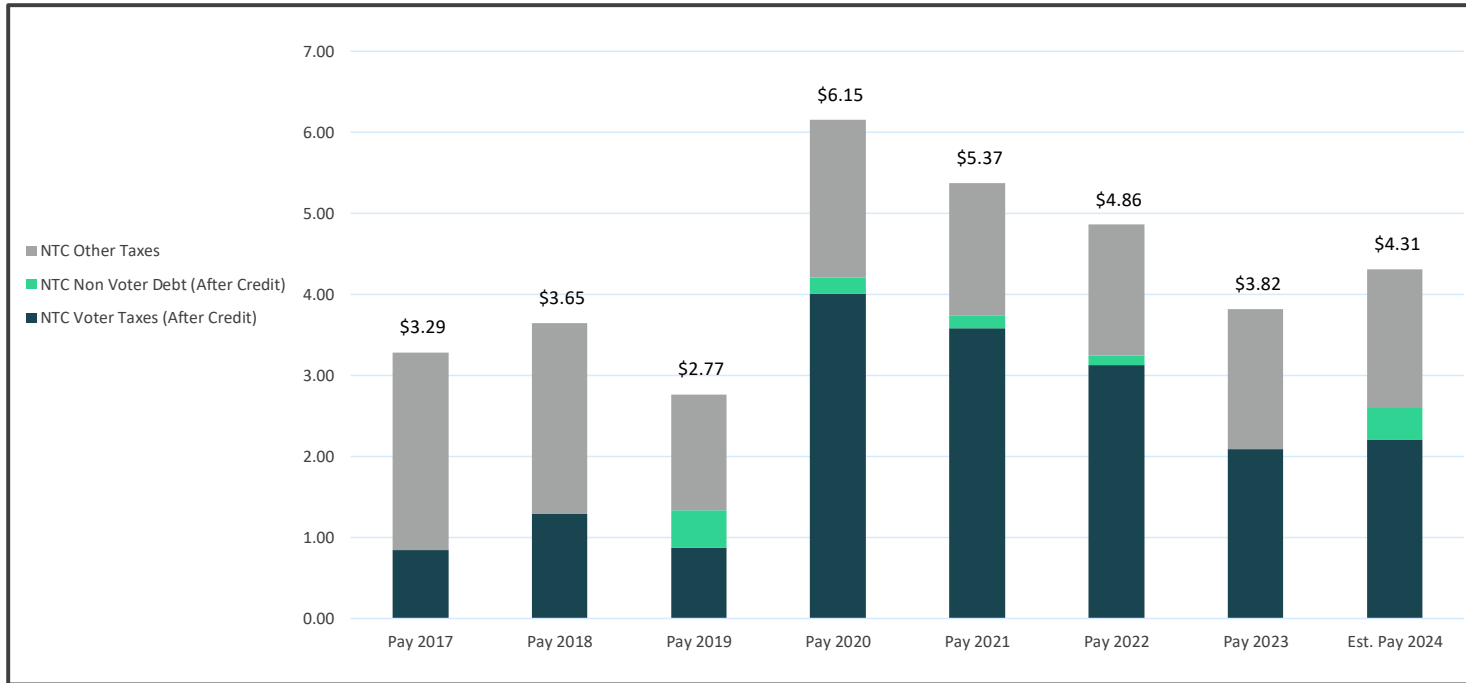
	Pay 2017	Pay 2018	Pay 2019	Pay 2020	Pay 2021	Pay 2022	Pay 2023	Est. Pay 2024
Home Value*	92,071	96,675	101,509	106,584	111,913	117,509	130,000	150,000
Referendum Market Value Voter Taxes	80	94	92	59	60	106	120	139
Referendum Market Value Other Taxes	115	122	127	187	191	189	228	247
Net Tax Capacity Voter Taxes	15	42	31	181	193	203	208	212
Net Tax Capacity Non Voter Debt	0	0	16	9	8	8	0	39
Net Tax Capacity Other Taxes	44	46	30	44	40	42	52	49
Total School Taxes	\$ 254	\$ 304	\$ 296	\$ 479	\$ 491	\$ 547	\$ 607	\$ 686

*The chart assumes a 5% annual increase in the home value for taxes payable from 2017 to 2022. A 15% increase in value is assumed for taxes payable in 2023 and a 15% increase in 2024.



School Taxes Trend

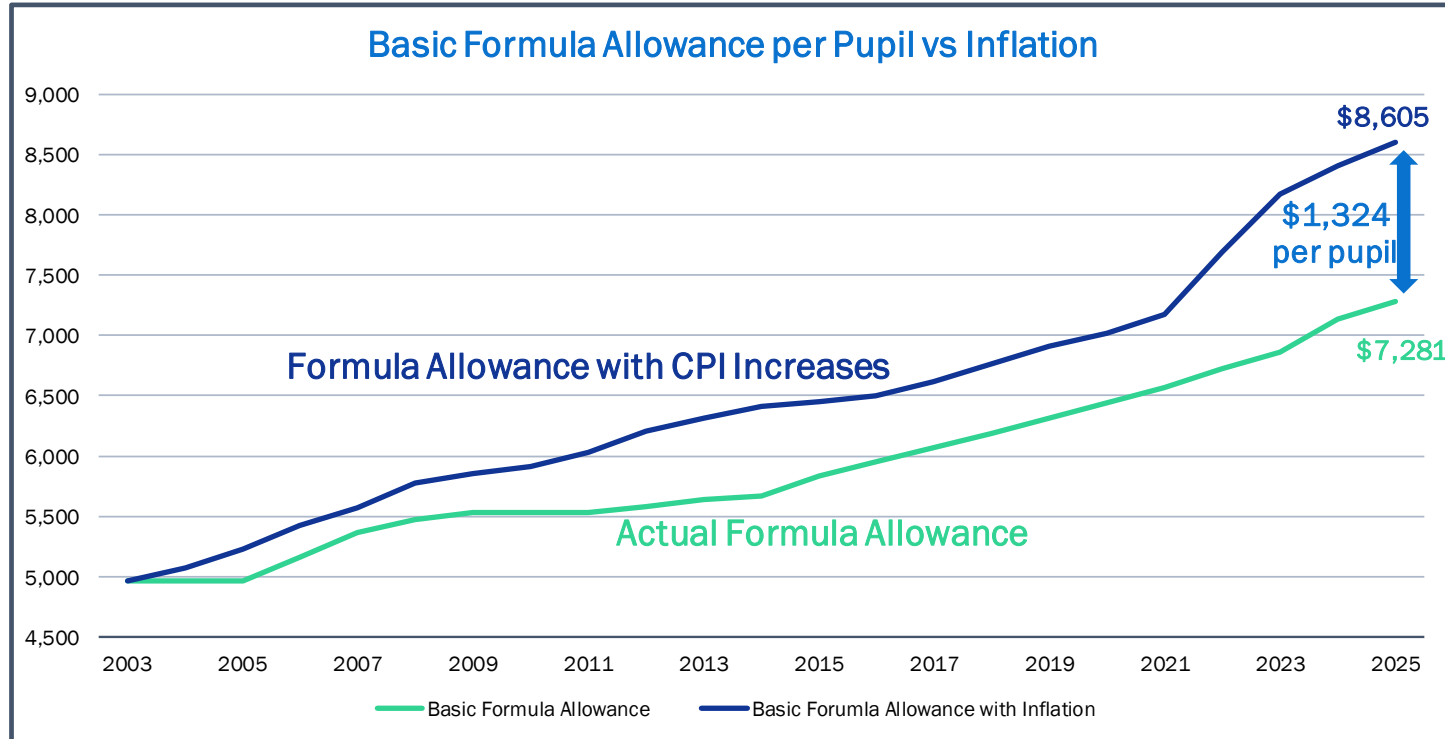
Dawson-Boyd Public School District
 Agricultural Homestead Land School Tax Trend



	Pay 2017	Pay 2018	Pay 2019	Pay 2020	Pay 2021	Pay 2022	Pay 2023	Est. Pay 2024
Value per Acre	7,000	7,000	7,000	7,000	7,000	7,000	7,000	8,750
NTC Voter Taxes (After Credit)	0.85	1.29	0.88	4.01	3.58	3.13	2.09	2.21
NTC Non Voter Debt (After Credit)	0.00	0.00	0.46	0.19	0.15	0.12	0.00	0.40
NTC Other Taxes	2.44	2.36	1.43	1.95	1.64	1.61	1.73	1.70
Total School Taxes	\$ 3.29	\$ 3.65	\$ 2.77	\$ 6.15	\$ 5.37	\$ 4.86	\$ 3.82	\$ 4.31



Basic Formula Allowance Trends



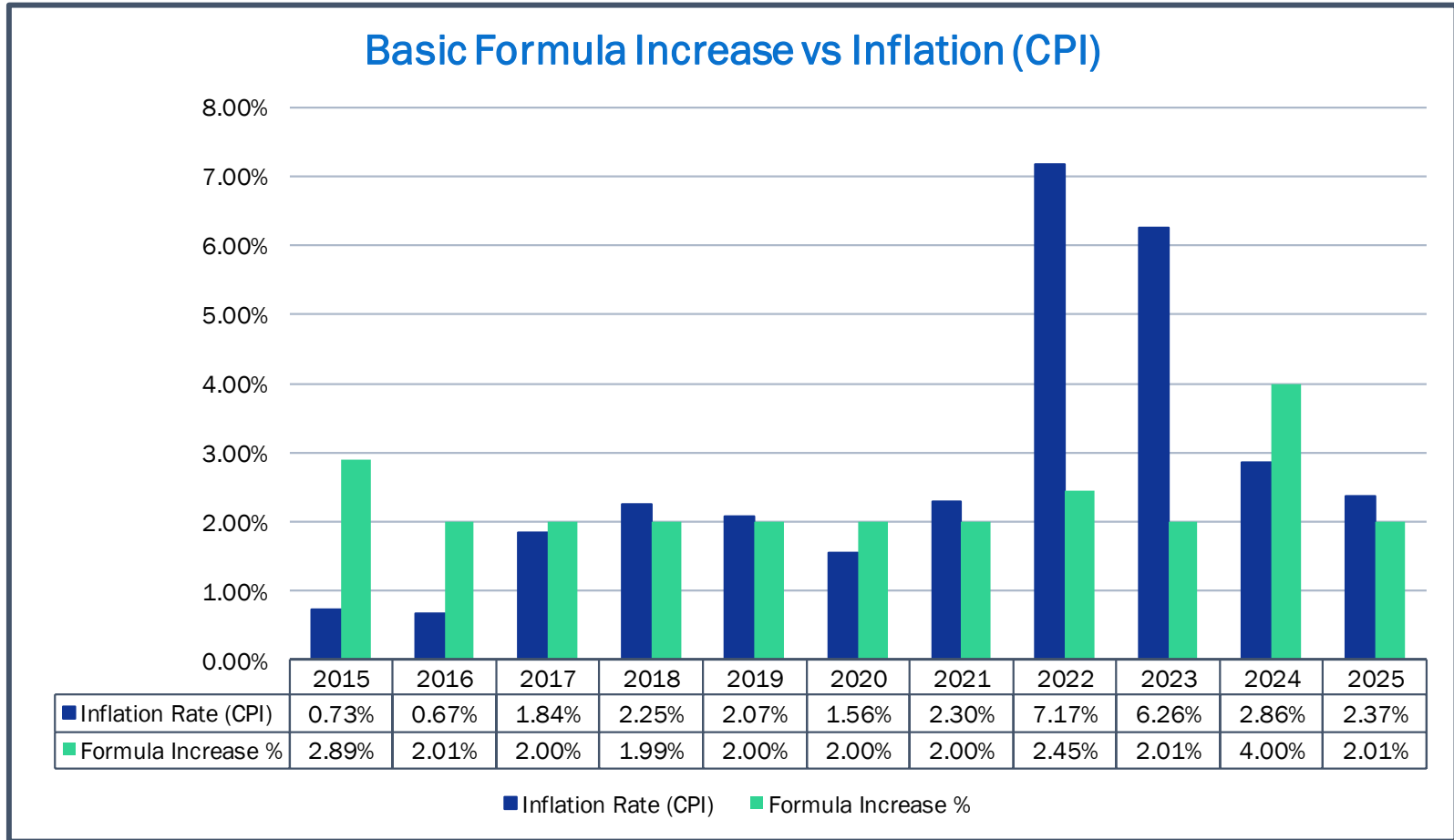
¹ Inflation is based on consumer price index

² Basic formula allowance includes changes made by legislature in 2023 and is adjusted for FY 2014 and earlier due to pupil weight changes

³ FY 2023-25 are based on estimated inflation forecasts updated in September 2023 by the State of Minnesota



Formula Increase vs Inflation



¹ Inflation is based on consumer price index

² FY 2023-25 are based on estimated inflation forecasts updated in September 2023 by the State of Minnesota



Formula Impact for ISD 378

$$\begin{aligned} & \$1,324 \text{ inflation adjusted decrease in formula} \\ & \quad \times \\ & \quad 605 \text{ Pupil Units} \\ & \quad = \\ & \quad \$801,020 \end{aligned}$$



Statewide Operating Referendum

FY 2025

- ▶ 329 public school districts
 - ▶ 72% with voter approved referendum
 - ▶ 28% without voter approved referendum
- ▶ State Average Referendum = \$739
- ▶ State Median Referendum = \$523



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Dawson-Boyd Independent School District No. 378
Regular May Board Meeting
May 13, 2024

The regular May meeting of the Board of Education was held on May 13, 2024 in the Dawson-Boyd upstairs common area. Members present were Marotzke, Schindler, Kelly, Buer, Perkins and Lund as well as the administrative staff. Jurgenson was absent. Chair Kelly called the meeting to order at 6:00 p.m. The amended meeting agenda was approved (Perkins and Schindler). The Pledge of Allegiance was cited and there were no public comments.

Regular claims and accounts totaling \$284,456.58, \$5,950.61 for Student Activities & \$108,492.47 for the Building Project were approved as presented (Buer and Marotzke). The Board reviewed electronic transfers and state tax payments made in April. Minutes from the April 8th, 2024 regular meeting, the April 16, 2023 board work session and the May 10, 2024 Treasurer's report were approved as presented in the consent agenda (Perkins and Marotzke).

RESOLUTION #R1-77 - NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA, accepts the renewal of its membership with the Minnesota State High School League for the 2024-2025 school year (Lund and Schindler). Members voting in favor of the resolution were Marotzke, Schindler, Kelly, Buer, Perkins and Lund. There were no dissenting or abstaining votes. **RESOLUTION #R1-77A- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA**, accepts the non-renewal of a Tier 2 position for the 2024-2025 school year (Schindler and Perkins). Members voting in favor of the resolution were Marotzke, Schindler, Kelly, Buer, Perkins and Lund. There were no dissenting or abstaining votes. **RESOLUTION #R1-77B- NOW THEREFORE BE IT RESOLVED BY THE DAWSON-BOYD SCHOOL DISTRICT OF DAWSON, MINNESOTA**, accepts the reduction of the ECSE position from 1.0 FTE to a .5 FTE for the 2024-2025 school year (Schindler and Marotzke). Members voting in favor of the resolution were Marotzke, Schindler, Kelly, Buer, Perkins and Lund. There were no dissenting or abstaining votes.

In district staffing matters, the Board accepted the resignation of Jesse Wilson, Daycare, effective April 29, 2024; the resignation of Nick Smith, Custodian, effective May 2, 2024; the resignation of Sara Hayes, Daycare, effective May 14, 2024; approval of hiring Shelby Moen, Elementary .5 ECSE Teacher, effective the 2024-2025 school year; the approval of 1 unpaid day for Patti Mork on May 30, 2024; approval of retirement for Stan Menning, effective May 30, 2024; and the approval of retirement for Pam Lonnquist, effective June 30, 2024 (Marotzke and Perkins).

In communications, the Blackjack Coffee Club students under the direction of Nichole Swenson and Alyssa Croatt, presented their club to the board. The presentation included a power point they created and also a sample of coffee to those attending on what they have to offer. The board approved the Harry's Pizza Spanish Club fundraiser (Buer and Lund).

In the information section of the agenda, Superintendent Ward noted and thanked all teachers on Teacher Appreciation week May 6-10th, Administrative Assistance day April 24th, National Principals day on May 1st, School Lunch Hero day on May 3rd, School Nurses day on

May 8th, and National Child Care Provider day May 10th. Ward indicated that she had the opportunity to attend the Robotics State Tournament, concert at the Nursing Home with Artist in Residence, Ross Sutter, Jr Hi Honor Band, DARE graduation, the Jr and Sr Hi Pops Concert and more. She also discussed she is working with both Principals on the READ Act process, MCA testing results when they come available and making sure all of our paraprofessionals are highly qualified through a required testing process. She also presented her slide show on reductions that will be taking place of \$ 367,698.60 during the 2024-2025 school year. Fine-tuning of budget figures will continue through May and the final 2024-2025 budget will be presented at the June 2024 meeting. She also reported that IEA did mold testing in the pool area and no mold spores were found.

There were no discussion items.

In action items, the board approved a contract with MVCC for \$57,416 for special ed services for the 2024-2025 school year (Marotzke and Perkins); approved a contract with Greater MN Family Services not to exceed \$17,736.89 for the 2024-2025 school year (Marotzke and Perkins); approved a contract with Teachwell Solutions for \$62,595 for the 2024-2025 school year (Marotzke and Perkins); approval of the 2024-2025 BoardBook TierLetter/BoardBookPremierSubscriptionContract for \$2700 (Lund and Schindler); approval of the 2024-2025 5 year Crisis Go Contract for student safety for \$4,720 for 1st year (Perkins and Marotzke); approval of the Fastbridge Contract for \$10,740.50 (Buer and Perkins); approved advertising for sealed bids for the 2024-2025 school year for Milk and Commodities (bread bids are done by the Western Five group that we are a member of) (Schindler and Perkins); approved advertising for sealed bids for the 2024-2025 school year for Gas/Fuel for Transportation (Buer and Marotzke); tabled the decision of Benson requesting to join the Camden Conference; set the 2024-2025 Athletic admission prices to \$8 for adults, \$5 for students outside the district and senior citizens and \$1 for Dawson-Boyd students; Supervisor pay \$56 (primary) and \$42 (secondary); Play by Play \$50; Game Worker \$42 and/or \$28; JV Official \$56/game; Jr Hi Official \$35/game (Buer and Marotzke); approval of 2024-2025 activities with the MSHSL Fall: Football, Volleyball, Cross Country, Girls Tennis; Winter: Boys Basketball, Girls Basketball, Wrestling, Dance (High Kick and Jazz), Girls Swimming; Spring: Softball, Baseball, Track, Boys Tennis and Golf; Music, One Act Play, Robotics, Clay Target and Speech for \$3,621.75; approval for 2024-2025 PreK fee schedule (Perkins and Marotzke); approval of 2024-2025 Daycare fee schedule (Perkins and Buer); approval of summer SLP services not to exceed 55 hours and Education Express equal to 2 teachers and 1 para and not to exceed 48.75 hours (Lund and Schindler); approval to direct the superintendent to identify possible revenue generation options (Buer and Lund); and approval of the 2023-2025 Master Agreement with contract teachers (Lund and Schindler).

Principals Stotesbery and Hiedeman reviewed a number of student and staff issues including, numerous field trips at each grade level til the end of the school year, upcoming 5th grade live wax museum, Artist in Residence program with Ross Sutter, the winding down of MCA testing (MDE came to observe a day and there was positive feedback from them on their visit), Mock Crash for grades 10-12, Prom, Jr & Sr Hi Pops Concerts, Reality Fair coordinated by Stan Menning, Class Night, Baccalaureate and Commencement being held on Sunday, May 26th, 2024. With no additional issues before the board, Kelly adjourned the meeting at 7:57 p.m. (Marotzke and Schindler).

Brett Buer, School Board Clerk

Dawson-Boyd Independent School District No. 378
Special Board Work Session
May 28, 2024

The Board of Education held a Board Retreat on May 28, 2024, in the upstairs common area. Marotzke, Schindler, Jurgenson, Kelly, Buer, Perkins and Lund were present along with Superintendent Ward. Chair Kelly called the meeting to order at 6:00 p.m. The Pledge of Allegiance was read. The meeting agenda was approved (Schindler and Buer).

The purpose of this meeting is to identify fiscal needs including operating costs and facilities, and to revisit funding options and to develop a survey to facilitate stakeholder input. The following items were on the agenda: A. To revisit general fund projections B. Pool: revisit cost estimates to rehabilitate the pool vs. repurpose as a multi-purpose room C. Childcare: overview of work with First Children's Finance, commitment to find solutions outside of our academic space D. Bus Garage: current condition, visibility E. Speaker: Chris Ziemer on facilities options F. Chris Ziemer on revisiting previous PMA presentation G. To develop questions for stakeholder survey with Chris Ziemer

With no additional issues before the board, Lund adjourned the meeting at 7:47 p.m. (Marotzke and Schindler).

Brett Buer, School Board Clerk

MAY 2024 TRANSFERS FROM MSDLAFC TO DAWSON CO-OP CREDIT UNION

5/14/2024 \$325,000.00

MAY 2024 TRANSFERS FROM INVESTMENTS (CONSTRUCTION) TO GREATER COMM CO-OP CU

5/17/2024 \$108,492.47

MAY 2024 MANUAL CHECKS

72252	5/15/2024	Anderson, Hayley	\$ 400.00
72253	5/15/2024	Anderson, Hayley	\$ 1,000.00
72254	5/15/2024	Anderson, Hayley	\$ 500.00
72255	5/15/2024	Athey, Desiree	\$ 250.00
72256	5/15/2024	Estling, Allison	\$ 250.00
72257	5/15/2024	Estling, Allison	\$ 500.00
72258	5/15/2024	Gades, Tyler	\$ 250.00
72259	5/15/2024	Hastad, Ayiana	\$ 650.00
72260	5/15/2024	Hastad, Ayiana	\$ 500.00
72261	5/15/2024	Jorgens, Rachel	\$ 700.00
72262	5/15/2024	Jorgenson, Taylen	\$ 400.00
72263	5/15/2024	Jorgenson, Taylen	\$ 250.00
72264	5/15/2024	Larson, Lauren	\$ 250.00
72265	5/15/2024	Maharj, Trishana	\$ 1,000.00
72266	5/15/2024	Polzine, Laray	\$ 250.00
72267	5/15/2024	Rialson, Desiree	\$ 400.00
72268	5/15/2024	Soto, Ana	\$ 400.00
72269	5/15/2024	Stratmoen, Elly	\$ 1,000.00
72270	5/15/2024	Weber, James	\$ 500.00
72271	5/15/2024	Webster, Parker	\$ 1,000.00
72272	5/16/2024	Great Plains Natural Gas	\$ 907.59
72273	5/16/2024	Institute For Environmental	\$ 1,600.00
72274	5/16/2024	Maland, Camey	\$ 44.77
72275	5/16/2024	MASBO	\$ 50.00
72276	5/16/2024	MSBA/MASA Policy Service	\$ 630.00
72277	5/20/2024	Doschadis, Kevin	\$ 120.00
72278	5/20/2024	Schiller, Clint	\$ 120.00
72279	5/20/2024	Staab, Carlton	\$ 84.00
72280	5/30/2024	Vendor Void	\$ 0.00
72281	5/30/2024	AFLAC	\$ 1,269.10
72282	5/30/2024	Vendor Void	\$ 0.00
72283	5/30/2024	Vendor Void	\$ 0.00
72284	5/30/2024	Aviben	\$ 5,534.54
72285	5/30/2024	DBEA	\$ 1,944.63
72286	5/30/2024	DB Flex Account	\$ 822.90
72287	5/30/2024	Vendor Void	\$ 0.00
72288	5/30/2024	Vendor Void	\$ 0.00
72289	5/30/2024	Void	\$ 0.00
72290	5/30/2024	Madison National Life	\$ 285.68
72291	5/30/2024	Void	\$ 0.00
72292	5/30/2024	NCPERS Group Life Ins.	\$ 16.00
72293	5/30/2024	Everly Life Ins.	\$ 99.78
72294	5/30/2024	Vendor Void	\$ 0.00
72295	5/30/2024	PERA	\$ 17,243.01
72296	5/30/2024	TRA	\$ 24,943.64
72297	5/30/2024	WEX	\$ 3,197.44
72298	5/24/2024	Children's Museum of South Dakota	\$ 569.25

72299	5/30/2024	Dawson-Boyd Baseball Association	\$	48.00
72300	5/30/2024	Hermanson, Donald	\$	150.00
72301	5/30/2024	Region 3A Secretary	\$	1,840.00
72302	5/30/2024	Staab, Carlton	\$	120.00
72303	6/05/2024	Hennepin Theatre Trust	\$	125.00
72304	6/05/2024	ISD #378 (State Golf Meal Allotment)	\$	630.00
72305	6/05/2024	MSBA/MASA Policy Service	\$	440.00
				<u>\$73,285.33</u>

MAY 2024 FEDERAL & STATE TAX PAYMENT

FEDERAL	5/30/24	\$58,903.92	STATE	5/30/24	\$9,532.05
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Check Nbr	Vendor Name	Check Date	Check Amount
72306	AAFEDT, ANTHONY	06/09/2024	215.12
72307	ACT INC	06/09/2024	1,707.75
72308	AL'S MERCANTILE	06/09/2024	89.90
72309	AMERICAN WELDING & GAS INC	06/09/2024	184.04
72310	BSN SPORTS	06/09/2024	1,373.00
72311	CARLSON & STEWART REFRIG. INC.	06/09/2024	2,069.18
72312	CITY OF DAWSON	06/09/2024	4,208.71
72313	COUNTRYSIDE PUBLIC HEALTH	06/09/2024	820.00
72314	CULLIGAN WATER CONDITIONING	06/09/2024	1,674.05
72315	DAWSON SENTINEL	06/09/2024	335.50
72316	EAGLE CREEK GOLF CLUB	06/09/2024	300.00
72317	EMC INSURANCE COMPANY	06/09/2024	96.00
72318	Vendor Continued Check	06/09/2024	0.00
72319	HILLYARD/HUTCHINSON	06/09/2024	4,724.88
72320	HUTT'S TEXACO	06/09/2024	125.57
72321	Vendor Continued Check	06/09/2024	0.00
72322	Vendor Continued Check	06/09/2024	0.00
72323	IFD FOODSERVICE DISTRIBUTOR	06/09/2024	23,537.08
72324	INSTITUTE FOR ENVIRONMENTAL AS	06/09/2024	165.00
72325	ISD 378	06/09/2024	1,185.62
72326	JIM'S CLOTHING	06/09/2024	1,095.70
72327	JOHNSON MEMORIAL HEALTH SVCS	06/09/2024	5,803.55
72328	Vendor Continued Check	06/09/2024	0.00
72329	KEMPS LLC (DBA CASS-CLAY CREAM	06/09/2024	4,800.32
72330	LAC QUI PARLE COOP OIL	06/09/2024	10,633.29

Check Nbr	Vendor Name	Check Date	Check Amount
72331	LEE MOTOR COMPANY	06/09/2024	33.19
72332	LIVESTOCK SYSTEMS OF DAWSON	06/09/2024	5.52
72333	MALAND, CAMEY	06/09/2024	56.42
72334	MARCO TECHNOLOGIES LLC	06/09/2024	2,104.75
72335	MIDWEST SPECIAL INSTRUMENTS	06/09/2024	90.00
72336	MINNESOTA DEPARTMENT OF HEALTH	06/09/2024	40.00
72337	MINNESOTA RIVER ED DIST.	06/09/2024	9,522.20
72338	MINNESOTA STATE H. S. LEAGUE	06/09/2024	1,000.00
72339	MUSIC STREET	06/09/2024	258.23
72340	OLSON SANITATION LLC	06/09/2024	1,749.49
72341	Vendor Continued Check	06/09/2024	0.00
72342	OTTER TAIL POWER	06/09/2024	12,619.73
72343	PAN-O-GOLD BAKING COMPANY	06/09/2024	498.64
72344	PARALLEL TECHNOLOGIES INC	06/09/2024	402.75
72345	SAFETY KLEEN SYSTEMS INC	06/09/2024	320.18
72346	SWEDZINSKI, DARLA	06/09/2024	189.83
72347	TEACHWELL SOLUTIONS	06/09/2024	7,024.55
72348	THE LAMPO GROUP, LLC	06/09/2024	1,300.00
72349	THE MCDOWELL AGENCY INC	06/09/2024	90.20
72350	TIM'S FOOD PRIDE	06/09/2024	239.24
72351	TITAN MACHINERY	06/09/2024	279.70
72352	VESTIS	06/09/2024	186.80
72353	WARD, HOLLY L	06/09/2024	409.70
48	Computer	Check(s) For a Total of	103,565.38

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
48	Computer	Checks For a Total of	103,565.38
Total For 48	Manual, Wire Tran, ACH & Computer	Checks	103,565.38
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	103,565.38

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	90.20	4,293.25	67,615.61	71,999.06
02	FOOD FUND	0.00	0.00	31,460.02	31,460.02
04	COMMUNITY EDUCAT	0.00	0.00	106.30	106.30

Check Nbr	Vendor Name	Check Date	Check Amount
72354	BRAUN INTERTEC CORPORATION	06/09/2024	5,765.00
72355	ICS CONSULTING, LLC	06/09/2024	116,676.32
72356	WILLMAR ELECTRIC SERVICE	06/09/2024	12,350.00
3	Computer	Check(s) For a Total of	134,791.32

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	134,791.32
Total For 3	Manual, Wire Tran, ACH & Computer Checks		134,791.32
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	134,791.32

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
06	BUILDING CONSTRU	0.00	0.00	134,791.32	134,791.32

INDEPENDENT SCHOOL DISTRICT NO. 378

TREASURER'S REPORT TO SCHOOL BOARD

DATE: JUNE 1, 2024

MONTH: MAY 2024

FUNDS	BEGINNING OF MONTH BAL.	CURRENT MONTH ACTIVITY	OTHER	END OF MONTH BALANCE
GENERAL	-\$341,892.49	\$44,523.39	\$0.00	-\$297,369.10
FOOD SERVICE	\$129,316.38	\$8,437.64	\$0.00	\$137,754.02
COMMUNITY SERVICE	\$205.34	\$42,147.48	\$0.00	\$42,352.82
BUILDING/CONST	\$0.00	-\$16,610.06	\$0.00	-\$16,610.06
DEBT REDEMPTION	\$364,467.54	\$471,884.90	\$0.00	\$836,352.44
TRUST AND AGENCY	\$6,750.00	\$2,000.00	\$0.00	\$8,750.00
TOTALS	\$158,846.77	\$552,383.35	\$0.00	\$711,230.12

RECONCILIATION WITH BANK STATEMENT

BALANCE PER BANK STATEMENT	LESS OUTSTANDING CHECKS	LESS OUTSTANDING RECEIPTS	LESS INTERST ON B.S.	ADD INSUFFICIENT FUNDS CHECKS	ADD-OTHER	BALANCE AGREES W/ TREASURER'S
\$728,572.10	-\$17,341.98					\$711,230.12

INVESTMENTS

REGULAR FUND-600216	CERTIFICATE NUMBER	DOLLAR AMOUNT
MSDLAF		\$0.00
MSDMAX		\$0.00
MNTRUST		\$1,278,789.37
TOTAL		\$1,278,789.37



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2024-2025 Local Literacy Plan

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

Date of Last Revision/Approval: June 10, 2024

MN READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District Literacy Goal

The district will improve literacy from a current level of 56.9% (2023) of students performing at or above grade level proficiency to a level of 60% or more of students performing at or about grade level proficiency by May 30, 2025.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)



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2024-2025 Local Literacy Plan

Grades K-3 Screeners

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<ul style="list-style-type: none"> ✓ Grade K ✓ Grade 1 ✓ Grade 2 ✓ Grade 3 	<ul style="list-style-type: none"> ✓ Oral Language ✓ Phonological Awareness ✓ Phonics ✓ Fluency ✓ Vocabulary ✓ Comprehension 	<ul style="list-style-type: none"> ✓ Universal Screening ✓ Dyslexia Screening 	<ul style="list-style-type: none"> ✓ First 6 weeks of School (Fall) ✓ Winter (optional) ✓ Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, the chart below indicates the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: CAT and CBM Reading (Grades 4-10, and 11/12 where appropriate)	<ul style="list-style-type: none"> ✓ Grade 4 ✓ Grade 5 ✓ Grade 6 ✓ Grade 7 ✓ Grade 8 ✓ Grade 9 ✓ Grade 10 - Grade 11 - Grade 12 	<ul style="list-style-type: none"> ✓ Oral Language ✓ Phonological Awareness ✓ Phonics ✓ Fluency ✓ Vocabulary ✓ Comprehension 	<ul style="list-style-type: none"> ✓ Universal Screening ✓ Dyslexia Screening 	<ul style="list-style-type: none"> ✓ First 6 weeks of School (Fall) ✓ Winter (optional) ✓ Last 6 weeks of School (Spring)



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2024-2025 Local Literacy Plan

Parent Notification and Involvement

The district has developed a parent communication letter that will communicate the norm-identified grade-level standards and how their child is progressing toward meeting these standards. The letter includes the core literacy instructional practices and the intervention supports that are used with students who are not on track to achieve benchmark targets that reflect grade-level content standards.

Students who are not meeting benchmark targets as indicated by the previously described assessment process, will be further assessed to determine specific skill deficits. A plan will be developed by collaboration of the classroom teacher and the Teacher Assistance Team (TAT) to support progress monitoring of identified deficit skill(s).

Based on the assessments, interventions will be matched to the student's needs in one or more of the following areas: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

The purpose of providing additional time on task, through these interventions, is to effectively accelerate student achievement to match grade level expectations.

Parent Communication plan:

1. Included in the beginning of the year information there will be a link to our Local Literacy Plan that explains the core literacy instructional practices and the multi-level systems of support as implemented in the district. This will include an explanation of entrance and exit criteria for students needing interventions, assessments used, data collected, problem-solving practices used when indicated by diagnostic and progress monitoring data, and classroom support used with all students.
2. Assessment results will be provided to parents within 15 school days of the closing of the benchmark window (sent home with students or provided at conferences - dependent on assessment dates).
3. Parents of students who need supplemental instruction will be informed by the district that their student is receiving these services and encouraged to meet with the student's teacher. A parent must sign a learning plan form for all students that participate in the Title I program, as well as those who receive Targeted Services at the elementary level or intervention services at the secondary level.
4. Additional explanation of the literacy program and support will occur during fall parent/teacher conferences.
5. Parents of students receiving interventions will be informed by the classroom teacher of progress. They will also be informed through report cards that are prepared quarterly.

An intervention library is continuously being developed by the district. In this resource there are ideas and tools, based on the five pillars of reading, for parents, caregivers, and/or community



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2024-2025 Local Literacy Plan

members to use in support of literacy practices at home. The materials will address the five pillars of literacy and be research based. It will also include other information that will be helpful to develop literacy in youth. The five pillars are:

Phonemic awareness	Phonics	Fluency	Vocabulary	Comprehension
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****In addition the district has invested time in training all teachers and Title I staff on PRESS. Path to Reading Excellence in School Sites (PRESS) is a framework that structures literacy achievement in grades K-5 within contexts of multi-tiered systems of support (MTSS). The primary goal of PRESS is to work with teachers and administrators to establish school-based systems and practices for all K-5 students to become capable readers. PRESS decision-making tools help facilitate the examination of student data and identify students requiring intervention as well as how to select appropriate interventions. Additionally all teachers working with PreK-3rd grade have completed/or are in the process of completing LETRS training. LETRS for Educators is a professional course of study to help educators master the content and principles of effective, reading, language and literacy instruction. Additionally, LETRS for Early Childhood meets the criteria for Preschool and Kindergarten.



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2024-2025 Local Literacy Plan

Student Summary Level and Dyslexia Screening Data 2023-2024 School Year

Summary Data Kindergarten through 3rd Grade

We are transitioning to an approved screener and will submit data in June 2025.

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG						
1 st						
2 nd						
3 rd						

We are transitioning to an approved screener and will submit data in June 2025.



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2024-2025 Local Literacy Plan

Students Grades 4-12 Not Reading at Grade Level

We are transitioning to an approved screener and will submit data in June 2025.

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th				
5 th				
6 th				
<i>We are transitioning to an approved screener and will submit data in June 2025.</i>				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				



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2024-2025 Local Literacy Plan

Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 120-150 minutes daily
1 st	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 120-150 minutes daily
2 nd	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 90-120 minutes daily
3 rd	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 90-120 minutes daily
4 th	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 90+ minutes daily
5 th	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Foundational Knowledge Building	Mix Whole Class & Differentiated Instruction 90+ minutes daily



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2024-2025 Local Literacy Plan

Core Reading Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Exploring options for adoption - currently open source resources used to meet MN ELA Standards	Comprehension, vocabulary, writing	Mix Whole Class & Differentiated Instruction 90+ minutes daily
7 th	Open source resources used to meet MN ELA Standards; Achieve 3000	Comprehension, vocabulary, writing	Class Period: 42 minutes
8 th	Open source resources used to meet MN ELA Standards; Achieve 3000	Comprehension, vocabulary, writing	Class Period: 42 minutes
9 th	Open source resources used to meet MN ELA Standards; Achieve 3000	Comprehension, vocabulary, writing	Class Period: 42 minutes
10 th	Open source resources used to meet MN ELA Standards; Achieve 3000	Comprehension, vocabulary, writing	Class Period: 42 minutes
11 th	Open source resources used to meet MN ELA Standards	Comprehension, vocabulary, writing	Class Period: 42 minutes
12 th	Open source resources used to meet MN ELA Standards	Comprehension, vocabulary, writing	Class Period: 42 minutes



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2024-2025 Local Literacy Plan

Data-Based Decision Making for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions [Minn. Stat.120B.12, subd. 4a \(2023\)](#).

The [MnMTSS framework](#) provides guidance around each of these components.

Discuss if and how the district is implementing a multi-tiered system of support framework.

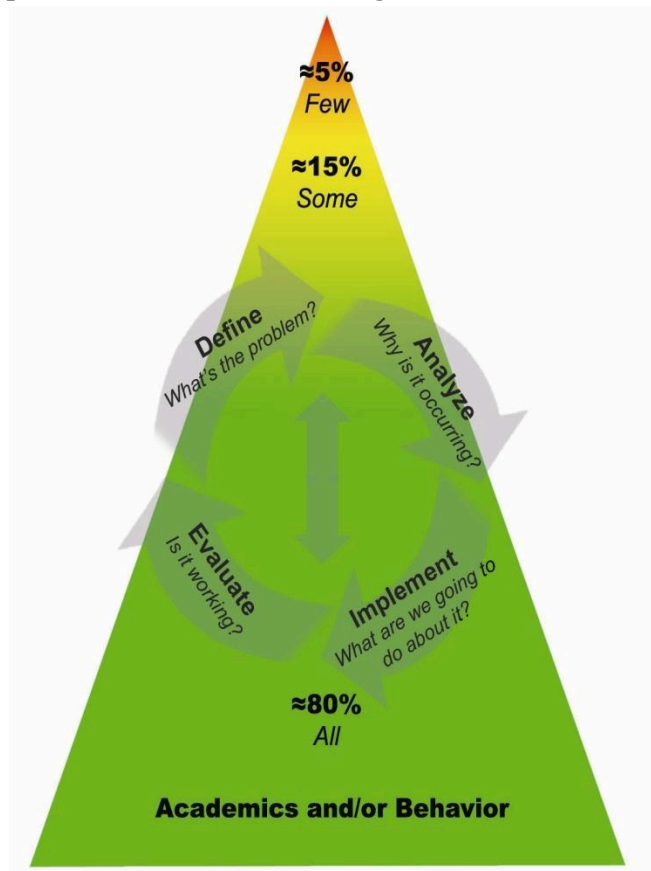
A Model of School Supports and the Problem Solving Process

ACADEMIC SYSTEMS

Tier 3: Intensive, Individual Interventions *Students who need individualized interventions.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*



The first level of support occurs in the classroom with core instruction delivered by the classroom teacher using the district’s reading curriculum. Teachers differentiate instruction in small groups according to the needs of their diverse learners.

Each year we perform benchmark assessments in the fall, winter, and spring. Based on screening assessments, past assessment data, classroom performance, and additional data, the second level of



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support identifies students not meeting grade-level targets who are, then, provided supplemental reading interventions according to their skill deficit(s).

Students not responding well to the interventions provided at the second level as indicated by progress monitoring over the course 12-16 weeks are referred for evaluation for further information in regards to the child's needs. Students qualifying for special services receive the most intensive and individualized level of support. Students receiving Special Education services are included at this level.

The Multi-tiered systems of support can be traced to the work on data-based decision making by Deno and Mirkin (1977) and the US Department of Education's report *A Nation at Risk* (1983). The framework is a systematic use of assessment data to efficiently allocate resources to improve learning for all students (Burns and VanDerHeyden, 2006). A meta-analysis of research found that multi-tiered systems of support led to improved outcomes such as fewer children referred to and placed into special education programs. Additionally, results included higher achievement scores and reduced behavioral difficulties among all students (Burns, Appleton, and Stehouwer, 2005). Children at-risk for reading failure also demonstrated improved reading skills (Marston, Muyskens, Lau, Canter, 2003; Tilly, 2003).

Describe the data and method(s) used to determine targeted evidence-based reading instruction for students and the process for intensifying or modifying the instruction.

Our grade level teams first utilize benchmark data to determine needs for instructional interventions. First based on what areas might need class level intervention instruction and then determining which students need further additional intervention instruction. Teams will utilize benchmark data, classroom formative assessments, as well as any other assessment data available to determine level of need for instruction.

Students identified as needing additional support are brought to our Teacher Assistance Team (TAT). This team meets with teachers to review the data and discuss opportunities for instructional interventions and progress monitoring. Student data is then reviewed every 6-8 weeks to evaluate progress and determine modifications or changes needed. We use a team approach to gather and analyze data on these students to be sure that we are not missing ideas for support that may better fit their needs.

Describe the data and method(s) used to identify students not reading at grade level. Discuss the district's criteria for entry into intervention, type and frequency of progress monitoring during intervention, and criteria for exit from intervention.

Each fall we gather data from the previous school year including MCA results, report card data, district assessment data, and fall benchmark data to review student needs and progress. This data is then utilized to complete a needs assessment. We review ALL student progress. It is then determined whether or not there is need for a classwide intervention or whether a student shows need for additional intervention. Students showing additional needs are discussed formally by our TAT team.

Here the team will:

- Clearly identify the primary concern for the child



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2024-2025 Local Literacy Plan

- Select a specific intervention that is scientific based and set measurable goals.
 - The team will determine intervention frequency, documentation, and progress monitoring.
 - The team will create a timeline for review of progress (6-8 weeks)
 - The teacher will implement interventions and report progress to the team.
 - When data shows successful progress the team will determine next steps for students - continue or change intervention (student is still not performing at grade level); dismiss student from intervention (progress monitoring reflects that the student is performing at or above grade level for a minimum of 3 consecutive data points).
-



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2024-2025 Local Literacy Plan

Professional Development Plan

Dawson-Boyd will be training educators as outlined in the table below:

Educator Group	Training Required by District
PreK Classroom, Kindergarten, and Early Child Special Education Teachers	LETRS for Early Childhood Educators OR LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
1st - 3rd Grade Classroom Educators	LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
Grades K-3 Special Education Educators	LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
Grades K-12 Multi Language Education Teachers	LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
Pre-K through grade 6 Instructional Support Staff who provide reading intervention	LETRS for Early Childhood Educators OR LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
4th - 12th Grade Classroom Educators responsible for reading instruction	CAREIALL: Advancing Language and Literacy - Center for Applied Research and Educational Improvement (CAREI University of Minnesota)
Grades 4-12 Special Education Educators	CAREIALL: Advancing Language and Literacy - Center for Applied Research and Educational Improvement (CAREI University of Minnesota)
PreK-12 Curriculum Directors/Employees who select literacy instructional materials for PreK-12	LETRS for Administration
Pre-K through grade 12 Instructional Support Staff who provide reading support	Waiting for clarification from MDE



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2024-2025 Local Literacy Plan

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	4	1	3 (scheduled to begin Fall 2024)	0
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	10	3	2 (scheduled to begin Fall 2024)	0
Grades 4-6 Classroom Educators	6	1	1	0 (4 - Phase 2)
K-12 Reading Interventionists	0	0	0	0
K-12 Special Education Educators responsible for reading instruction	6	1	0	5
Pre-K through grade 6 Curriculum Directors	3	0	0	3
Pre-K through grade 6 Instructional Support Staff who provide reading intervention	2	2	0	0
Pre-K through grade 6 Instructional Support Staff who provide reading support	TBD	0	0	TBD

**All but 3 staff members will be completed with Phase 1 of training by July 1, 2025. Those 3 staff members are completing LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia) which is a two year commitment.



Dawson-Boyd Public Schools | ISD #378
 848 Chestnut Street | Dawson, MN 56232
 Phone: 320.769.2955

Small Schools . . . Big Opportunities

2024-2025 Local Literacy Plan

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	9	1	1	7
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	1	0	1 (will be in Year 2 of training)	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	(3) Completing in Phase 1	0	0	0
Grades 7-12 Instructional support staff who provide reading support	TBD	0	0	TBD
Grades 6-12 Curriculum Directors	(3) Completing in Phase 1 together	0	0	0
Employees who select literacy instructional materials for Grades 6-12	(3) Completing in Phase 1 together	0	0	0

**All participating in Phase 2 training will be done by July 1, 2026.



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Small Schools . . . Big Opportunities

2024-2025 Local Literacy Plan

Describe how the district or charter school will support the implementation of structured literacy and what data will be collected and how it will be used to assure continuous improvement.

We are in the process of completing all training and collaborating with district and community stakeholders to articulate this plan and its implementation. We will update the plan once this process is complete. Through training our administrative team will work with staff, families, and students to determine steps for implementing our framework of continuous improvement.

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

We are in the process of completing all training and collaborating with district and community stakeholders to articulate this plan and its implementation. We will update the plan once this process is complete. Through training our administrative team will work with staff, families, and students to determine steps for implementing our framework of continuous improvement.

- Screening/Assessment - train on and implement FastBridge K-12
 - Identify needs for Dyslexia Screening
- Continue steps in Professional Development:
 - PreK - Early Childhood LETRS
 - K-3 LETRS
 - 4+ CAREIALL (some already completed LETRS)
 - Leadership - LETRS for Admin
- Review and Pilot Curricular Resources for adoption K-6 in 2025-2026
 - Review both Comprehensive and/or Foundational/Knowledge Building
 - Training on selected materials
- Continue establishing a Framework for our Local Literacy Plan through training of leadership
- Maintain Family and Community Engagement around Literacy
 - Parent Notification
 - Personal Learning Plans

(Sample Form)
NOTICE OF SUSPENSION
(Date)

(Name of Parent or Guardian)
(Address)
(City, State, Zip)

Dear (Parent or Guardian)

(Name of Student) has been suspended from (name of school) for (number of days) commencing on (date).

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

_____, at _____ on _____
(Name of Administrator) (Time) (Date)

pursuant to Minn. Stat. §§ 121A.40-121A.56, a copy of which is enclosed.

The plan of readmission is:

Alternative educational services in the form of homework will be available to be picked up at the school after _____ [date] _____.

While suspended, the student may not come on any school campus except with you for the purpose of discussing conduct.

If you have any questions, please call.

Sincerely,

Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

Adopted: _____

MSBA/MASA Model Policy 506

Orig. 1995

Revised: _____

Rev. 2024

506 STUDENT DISCIPLINE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services,

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

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

IV. POLICY

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

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the

maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

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

- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the

behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

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

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;

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

VIII. CODE OF STUDENT CONDUCT

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

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

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

personnel, or other persons;

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

IX. RECESS AND OTHER BREAKS

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

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

X. DISCIPLINARY ACTION OPTIONS

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

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

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

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

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

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

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

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

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

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

1. *Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;*
2. *Specify required approvals necessary;*
3. *Specify paperwork and reporting procedures.*

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.*

1. *Designation of where student is to go when removed;*
2. *Designation of how student is to get to designated destination;*
3. *Whether student must be accompanied;*
4. *Statement of what student is to do when and while removed;*
5. *Designation of who has control over and responsibility for student after removal from class.*

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

1. *Specification of procedures;*
2. *Actions or approvals required such as notes, conferences, readmission plans.*

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

1. *Specification of Procedures;*
2. *Actions or approvals required, such as notes, conferences, readmission plans.*

H. *Students with a Disability; 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 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.*

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*
2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

J. *Procedures for Immediate and Appropriate Interventions Tied to Violations 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.*

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

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

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;*

XII. DISMISSAL

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

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

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

immediate and substantial danger to self or to surrounding persons or property.

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

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

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

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, 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 that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school

principal or other person having administrative control of the school building or program 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 less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes,

section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from

further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

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

shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and 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 the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

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

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability,

the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

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

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles;
Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____

MSBA/MASA Model Policy 507

Orig. 1995

Revised: _____

Rev. May 2024

507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

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

I. PURPOSE

The purpose of this policy is to describe limitations on the use of corporal punishment and prone restraint upon a student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student except as provided below.

III. DEFINITIONS

1. "Corporal punishment" means conduct involving:
 - a. hitting or spanking a person with or without an object; or
 - b. unreasonable physical force that causes bodily harm or substantial emotional harm.
2. "Employee or agent of the district" does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).
3. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

1. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. An employee or agent of the school district shall not use prone restraint.
3. An employee or agent of a district shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso.
4. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582. The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.

V. REASONABLE FORCE

1. Reasonable force may be used upon or toward the person of another without the other's consent when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.
2. Reasonable force may be used upon or toward the person of a child without the child's consent when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil, or another pursuant to Minnesota Statutes, section 609.379. Nothing in section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.
3. A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.

Legal References: Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Legal Actions Against Districts and Teachers)
Minn. Stat. § 125A.0941 (Definitions)\
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 609.06(Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
Minn. Stat. § 645,241 (Punishment for Prohibited Acts)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
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 507.5 (School Resource Officers)

Adopted: _____

MSBA/MASA Model Policy 509

Orig. 1995

Revised: _____

Rev. 2023

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of:
(a) one percent of the total enrollment at each grade level in the school district;
or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.
 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a

1. pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

C. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

D. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) or School Readiness Plus (SRP) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or Laws 2017, First Special Session chapter 5, article 8, section 9, to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

E. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

F. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 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 under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful

excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Adopted: _____

MSBA/MASA Model Policy 514

Orig. 2003

Revised: _____

Rev. 2024

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 a student's ability to learn and/or a teacher's 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 intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for 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:
 - 1. on the school premises, at the school functions or activities, on the school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. 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 or 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 cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also

applies to sexual exploitation.

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

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). 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 prohibited acts of bullying 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 intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. 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 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, malicious and sadistic conduct, and sexual exploitation.

- 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 or students, 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. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

- F. "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. 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 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.
- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .
- H. "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.
- I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person 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 the "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 immediately. 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, 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 of the 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 a 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 the 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 an 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 who are targets of 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 engaged 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. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct.. The school district must 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 Minnesota Statutes, section 122A.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 immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
 5. 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 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 schools' 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 MSBA/MASA Model Policy 515) in the student handbook.

VIII. 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. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. 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.
- F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. 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 Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: 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 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
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 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 529 (Staff Notification of Violent Behavior by Students)
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)

Adopted: _____

MSBA/MASA Model Policy 705

Orig. 1995

Revised: _____

Rev. 2022

705 INVESTMENTS

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

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, Minnesota Statutes chapter 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows
 - 1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 - 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 - 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The _____ **business manager** of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minnesota Statutes sections 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes chapter 118A or Minnesota Statutes section 356A.06, subdivision 7. Investment of funds in an OPEB trust account under Minnesota Statutes section 356A.06, subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein,

and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.
 - 2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.
 - 3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota Statutes section 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. Deposit-type securities shall be collateralized as required by Minnesota Statutes section 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with

budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

- C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.
- D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minnesota Statutes section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minnesota Statutes section 471.38.

Legal References:

Minn. Stat. § 118A.01 (Definitions)
Minn. Stat. § 118A.02 (Depositories; Investing; Sales, Proceeds, Immunity)
Minn. Stat. § 118A.03 (When and What Collateral Required)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Safekeeping; Acknowledgements)
Minn. Stat. § 356A.06, Subd. 7 (Investments; Additional Duties)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:

MSBA/MASA Model Policy 703 (Annual Audit)

Minnesota Legal Compliance Audit Guide for School Districts Prepared by the Office of the State Auditor

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. 2023 (Oct)

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.09, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary

school evidencing the course taken and the grade and credit awarded.

2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **50%** credits from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **50%** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local

high school graduation credit would be provided, no credit will be provided to the student.

- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. 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.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's

parent or guardian except as set forth in Section IX.D. below.

- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)



Joe Riley Construction Inc.
P.O. Box 379
Morris, MN 56267
Phone: (320) 589-5222
Fax: (320) 585-8280

May 29, 2024

RE: Church Parking Lot

Attn: Matt Hughes
matt.hughes@ics-builds.com

Quoted price for options to repair/replace church parking lot.

Option #1 – Total Reconstruction

Reclaim Lot

Stockpile reclaimed material

Sub cut 30 inches

Supply & place fabric

Place the previously removed reclaimed asphalt

Supply & place 18 inches of pit run gravel

Supply & place 6 inches of class 5 gravel

Shape & compact the class 5 gravel

Pave the area with 3.5 inches of asphalt in 2 lifts with a tack coat applied prior to paving the 2nd lift.

Paint the parking stripes

Total = \$138,657.00

Option #2 – Mill & Overlay

Remove & dispose of 1.5 inches of existing asphalt

Clean the area to be paved

Apply tack coat.

Pave the area with 1.5 inches of existing asphalt.

Paint the parking stripes

Total = \$26,960.00

Option #3 – Fog Seal

Clean the area.

Apply fog seal.

Paint the parking stripes.

Total = \$3,330.00

Notes: Only includes work as listed above any other incidental work will be billed as necessary.

If you should have any questions on this quote, please contact Joe Riley. Again, thank you for contacting Joe Riley Construction, Inc.

Respectfully Submitted,

Acceptance of Proposal: The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Joe Riley

Owner

Phone: (320) 287-1901

Email: jriley@jorileyconstruction.com

Signature: _____

Date: _____

3/13/2024	Backpack for Kids	Clarkfield Clergy Coop Ben Acct	\$500.00
3/13/2024	Backpack for Kids	Kari Stringer	\$50.00
4/25/2024	Backpack for Kids	Loren & Carole Femrite	\$25.00
4/25/2024	Backpack for Kids	Ruby's Pantry	\$500.00
4/25/2024	Jack Attack	Dawson Fire Department-Meat Raffle	\$450.00
4/25/2024	ECFE	Dawson Fire Department-Meat Raffle	\$600.00
4/25/2024	Spanish Club	Dawson Fire Department-Meat Raffle	\$300.00
5/10/2024	Backpack for Kids	Our Saviours Luth. Of Baxter	\$39.42
5/20/2024	Backpack for Kids	Trinity Women-Boyd	\$250.00
6/3/2024	Band Dept-percussion	David M. Pederson	\$285.00

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date: 5/20/24

Person Completing Form: Nichole Andrews

Organization Represented: Afterglow

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Burger Feed , 50/50

Start Date & End Date: September 27, 2024

Estimated Revenue From Activity: \$ 2000

Who Will Collect/Receipt Revenue: Sarah Johnson

How Will Revenue Be Used: Afterglow (post prom) activities

Who Makes Decisions On How Revenue Will Be Disbursed: Afterglow committee

Nichole Andrews
Signature of Advisor / or /
Organization Representative

► For Office Use Only ◀
► Fundraiser ◀
► _____ Authorized ◀
► _____ Not Authorized ◀

Independent School District No. 378
Dawson-Boyd Public Schools

FUNDRAISER APPLICATION

Today's Date:

5/20/24

Person Completing Form:

Nichole Andrews

Organization Represented:

Afterglow

Describe Fundraiser Activity: [i.e. varsity hockey team selling candy door-to-door]

Chili feed, 50/50 & serving challenge

Start Date & End Date:

October 8, 2024

Estimated Revenue From Activity:

\$ 1000

Who Will Collect/Receipt Revenue:

Sarah Johnson

How Will Revenue Be Used:

afterglow activities

Who Makes Decisions On How Revenue Will Be Disbursed:

Afterglow Committee

Nichole Andrews

Signature of Advisor / or /
Organization Representative

► For Office Use Only ◀
► Fundraiser ◀
► _____ Authorized ◀
_____ Not Authorized

INVITATION FOR QUOTES FOR MILK

Notice is hereby given that independent School District #378, Dawson Minnesota, will receive quotes for milk for the 2024/2025 school year. **Bids due June 7th, 2024**

Quotes will be received for milk as follows:

****Coolers will also need to be furnished****

Approx. 150 ½ pints per day July & August and 850 ½ pints per day, September-June.
This bid year begins on July 1, 2024 and ends June 30, 2025.

*Number of and days of delivery per week? 2

Milk	Firm ½ pint	Escalator ½ pint
Carton Chocolate Skim Milk	\$ <u>NA</u>	\$ <u>.366</u>
Carton Skim Milk	\$ <u>NA</u>	\$ <u>.351</u>
Carton 1% Milk	\$ <u>NA</u>	\$ <u>.366</u>
Lactose Free Milk ½ pints	\$ <u>NA</u>	\$ <u>.766</u>
Whole Milk Quart	\$ <u>NA</u>	\$ <u>1.407</u>

Additional Bid Items:

5# Sour Cream	\$ <u>NA</u>	\$ <u>10.755</u>
5# Yogurt, plain	\$ <u>NA</u>	\$ <u>9.945</u>
5# Yogurt, Strawberry	\$ <u>NA</u>	\$ <u>9.945</u>

*If these products are unavailable please list an alternative with its price

Firm CASS CLAY CREAMERY

Address 200 20th ST NORTH
FARGO ND 58102

Phone 701-293-6455

Sales Person 
Signature

Date 5-30-24

Quotes are due by June 7, 2024 and will be presented to the Board of Education for action at the regular meeting on June 10, 2024 at 6:00 p.m. Notification of bid acceptance / denial will be mailed no later than June 17, 2024.

Quotes may be mailed to:
Dawson-Boyd ISD #378
Attn: Camey Maland FSD / Milk Bid
848 Chestnut Street, Dawson MN 56232

Independent School District #378 reserves the right to reject any or all quotes.



**MINNESOTA
June 2024
ESCALATOR CLAUSE**

It is hereby understood that the prices quoted are based on the USDA Class I prices listed below under the terms of the Federal Milk Market Order #30.

Class I Skim	8.29 CWT.
Class I Butterfat	3.4512 LB.

ESCALATOR CLAUSE

If the Class I Skim price per hundredweight is increased or decreased, for each \$0.10 per hundredweight increase or decrease, the quotation on:

Half-pint fluid milk will decrease or increase \$0.00054 per ½ pint

If the Class I Butterfat price per pound is increased or decreased, for each \$ 0.01 increase or decrease, the quotation on a half-pint will follow this formula:

Whole Milk	\$ 0.00017750 per 1/2 pint
2% Milk	\$ 0.00010750 per 1/2 pint
1% Milk	\$ 0.00005375 per 1/2 pint
Skim Milk	\$ 0.00001000 per 1/2 pint



Cass Clay Creamery
200 20th Street North
Fargo, ND 58102
Phone: 701-293-6455

To Whom it May Concern:

On behalf of Cass Clay Creamery, I would like to thank you for your continued business and the opportunity to serve your dairy needs.

We would like to take this opportunity to inform you of a change to our plans for future bids with respect to dairy coolers we have provided in the past. Due to a variety of economic factors, as well as supply challenges, we are no longer able to maintain and service these coolers.

We have made the difficult decision that we can no longer provide this equipment, nor provide service repairs after current agreements expire.

With respect to any equipment that we own directly, we are more than happy to negotiate a transfer of these units to the school district for future use.

If you like to purchase new equipment, we can put the district in touch with a school cooler equipment vendor.

Again, this is for equipment after current agreements expire.

Thank you for your business and we look forward to continuing to serve you. If you have any questions about the foregoing, please reach out to me directly.

Sincerely,

Arlen Franchuk
Sales Director
Cass Clay Creamery
701-893-1095

INVITATION FOR QUOTES FOR MILK

Notice is hereby given that independent School District #378, Dawson Minnesota, will receive quotes for milk for the 2024/2025 school year. **Bids due June 7th, 2024**

Quotes will be received for milk as follows:

****Coolers will also need to be furnished****

Approx. 150 ½ pints per day July & August and 850 ½ pints per day, September-June.
This bid year begins on July 1, 2024 and ends June 30, 2025.

*Number of and days of delivery per week? _____

Milk	Firm ½ pint	Escalator ½ pint
Carton Chocolate Skim Milk	\$ <u>NA</u>	\$ <u>NA</u>
Carton Skim Milk	\$ <u>NA</u>	\$ <u>NA</u>
Carton 1% Milk	\$ <u>NA</u>	\$ <u>NA</u>
Lactose Free Milk ½ pints	\$ <u>NA</u>	\$ <u>NA</u>
Whole Milk Quart	\$ <u>NA</u>	\$ <u>NA</u>
Additional Bid Items:		
5# Sour Cream	\$ <u>NA</u>	\$ <u>NA</u>
5# Yogurt, plain	\$ <u>NA</u>	\$ <u>NA</u>
5# Yogurt, Strawberry	\$ <u>NA</u>	\$ <u>NA</u>

*If these products are unavailable please list an alternative with its price

Firm Prairie farms

Address 1200 West Russell

Sioux Falls, SD 57104

Phone (605) 336-1958

Sales Person Dorett Turner

Signature

Date 5/29/24

Quotes are due by June 7, 2024 and will be presented to the Board of Education for action at the regular meeting on June 10, 2024 at 6:00 p.m. Notification of bid acceptance / denial will be mailed no later than June 17, 2024.

Quotes may be mailed to:

Dawson-Boyd ISD #378

Attn: Camey Maland FSD / Milk Bid

848 Chestnut Street, Dawson MN 56232

Independent School District #378 reserves the right to reject any or all quotes.



May 30, 2024

Dawson-Boyd ISD #378
848 Chestnut Street
Dawson, MN 56232

Thank you for the invitation to bid on your school's dairy program for the 2024-2025 school years. Unfortunately, we are unable to submit a bid due to limited distribution in your area. Please keep us on your mailing list for next year.

Regards,

Dana Hunzeker
Sales Analyst
E-Mail: dana_hunzeker@prairiefarms.com
Phone: 800-568-6616 Ext: 5062

Prairie Farms
1200 West Russell
Sioux Falls, SD 57104

Premium Summary

Company: EMC & SFM

<i>Description Of Coverage</i>	<i>Renewal</i>	<i>Expiring</i>
Property	\$ 80,654.05	\$ 55,545.62
General Liability	\$ 6,272.00	\$ 5,677.00
School Leaders E&O/Linebackers	\$ 8,316.00	\$ 6,628.00
Inland Marine	\$ 997.00	\$ 873.00
Cyber Solutions	\$ 917.00	\$ 673.00
Crime	\$ 869.00	\$ 854.00
Business Auto	\$ 23,008.00	\$ 20,946.00
Workers Compensation-SFM	\$ 39,597.00	\$ 41,969.00
Umbrella/Excess	\$ 2,677.00	\$ 2,388.00
Total Annual Premium	\$163,307.05	\$135,553.62

Auto premiums do not include the 2012 IC bus we just added 5/3/24

Inland Marine premium does not include the Rented/Leased equipment coverage we just added 5/7/24

This proposal is provided as an overview of your policy. You must refer to the provisions found in your policy for the details of your coverage, terms, conditions and exclusions that apply.