

Wrenshall ISD 100 August 11, 2025 @ 6:00 pm Wrenshall Board of Education

Monday, August 11, 2025 - 6:00 PM
Wrenshall School Library Media Center

1. Call to Order
Chairperson
2. Pledge of Allegiance
Chairperson
3. Roll Call
Chairperson
4. Adoption of Agenda
Chairperson
5. Regular Business

Chairperson

- a. Approval of Minutes
Chairperson
Approval of official minutes for the July 8 regular business meeting and August 7 work session
 - b. Accept Business Office Report
Beth Peterson - Frank Schill
 - c. Approval of Consent Agenda
Frank Schill
6. Informational Items

Chairperson

Regular Business

- a. Board Committee Reports
Mary Carlson
- b. Principal's Report
Michelle Blanchard
Optional Informational Principal's report.
- c. Community Education Report
Katie Beck

Optional Informational Report from the Community Education Director or Coordinator.

- d. American Indian Cultural Liaison Report
Kevin Kot
 - e. Enrollment Report
Frank Schill
Monthly snapshot of current enrollment statistics
 - f. Superintendent's Report
Frank Schill
 - g. Consolidation Facilities Study
Mary Carlson
Update on the Joint board meeting of the Wrenshall and Carlton school boards regarding the referendum and consolidation process. The meeting was held on July 29, 2025 at the Carlton Elementary School.
7. Action Items
Mary Carlson
7. Action Items
- a. Approve contract with Carlton County for Family School Support Worker
Frank Schill
 - b. Approve Farm to School Grant
 - c. Designate Lots4bid and MASMS (Minnesota Educational Facilities Management Professionals Association for Electronic Sale of Surplus Supplies, Materials, and Equipment).
Remove publicsurplus.com as the official online auction site for the disposal of obsolete property.
Frank Schill
In January the board approved publicsurplus.com as the official online auction site for the disposal of obsolete property. This site has an annual fee. It has been requested that Lots4bid and MASMS be added as a online auction site for surplus property.
 - d. Approve tuition agreements with Carlton Public School
Mary Carlson - Frank Schill
Approve tuition agreements for construction class, work-based learning, and band
 - e. Approve School and Wren's Club Handbooks for 2025-2026 School Year
Katie Beck - Michelle Blanchard
 - f. Employee and Staff Program Discounts for Community Education Programs
 - g. Approve Revised ECFE Parent Educator Job Description
 - h. Board Meeting Schedule (revised)

Board meeting schedule revised to accomodate board members work schedules

- i. Resolution to close third grade enrollment requests
Third grade enrollment has reached maximum capacity.
 - j. Emergency Plow Service
Approve the City of Wrenshall for emergency snow removal services
 - k. Raptor's Cooperative Agreement
 - l. Raptor's Communication Flow Chart (attached)
 - m. Just for Kids Dental Memorandum of Understanding
Approve Memorandum of Understanding for dental services in the school
 - n. Summer Speech Language Contract
 - o. Set Superintendent Goals for Fiscal Year 2026
Mary Carlson
8. Policy Review Cycle
9. Future Meetings
Chairperson
Confirm upcoming meetings.
10. Adjournment
Chairperson

August 11, 2025 @ 6:00 pm Wrenshall Board of Education

Monday, August 11, 2025 6:00 PM

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

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Roll Call**
4. **Adoption of Agenda**
5. **Regular Business**
 - a. Approval of Minutes
 - b. Accept Business Office Report
 - c. Approval of Consent Agenda
6. **Informational Items**
 - a. Board Committee Reports
 - b. Principal's Report
 - c. Community Education Report
 - d. American Indian Cultural Liaison Report
 - e. Enrollment Report
 - f. Superintendent's Report
 - g. Consolidation Facilities Study
7. **Action Items**
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 - b. Approve Farm to School Grant
 - c. Designate Lots4bid and MASMS (Minnesota Educational Facilities Management Professionals Association for Electronic Sale of Surplus Supplies, Materials, and Equipment.
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 - g. Approve Revised ECFE Parent Educator Job Description
 - h. Board Meeting Schedule (revised)
 - i. Resolution to close third grade enrollment requests
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 - k. Raptor's Cooperative Agreement
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 - n. Summer Speech Language Contract
 - o. Set Superintendent Goals for Fiscal Year 2026
8. **Policy Review Cycle**
9. **Future Meetings**
10. **Adjournment**

Wrenshall Board of Education
Tuesday, July 8, 2025 6:00 PM Central

Holyoke Town Hall
Carlton County Highway 8
Holyoke, MN 55749

Eric Ankrum: Present
Jon Beck: Present
Mary Carlson: Present
Ben Johnson: Present
Ashley Laveau: Present
Erin Riley: Present
Present: 6.

1. Call to Order

The meeting was called to order by Chair Carlson at 6:00 pm.

2. Pledge of Allegiance

3. Roll Call

All directors were present along with Superintendent Schill.

4. Adoption of Agenda

Motion to approve. This motion made by Ben Johnson and seconded by Erin Riley, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea,
Erin Riley: Yea

Yea: 6 Nay:0

5. Regular Business

5.a. Approval of Minutes

Motion to approve. This motion made by Eric Ankrum and seconded by Ashley Laveau, Carried.

Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea,
Erin Riley: Yea

Yea: 6 Nay:0

5.b. Accept Business Office Report

Motion to approve. This motion made by Erick Ankrum and seconded by Ben Johnson,
Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Carlson: Yea, Ben Johnson: Yea, Ashley

Laveau: Yea, Erin Riley: Yea

Yea: 6 Nay:0

5.c. Approval of Consent Agenda

See action item 7.x. for completed information regarding Jon Bartczak, Physical Education
Teacher.

Motion to approve. This motion made by Ashley Laveau and seconded by Erin Riley, Carried.
Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea
Yea: 6 Nay:0

6. Informational Items

6.a. Board Committee Reports

Negotiations Meeting -- no real timeline yet but good discussions to date.

AD HOC Meeting -- June 27 meeting to discuss garage project--broaden document for all CTE classes--created a Rubric for future proposals.

Technology -- new staff computers are here--working on asset tagging--CITON will assist with set up.

Sports Cooperative -- Head coach positions determined for all except Girl's Basketball which will have interviews.

6.b. Principal's Report

6.c. Community Education Report

6.d. American Indian Cultural Liaison Report

6.e. Enrollment Report

6.f. Superintendent's Report

Frank Schill reported he was familiarizing himself with the Minnesota Service Agencies. He stated he intended to work Monday – Wednesdays during the school year when students and staff were present and transition to two days per week during the summer months. Schill will attend training workshops provided by MSBA and also attend the MSBA winter conference.

7. Action Items

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

Superintendent Schill identified as the Official with Authority.

Motion to approve. This motion made by Erin Riley and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6 Nay:0

7.b. Approve Contract with Carlton County for Family School Support Worker

Motion to postpone. This motion made by Mary Carlson and seconded by Ben Johnson, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

Yea: 6 Nay:0

7.c. Approve At-Will Agreement For American Indian Cultural Liaison

Motion to approve. This motion made by Eric Ankrum and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.d. Approve Foster Care Transportation Agreement

Motion to approve. This motion made by Ashley Laveau and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.e. Award Bids for Dairy and Bread Products and Transportation Fuel

Motion to approve. This motion made by Eric Ankrum and seconded by Erin Riley, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

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

Motion to approve. This motion made by Eric Ankrum and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.g. Approve School and Wren's Club Handbooks for the 2025-2026 School Year

Motion to postpone. This motion made by Mary Carlson and seconded by Eric Ankrum, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

7.h. Set Adult Meal Prices for Fiscal Year 2026

Motion to postpone. This motion made by Mary Carlson and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea

7.i. Approve Jumpstart to Kindergarten Agreement

Motion to postpone. This motion made by Mary Carlson and seconded by Ben Johnson, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay: 0

7.j. Set Superintendent Goals for Fiscal Year 2026

Motion to postpone. This motion made by Mary Carlson and seconded by Eric Ankrum, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay 0

7.k. Set Substitute Pay Rates for Fiscal Year 2026

Motion to approve. This motion made by Erin Riley and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Abstained, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 5 Nay:0 Abstain:1

7.l. Certify the Maximum Proposed Levy for 2026 Payable 2027

Motion to approve. This motion made by Ben Johnson and seconded by Eric Ankrum, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.m. Approve Tuition Agreements to Serve Carlton High School Students

Motion to postpone. This motion made by Mary Carlson and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.n. Approve Community Education Staff Pay Rates for Fiscal Year 2026

Motion to postpone. This motion made by Mary Carlson and seconded by Eric Ankrum, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay: 0

7.o. Approve New or Additional Curriculum for 2025-2026 School Year

Motion to approve. This motion made by Eric Ankrum and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.p. Approve Raptors Sports Cooperative Head Coach Hires

Head Coach Hires:

Cheer Coach -- Jolene Johnson

Baseball Coach -- Aaron Lattu

Softball Coach -- Anna George

Cross Country Coach -- Brenda Knudsen

Track Coach -- Brenda Knudsen

Volleyball Coach -- Barb Soukalla

Boys Basketball Coach -- Shawn "Flip" Filipiak

Football Coach -- Brent Pokornowski

GIRL'S BASKETBALL COACH -- INTERVIEWS

Motion to approve. This motion made by Ben Johnson and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.q. Approve Purchased Services Agreement between ISD 100 and ISD 93

Motion to approve. This motion made by Eric Ankrum and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.r. AD HOC CTE RFP Procedures Committee

Motion to approve. This motion made by Ashley Laveau and seconded by Eric Ankrum, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.s. Approve agreement between ISD 100 Wrenshall and ICS Consulting LLC

Motion to approve. This motion made by Eric Ankrum and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.t. Approve School Closure Guidelines

Motion to approve. This motion made by Erin Riley and seconded by Ashley Laveau, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.u. Policy Review Cycle

None needed.

7.v. Acceptance of Donations

None received.

7.w. Hiring Requests

Motion to approve. This motion made by Eric Ankrum and seconded by Jon Beck, Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

7.x. Jon Bartezak .8 FTE (B.A. step 2) Physical Education/Health

Motion to approve. This motion made by Ben Johnson and seconded by Erin Riley Carried. Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau: Yea, Erin Riley: Yea
Yea: 6 Nay:0

8. Future Meetings

Board Retreat -- July 15
August Work Session -- August 7
August Board Meeting -- August 11

8.a. Set the public hearing date for the Comprehensive Achievement and Civic Readiness Report (formerly known as the World's Best Workforce Hearing)
December 8, 2025 at 5:45 p.m.

8.b. Set Truth and Taxation Meeting
December 8, 2025 at 6:00 p.m.

9. Adjournment – 7:40 pm

Motion to adjourn. This motion made by Ashley Lavea and seconded by Jon Beck Carried.
Eric Ankrum: Yea, Jon Beck: Yea, Mary Calson: Yea, Ben Johnson: Yea, Ashley Laveau:
Yea, Erin Riley: Yea
Yea: 6 Nay:0

Wrenshall Board of Education Work Session

Thursday, August 7, 2025 6:00 PM

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

Eric Ankrum: Present

Jon Beck: Present

Mary Carlson: Present

Ben Johnson: Present

Ashley Laveau: Present

Erin Riley: Present

Meeting called to order by Chairperson Mary Carlson

1. **Call to Order** **Speaker(s):** Chair

2. **Preview of Regular Meeting Agenda for August 11.** **Speaker(s):** Frank Schill

Discussion: Superintendent Schill reviewed the meeting agenda for the August 11 meeting.

2.a. Board Committee Reports

Discussion: Building & Grounds Committee -Eric Ankrum reported that they expected a proposal relating to the operation of the third boiler could be expected in the near future. The sidewalk to the CTE building was completed. The paging system to the CTE building was completed. The gym bleacher update has been completed. The committee discussed purchasing a snow blade attachment and salt spreader for snow removal. CTE - Eric Ankrum reported progress on developing protocol for CTE offsite building projects. Discussion took place regarding the potential garage building project to take place during the first semester of the 2025-2026 school year. Special Education - Jon Beck reported he attended the NLSEC organizational meeting. Superintendent Schill was selected to serve on the finance committee. The Northern Lights director will continue to work with ICS to explore a building site, facility, and legislation efforts to secure funding to move ahead with a new facility. PIE - Ashley Laveau reported the Cow Paddy Bingo raised \$1200.00. Open house is scheduled for August 27 at 4:30 pm. Community Education - Ashley Laveau reported updated enrollment and curriculum has been ordered. Wellness Committee - Erin Riley reported they were working on back to school packets. The committee is also looking for additional parents to participate on the wellness committee. Sports Coop - Mary Carlson reported that the coop agreement would be updated along with the communication flowchart. AdHoc Committee - Mary Carlson reported that discussion took place regarding the pick up and

drop off of students on the school property. Additional signage and student flaggers would be considered to help the flow of traffic and increase safety during drop off and pick up times.

Technology - Ben Johnson reported that he has been in contact with several vendors relating to the Chromebook order and also desktop computers.

3. Strategic Planning

Speaker (s) : Frank Schill

3.a. Budget Update

Discussion: Beth Peterson reported on the latest enrollment report. Beth also reported on the updated budget for the 2025-2026 fiscal year.

Speaker (s) : Beth Peterson - Frank Schill

3.b. Board Retreat and New Strategic Plan

Discussion: Beth Peterson reported on the latest enrollment report. Beth also reported on the updated budget for the 2025-2026 fiscal year.

Speaker (s) : Mary Carlson

3.c. Contract with Carlton County for Family School Support Worker

Discussion: Frank Schill reported that interviews would be taking place and a new contract should be ready for the September meeting.

Speaker (s) : Frank Schill

3.d. Wren's Club, CE Handbook, and Pre-K Parent Handbook for the 2025-2026 School Year

Discussion: Frank Schill reported that interviews would be taking place and a new contract should be ready for the September meeting.

Speaker (s) : Katie Beck

3.e. Community Education Staff Pay Rates for Fiscal Year 2026

Discussion: Board discussion took place. Staff pay rates will be tabled until a later date.

Speaker (s) : Katie Beck

3.f. Revised ECFE Parent Educator Job Description

Discussion: Katie Beck will present.

3.g. Tuition Agreements to Serve Carlton High School Students

Discussion: Tuition agreements will be acted upon at the August 11 meeting.

Speaker (s) : Frank Schill

3.h. Superintendent Goals for Fiscal Year 2026

Discussion: Discussion took place. Goals will be approved at August 11 meeting.

Speaker (s) : Mary Carlson

3.i. Adult Meal Prices for Fiscal Year 2026

Discussion: Board action on meal prices will be moved to the September meeting once the business manager receives updates from MDE.

Speaker (s) : Frank Schill

3.j. Farm to School Grant

Discussion: Farm to school grant will be acted upon at the August 11 board meeting.

3.k. Board Meeting Calendar

Discussion: Discussion and suggested adjustments were shared to the current board meeting calendar. The board will take action at the August 11 board meeting.

Speaker (s) : Chairperson

3.l. Employee and Staff Program Discounts for Community Education Programs

Discussion: Item will be moved to the August 11

board meeting.

3.m. Just for Kids Dental & Wrenshall School
District MOU

Discussion: Agenda item will be moved to the
August 11 board meeting.

4. **Adjournment**

Speaker(s): Chair

Board Secretary

Updated: 7/8/25

| | FY 26 Adopted | | | FY 26 Revised | | | |
|---------------------------------|---------------|--------------|-------------------|------------------|-----------|-------------------|--------|
| | Revenues | Expenses | Surplus (Deficit) | Revenues | Expenses | Surplus (Deficit) | |
| General Fund | | | | | | | |
| Fund 1 General | 4,999,462 | 4,857,681 | 141,781 | 5,130,009 | 5,028,326 | 101,683 | |
| Fund 3 Transportation | 253,307 | 432,272 | (178,965) | 253,307 | 433,595 | (180,288) | |
| Fund 5 Capital Expenditures | 149,909 | 155,196 | (5,287) | 149,909 | 155,796 | (5,887) | |
| Total General Fund | 5,402,678 | \$ 5,445,149 | (42,471) | 5,533,225 | 5,617,717 | (84,492) | -1.50% |
| Food Service Fund 2 | 216,700 | 215,346 | 1,354 | 216,700 | 215,346 | 1,354 | |
| Community Service Fund 4 | 188,427 | 190,043 | (1,616) | 206,764 | 194,417 | 12,347 | |
| Debt Service Fund 7 | 966,060 | 947,210 | 18,850 | 966,060 | 947,210 | 18,850 | |
| | 6,773,865 | \$ 6,797,748 | (23,883) | -0.35% 6,922,749 | 6,974,690 | (51,941) | -0.74% |
| Net Change in Surplus (Deficit) | | | | 148,884 | 176,942 | (28,058) | |

Changes:

Revenues

Fund 1

| | | |
|-------------------------|-----------------|---|
| 211 Gen Ed Aid | \$ (141,713.00) | Compensatory Rev |
| 300 Rev State | \$ 18,000.00 | American Indian Education Aid + 2,000 Reduction in School Library Aid |
| 369 Hourly Unemployment | \$ (20,000.00) | Summer unemployment- fully funded |
| 401 Title ESEA | \$ 13,166.00 | Reduction in Title Funds |
| | | (130,547) |

Fund 4

| | | |
|-----------------------------------|----------|----------|
| 050 Fees | 864 | |
| 300 ECFE, SR, Preschool Screening | (18,001) | Pathways |
| 369 Misc State Rev (Wrens Club) | (1,200) | (18,337) |

Total increase/ (decrease) \$ 148,884.00

Expenses

Fund 1

| | | |
|---------------------------------------|--------------|-------------------------------------|
| 1%,2% Wages & Benefits | \$ 6,284.00 | Additional Increase in TRA to 9.81% |
| BA/1 | \$ 52,879.00 | Assumea Health/Dental |
| Summer Custodian | \$ 6,463.00 | Estimated 40 days |
| Lane Change | \$ 7,890.00 | 7/8/25 Consent Agenda |
| 1st Grade Split | \$ 51,454.00 | 7/8/25 Consent Agenda |
| ICS | \$ 5,000.00 | |
| Elem Sped | \$ 1,419.00 | Assumes Health/Dental |
| Cultural Liason | \$ (666.00) | |
| 303 Fed Subaward <\$25,000 | \$ 3,721.00 | SPED Coop Budget |
| 391 Reimbursement to MN Districts | | |
| 394 To Non-Ed Agency | | |
| 396,397 Sped Sal Pur From Other Distr | \$ 2,573.00 | SPED Coop Budget |
| 530 Equipment | | |
| 740 Loan Interest | | |
| 896 Taxes, Assessments, Fees | | |

1,323

Fund 4

| | | |
|---------------------------------|-------|---|
| 1%,2% Wages & Benefits | 2,374 | Revised School Readiness & Wrens Club Budgets |
| 305 Consultling Fees | | |
| 319 Community Ed Instructor Fee | | |
| 329 Postage | | |
| 365 Wrens Club Charge Back | | |
| 366 Travel | | |
| 369 Entry Fees | | |
| 401 Supplies | | |
| 405 Non-Instructional Software | | |
| 430 Instructional Supplies | | |

| | | |
|------------------------------------|-------|-------------------------|
| 461 Early Childhood Assessments | | |
| 465 Non Instr. Tech Devices (ipad) | | |
| 490 Food | 2,000 | Wrens Club Summer Meals |
| 820 Dues & Memberships | | 4,374 |

Fund 5

| | | |
|------------------------------------|-----------|----------------|
| 305 Consulting/Contracted Services | | |
| 311 Prof & Tech Services | | |
| 350 Repairs & Maintenance | | |
| 401 Supplies | | |
| 406 Instructional Software | 8,590 | |
| 460 Curriculum | 16,637 | |
| 520 Building Construction | | |
| 522 Building Improvements | | |
| 530 Equipment- Operations | (5,963) | Hillyard Lease |
| 535 Capital Leases | | |
| 580 Lease Principal | \$ 600.00 | Metro Lease |
| | | \$ 19,864.00 |

Fund 7

| | | |
|---------------------|--|---|
| 710 Bond Redemption | | |
| 720 Bond Interest | | 0 |

| | | |
|-----------------------|----------------|--|
| Total Increase | <u>176,942</u> | |
|-----------------------|----------------|--|

| | | |
|-------------------------|-----------------------|--|
| Net increase (decrease) | <u>\$ (28,058.00)</u> | |
|-------------------------|-----------------------|--|

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

| Fund | Total |
|---------------------|---------------------|
| 01 | \$186,564.70 |
| 02 | \$160.95 |
| 04 | \$14,273.25 |
| 07 | \$15,120.00 |
| Report Total | \$216,118.90 |

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

| Fund | Description | Total |
|---------------------|----------------------------|---------------------|
| 01 | General Fund | \$208,276.34 |
| 02 | Food Services Fund | \$1,001.91 |
| 03 | Transportation (Sub of 01) | \$8,836.74 |
| 04 | Community Service | \$3,540.56 |
| 05 | Capital Outlay (Sub of 01) | \$41,648.85 |
| 07 | Debt Redemption Fund | \$475.00 |
| Report Total | | \$263,779.40 |

Wrenshall School ISD #100
Exp/Rev Summary - Fd
Period Ending July 31, 2025

Sequence: L, Fd

| | | Adopted26 | |
|----------------|----------------------------|----------------|---------------|
| Description | | Annual Budget | Period 202601 |
| E | Expenditure | | |
| 01 | General Fund | 4,857,681.00 | 97,793.19 |
| 02 | Food Services Fund | 215,346.00 | 1,719.58 |
| 03 | Transportation (Sub of 01) | 432,272.00 | 12,520.79 |
| 04 | Community Service | 190,043.00 | 11,072.95 |
| 05 | Capital Outlay (Sub of 01) | 155,196.00 | 37,796.58 |
| 07 | Debt Redemption Fund | 947,210.00 | 149,080.00 |
| 18 | Custodial | 0.00 | 0.00 |
| 21 | Student Activities | 0.00 | 0.00 |
| E | Expenditure | 6,797,748.00 | 309,983.09 |
| R | Revenue | | |
| 01 | General Fund | (4,999,462.00) | (137,153.59) |
| 02 | Food Services Fund | (216,700.00) | (160.95) |
| 03 | Transportation (Sub of 01) | (253,307.00) | 0.00 |
| 04 | Community Service | (188,427.00) | (14,273.25) |
| 05 | Capital Outlay (Sub of 01) | (149,909.00) | 0.00 |
| 07 | Debt Redemption Fund | (966,060.00) | (15,120.00) |
| 18 | Custodial | 0.00 | 0.00 |
| 21 | Student Activities | 0.00 | 0.00 |
| R | Revenue | (6,773,865.00) | (166,707.79) |
| Report Totals: | | 23,883.00 | 143,275.30 |

Wrenshall School ISD #100 Receipt Listing Report

| Deposit Ctrl No | Batch | Co | Receipt No | Receipt Type | Bank | Check No | Date | Pmt Type | Grp | Code | Customer | Status | Amount |
|-------------------------------|-------|----|------------|-----------------|------|------------|----------|----------|-----|------|---------------------------|------------|------------|
| 3755 | 0100 | | 12309 | Credit | 1 | MAY2025 | 07/03/25 | Wire | 1 | 1001 | Carlton County | Applied | 8,408.94 |
| Deposit Control Total: | | | | | | | | | | | | 8,408.94 | |
| 3756 | 0100 | | 12310 | Credit | 1 | 0009736228 | 07/14/25 | Check | 1 | 1002 | State of MN | Applied | 11,861.04 |
| Deposit Control Total: | | | | | | | | | | | | 11,861.04 | |
| 3757 | 0100 | | 12311 | Credit | 1 | | 07/18/25 | Check | 1 | 1015 | ISD 704 - Proctor | Applied | 4,657.68 |
| | 0100 | | 12312 | Credit | 1 | | 07/18/25 | Check | 1 | 1042 | LATCH KEY | Applied | 2,661.25 |
| | 0100 | | 12313 | Credit | 1 | | 07/18/25 | Check | 1 | 1044 | PreSchool | Applied | 925.00 |
| Deposit Control Total: | | | | | | | | | | | | 8,243.93 | |
| 3758 | 0100 | | 12314 | Credit | 1 | | 07/23/25 | Wire | 1 | 1002 | State of MN | Applied | 5,230.01 |
| Deposit Control Total: | | | | | | | | | | | | 5,230.01 | |
| 3759 | 0100 | | 12315 | Credit | 1 | 0009774496 | 07/29/25 | Check | 1 | 1002 | State of MN | Applied | 122,800.01 |
| Deposit Control Total: | | | | | | | | | | | | 122,800.01 | |
| 3760 | 0100 | | 12316 | Credit | 1 | FIN514 | 07/24/25 | Check | 1 | 1034 | Federal Dept of Education | Applied | 22,116.54 |
| Deposit Control Total: | | | | | | | | | | | | 22,116.54 | |
| 3761 | 0100 | | 12317 | Credit | 1 | | 07/30/25 | Check | 1 | 1015 | ISD 704 - Proctor | Applied | 50.00 |
| | 0100 | | 12318 | Credit | 1 | | 07/30/25 | Check | 1 | 1110 | Lunch Program | Applied | 160.95 |
| | 0100 | | 12319 | Credit | 1 | | 07/30/25 | Check | 1 | 1500 | Miscellaneous | Applied | 4,514.76 |
| Deposit Control Total: | | | | | | | | | | | | 4,725.71 | |
| 3762 | 0100 | | 12320 | Credit | 1 | FIN401 | 07/30/25 | Check | 1 | 1002 | State of MN | Applied | 22,045.72 |
| Deposit Control Total: | | | | | | | | | | | | 22,045.72 | |
| 3763 | 0100 | | 12321 | Credit | 1 | | 07/31/25 | Check | 1 | 1045 | BRIGHTWHEEL | Applied | 10,687.00 |
| Deposit Control Total: | | | | | | | | | | | | 10,687.00 | |
| Report Total: | | | | | | | | | | | | 216,118.90 | |

Expense Summary July 2025

| Check No. | Vendor | Payment | Date | Description |
|-----------|-------------------------------|-------------|----------------|------------------------------------|
| 57404 | CHICKADEE CATERING COMPANY | \$562.64 | 7/7/2025 0:00 | Wrens Club Food |
| 57405 | ACP CREATIVIT LLC | \$12,330.28 | 7/11/2025 0:00 | Repairs & Maint-Computer/Tech |
| 57406 | ACP CREATIVIT LLC | \$2,695.00 | 7/11/2025 0:00 | Repairs & Maint-Computer/Tech |
| 57407 | ARS DIV HUNT ELECTRIC CORP | \$3,351.00 | 7/11/2025 0:00 | Repairs & Maint-Computer/Tech |
| 57408 | BOND TRUST SERVICES CORP | \$475.00 | 7/11/2025 0:00 | Other Cost |
| 57409 | CENTURY LINK | \$328.83 | 7/11/2025 0:00 | Communication Srvc-Telephone |
| 57410 | CHICKADEE CATERING COMPANY | \$855.13 | 7/11/2025 0:00 | Wrens Club Food |
| 57411 | CLOQUET SANITARY SERVICE | \$965.68 | 7/11/2025 0:00 | Contr Svc- Garbage |
| 57412 | COMPUTER UPGRADE KING | \$28,223.29 | 7/11/2025 0:00 | Capitlz Instr Tech Softwr >\$3K |
| 57413 | DSC COMMUNICATIONS | \$460.00 | 7/11/2025 0:00 | Communications Serv |
| 57414 | DSC COMMUNICATIONS | \$70.00 | 7/11/2025 0:00 | Communication Srvc-Telephone |
| 57415 | DSC COMMUNICATIONS | \$140.00 | 7/11/2025 0:00 | Communications Serv |
| 57416 | ESC SYSTEMS | \$1,710.12 | 7/11/2025 0:00 | Prof & Tech Services-FIRE SAFETY |
| 57417 | FARM LOLA | \$105.00 | 7/11/2025 0:00 | Wrens Club Entry Fees/Stud Travel |
| 57418 | INFINITE CAMPUS INC | \$3,778.30 | 7/11/2025 0:00 | Dues/Lic/ Membership-HS Admin |
| 57419 | ISD #0011 ANOKA-HENNEPIN DIST | \$250.00 | 7/11/2025 0:00 | Fees for Svc-Food Svc |
| 57420 | ISD #0704 PROCTOR | \$295.00 | 7/11/2025 0:00 | Flow Thru Fed-PERKINS |
| 57421 | KS STATEBANK | \$5,006.07 | 7/11/2025 0:00 | Principal LT Tech Leases |
| 57422 | MASSP | \$640.00 | 7/11/2025 0:00 | Dues and Membership-Admin |
| 57423 | MN DEPT OF HEALTH | \$180.00 | 7/11/2025 0:00 | Supplies-Health Service |
| 57424 | MN PEIP | \$31,836.86 | 7/11/2025 0:00 | Health Insurance |
| 57425 | MSBA | \$6,805.00 | 7/11/2025 0:00 | Dues & Membership-Board |
| 57426 | NORTHERN DOOR & HARDWARE | \$335.00 | 7/11/2025 0:00 | Supplies-Operations & Maintenance |
| 57427 | NORTHERN LIGHTS ACADEMY 6096 | \$950.61 | 7/11/2025 0:00 | Non-Instr Software Lic Agreeemt |
| 57428 | NWEA | \$4,567.50 | 7/11/2025 0:00 | Non-Instr Software Lic-ELEM |
| 57429 | PER MAR SECURITY SERVICES | \$21.62 | 7/11/2025 0:00 | Security System Fees |
| 57431 | SFM | \$3,021.00 | 7/11/2025 0:00 | Payroll Taxes-Workers Comp |
| 57432 | STATE MINN FIRE MARSHALL DIV | \$2,022.71 | 7/11/2025 0:00 | Prof & Tech Services-FIRE SAFETY |
| 57434 | TASC | \$62.26 | 7/11/2025 0:00 | Consulting Fees/Serv-Admin |
| 57435 | WALMART / CAPITAL ONE | \$61.15 | 7/11/2025 0:00 | Graduation Expense |
| 57436 | WIEDIGER SPEECH & LANG SVCS | \$880.00 | 7/11/2025 0:00 | To Non-Ed Agency |
| 57437 | JEFF PESTA | \$1,040.00 | 7/11/2025 0:00 | Consulting Fees/Serv-Admin |
| 57438 | CARDMEMBER SERVICE | \$1,111.90 | 7/18/2025 0:00 | Supplies-Staff Dev |
| 57439 | CHICKADEE CATERING COMPANY | \$800.33 | 7/18/2025 0:00 | Wrens Club Food |
| 57440 | CITY OF WRENSHALL | \$355.77 | 7/18/2025 0:00 | Water & Sewage |
| 57441 | CONSTELLATION NEW ENERGY GAS | \$258.29 | 7/18/2025 0:00 | Fuel For Bldgs |
| 57442 | EDUCATORS BENEFIT CONSULTANT | \$74.36 | 7/18/2025 0:00 | Consulting Fees/Serv-Bus Office |
| 57443 | EMC INSURANCE COMPANIES | \$15,154.44 | 7/18/2025 0:00 | Insurance |
| 57444 | GUARDIAN PEST SOLUTIONS, INC | \$57.91 | 7/18/2025 0:00 | Fees for Svc-Food Svc |
| 57445 | HAGENS GLASS & PAINT | \$645.00 | 7/18/2025 0:00 | Supplies-Operations & Maintenance |
| 57446 | ISD #0099 ESKO | \$303.08 | 7/18/2025 0:00 | Reimb to MN Dist |
| 57447 | ISD #0704 PROCTOR | \$12,984.35 | 7/18/2025 0:00 | Sp Ed Sal Pur F Other D-Vis Impair |
| 57448 | ISD #0704 PROCTOR | \$18,131.10 | 7/18/2025 0:00 | Sp Ed Sal Pur F Other D-SpEd Gen |
| 57449 | ISD #0704 PROCTOR | \$338.96 | 7/18/2025 0:00 | Sp Ed Sal Pur F Other D-Phys Imp |
| 57450 | L & M SUPPLY INC | \$131.86 | 7/18/2025 0:00 | Supplies-Operations & Maintenance |
| 57451 | MENARDS - WEST DULUTH | \$1,157.59 | 7/18/2025 0:00 | Supplies-Operations & Maintenance |
| 57452 | MINNESOTA POWER | \$4,645.79 | 7/18/2025 0:00 | Electricity |
| 57453 | MINNESOTA POWER | \$746.43 | 7/18/2025 0:00 | Electricity |
| 57454 | MN DEPT OF EMPL & ECON DEV | \$6,021.92 | 7/18/2025 0:00 | Unemployment Comp. |
| 57455 | MN ENERGY RESOURCES | \$4.53 | 7/18/2025 0:00 | Fuel For Bldgs |
| 57456 | SUMMIT FIRE PROTECTION | \$2,011.25 | 7/18/2025 0:00 | Prof & Tech Services-FIRE SAFETY |

| | | | | |
|-------|-------------------------------|---------------------|----------------|-----------------------------------|
| 57457 | SUPERIOR FUNLAND | \$150.00 | 7/23/2025 0:00 | Wrens Club Entry Fees/Stud Travel |
| 57458 | CARLTON COUNTY HUMAN SERVICE | \$50.00 | 7/25/2025 0:00 | Communication Srvc-Telephone |
| 57459 | CHICKADEE CATERING COMPANY | \$747.50 | 7/25/2025 0:00 | Wrens Club Food |
| 57460 | CLOQUET AUTOMOTIVE | \$79.30 | 7/25/2025 0:00 | Repairs & Maint Serv |
| 57461 | CLOQUET AUTOMOTIVE | \$1,225.30 | 7/25/2025 0:00 | Repairs & Maint Serv |
| 57462 | CLOQUET AUTOMOTIVE | \$2,434.27 | 7/25/2025 0:00 | Repairs & Maint Serv |
| 57463 | CLOQUET AUTOMOTIVE | \$306.08 | 7/25/2025 0:00 | Repairs & Maint Serv |
| 57464 | DELTA DENTAL OF MINNESOTA | \$2,970.83 | 7/25/2025 0:00 | Dental Insurance |
| 57465 | DUNCAN CONCRETE LLC | \$3,370.00 | 7/25/2025 0:00 | Prof & Tech Services |
| 57466 | ISD #0091 BARNUM | \$11,264.91 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-SpEd Gen |
| 57467 | ISD #0094 CLOQUET | \$6,159.74 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-SpEd Gen |
| 57468 | ISD #0094 CLOQUET | \$8,848.51 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-Autism |
| 57469 | ISD #0094 CLOQUET | \$3,777.05 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57470 | ISD #0094 CLOQUET | \$6,086.04 | 7/25/2025 0:00 | Sp Ed Sal Other D-Work Experience |
| 57471 | ISD #0095 CROMWELL | \$1,065.25 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57472 | ISD #0097 MOOSE LAKE | \$5,758.94 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-Deaf/HOH |
| 57473 | ISD #0099 ESKO | \$2,642.33 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57474 | ISD #0381 LAKE SUPERIOR | \$5,618.79 | 7/25/2025 0:00 | Sp Ed Sal Other D-Work Experience |
| 57475 | ISD #0381 LAKE SUPERIOR | \$4,020.14 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-SpEd Gen |
| 57476 | ISD #0381 LAKE SUPERIOR | \$1,489.19 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57477 | ISD #0381 LAKE SUPERIOR | \$7,893.25 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-Deaf/HOH |
| 57478 | ISD #0577 WILLOW RIVER | \$1,047.23 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57479 | ISD #0700 HERMANTOWN | \$1,884.67 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57480 | ISD #0700 HERMANTOWN | \$547.84 | 7/25/2025 0:00 | Fed Subaward <\$25,000 |
| 57481 | ISD #0700 HERMANTOWN | \$414.88 | 7/25/2025 0:00 | Sp Ed Sal Pur F Other D-ECSE |
| 57482 | MENARDS - WEST DULUTH | \$59.99 | 7/25/2025 0:00 | Supplies-Operations & Maintenance |
| 57483 | METRO SALES INC | \$472.13 | 7/25/2025 0:00 | Lease Principal |
| 57484 | METRO SALES INC | \$3,564.00 | 7/25/2025 0:00 | General Supplies-Admin |
| 57485 | NATL INSURANCE SVCS OF WI INC | \$871.33 | 7/25/2025 0:00 | Life Insurance |
| | Total | \$263,779.40 | | |



**NOTICE OF ASSIGNMENT
AT-WILL EMPLOYMENT AGREEMENT
FISCAL YEAR 2025-2026**

To: Scott Bodin

Assignment: Building Systems Operator

Job Description: Operation and oversight of building systems to include all Heating, Ventilation, and Air Conditioning (HVAC) systems, Elevator, Security System, and other related components of all structures maintained at the ISD 100 District.

Hourly Rate: \$35.00 per hour with no benefits.

Schedule: Minimum of 12 hours per week as needed on a flexible schedule as approved by the Superintendent (minimum of six days per week on site during the heating season).

Please sign, date and return this form to the business office; a signed copy will be provided for your records.

Employee

Date

Superintendent

Date

WRENSHALL PUBLIC SCHOOL DISTRICT



Dr. Frank Schill, Superintendent
Michelle Blanchard, Principal

August 11, 2025

Consent Agenda

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

Appointments:

1. Stacie Marsolek, Head Girls Basketball Coach, effective August 11, 2025
2. Danielle Rychlak, Assistant Volleyball Coach, effective August 11, 2025
3. RaeAnn Manning, Junior High Volleyball Coach, effective August 11, 2025
4. Andrew Tuttle, Assistant Football Coach, effective August 11, 2025
5. Brandon Burt, Junior High Football Coach, effective August 11, 2025
6. Brooke Kent, Assistant Softball Coach, effective August 11, 2025
7. John Peterson, Assistant Baseball Coach, effective August 11, 2025

Changes of Assignment:

1. Anna George, Kindergarten Teacher, Lane progression to MA, effective August 1, 2025.

At-Will Agreements:

1. Scott Bodin, Building Systems Operator for FY26, up to 12 hours per week @ \$35 per hour, effective August 11, 2025.

Leaves of Absence:

Resignations:

WRENSHALL PUBLIC SCHOOL DISTRICT



Buildings and Grounds Committee
Meeting Summary

7.23.2025 – 4:00 p.m.

Attendance: Eric Ankrum, Jon Beck, Ben Johnson, Josiah Davey, Beth Petersen, Frank Schill

-The meeting started with a discussion on FY25 and FY26 facilities budget. Mechanical system expenses were the largest overage for FY25, and will likely repeat in FY26. The most outstanding item is redesign of the boiler regulator vents to alleviate the issues we experienced when the boiler/s attempt to go to a high fire setting. Once Josiah has the reports and cost estimates from UHL we will need to meet and decide on a path forward.

-Facilities Manager update:

- Sidewalk to CTE building has been replaced.
- Broken window in upstairs classroom has been replaced
- Paging system in CTE bldg has been installed, waiting for TKE Communications to reconfigure system and troubleshoot errors.
- Bleacher repairs are almost complete
- Fire Marshall inspection items are completed with the exception of emergency lights in the main office. Electricians are scheduled to complete in the next couple weeks.
- Original quote for LIW remediation has increased 46%. Josiah is requesting quotes from other plumbing contractors and/or revising the scope of work.

-A discussion was had on drinking fountains. Consensus was reached to purchase 1 dual height fountain with bottle filler for the main lobby restrooms and for Josiah to install.

Additional drinking fountain needs should be addressed by the grants committee if possible.

-Snow removal for 2025-2026 was discussed. Bids from the City of Wrenshall and Larry's Plowing were reviewed. Due to a substantial increase from the previous year, we discussed purchasing additional attachments for the district's tractor. Josiah presented estimates for a push blade and snow blower attachment. Consensus was reached to forgo the snow blower for now, and pursue pricing for the push blade and possibly a 3pt salt spreader. Further discussion charged Josiah to reach out to the city and also Carlton Schools to discuss pricing for emergency backup service in case of equipment failure or an extreme snowfall event.

-We still need to formalize a contract for boiler operator services for the 2025/2026 school year- and revise FY26 budget accordingly.

-The meeting concluded with a brief discussion on spending authority for the facilities manager. Further discussion will be had as things progress, but consensus was reached that for now we will utilize the following process.

If high priority items come up between board meetings, the facilities manager will notify the superintendent and business manager. The superintendent will then email the school board with all pertinent information. If no board member raises objections or requests further discussion, the superintendent will notify the facilities manager to proceed as necessary.

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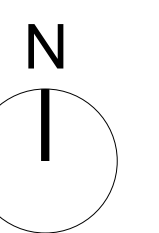
CLIENT

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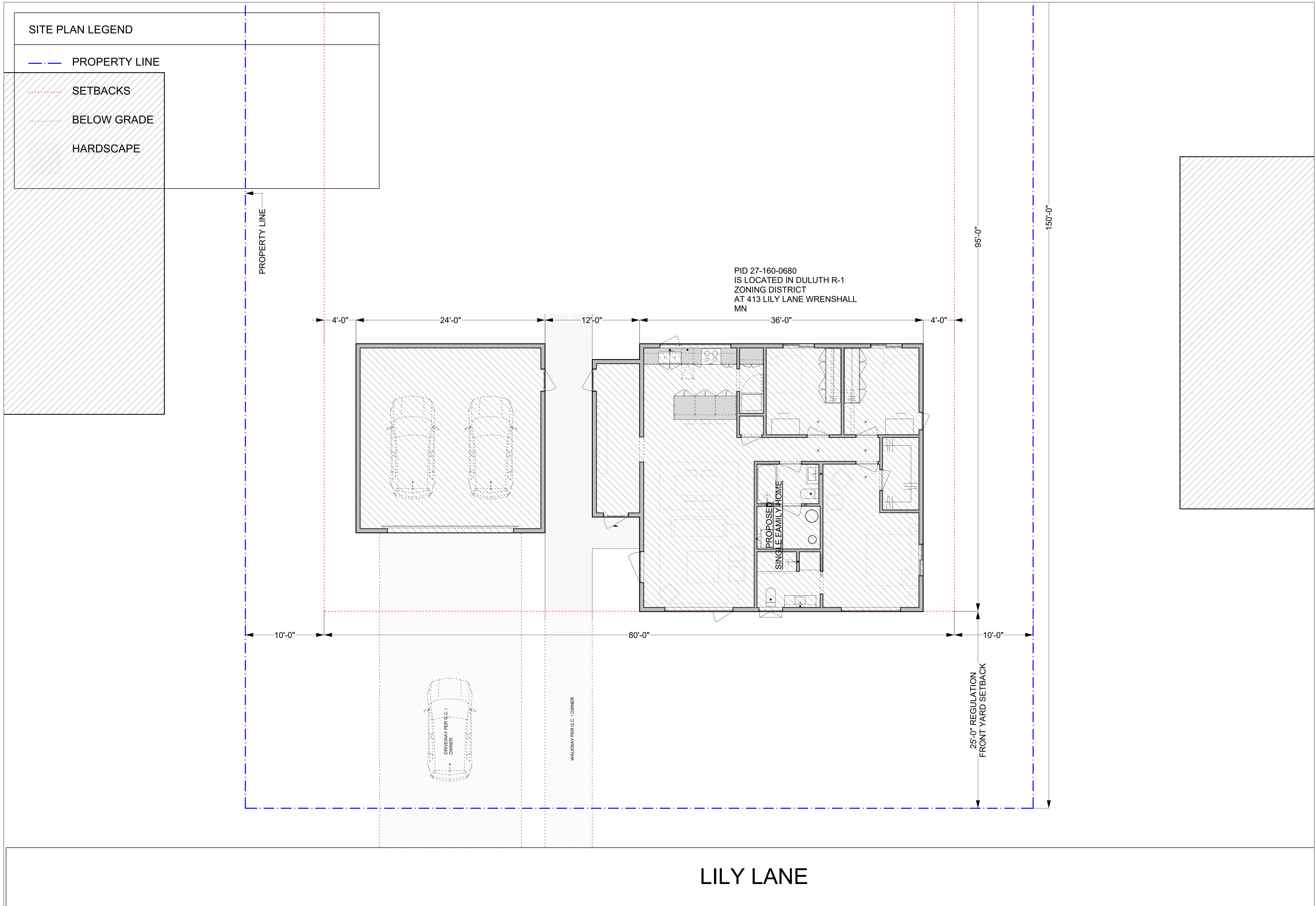
NOT FOR CONSTRUCTION



SITE PLAN

A 001

Scale: Noted
Date: 07/26/25



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CONTENTS:

| | |
|------|-----------------------|
| CS | COVER SHEET |
| A001 | SITE PLAN |
| S100 | FOUNDATION PLAN |
| S101 | ROOF FRAMING PLAN |
| A100 | LEVEL 1 BUILDING PLAN |
| A101 | ROOF PLAN |
| A200 | BUILDING ELEVATIONS |
| A201 | BUILDING ELEVATIONS |
| A202 | INTERIOR ELEVATIONS |
| A300 | BUILDING SECTIONS |
| A400 | DETAILED WALL SECTION |



NOT FOR CONSTRUCTION

COVER
SHEET

CS

Scale: Noted
Date: 07/26/25

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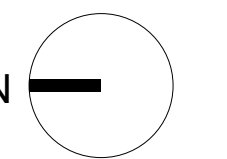
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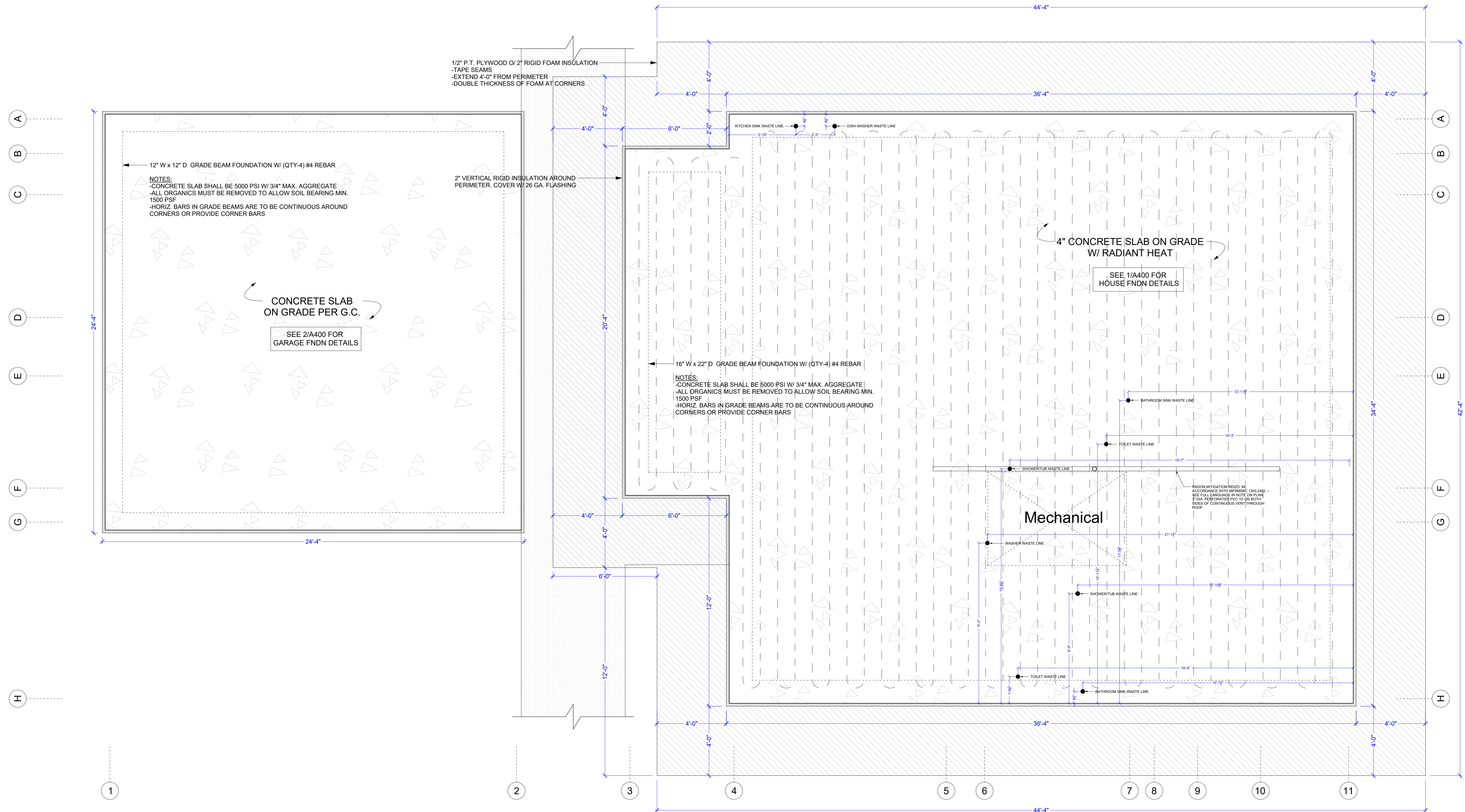
TRUE NORTH



FOUNDATION PLAN

S 100

Scale: Noted
Date: 07/26/25



1/2" P.T. PLYWOOD OR 2" RIGID FOAM INSULATION
-TAPE SEAMS
-EXTEND 4'-0" FROM PERIMETER
-DOUBLE THICKNESS OF FOAM AT CORNERS

NOTES:
-CONCRETE SLAB SHALL BE 5000 PSI W/ 3/4" MAX. AGGREGATE
-ALL ORGANICS MUST BE REMOVED TO ALLOW SOIL BEARING MIN. 1500 PSF
-HORIZ. BARS IN GRADE BEAMS ARE TO BE CONTINUOUS AROUND CORNERS OR PROVIDE CORNER BARS

CONCRETE SLAB ON GRADE PER G.C.
SEE 2/A400 FOR GARAGE FNDN DETAILS

2" VERTICAL RIGID INSULATION AROUND PERIMETER. COVER W/ 26 GA. FLASHING

NOTES:
-CONCRETE SLAB SHALL BE 5000 PSI W/ 3/4" MAX. AGGREGATE
-ALL ORGANICS MUST BE REMOVED TO ALLOW SOIL BEARING MIN. 1500 PSF
-HORIZ. BARS IN GRADE BEAMS ARE TO BE CONTINUOUS AROUND CORNERS OR PROVIDE CORNER BARS

4" CONCRETE SLAB ON GRADE W/ RADIANT HEAT
SEE 1/A400 FOR HOUSE FNDN DETAILS

Mechanical

RADON MITIGATION REQ'D IN ACCORDANCE WITH APPROVED 1303.2402 - SEE FULL LANGUAGE IN NOTE ON PLAN. IF ON PERFORATED PVC 1" ON BOTH SIDES OF CONTINUOUS VENT THROUGH ROOF.

01 S100 FROST-INSULATED SLAB-ON-GRADE FOUNDATION PLAN 3/8" = 1'-0"

PASSIVE RADON DETECTION SYSTEM - 1303.2402
Subpart 1. Gas permeable material preparation. A gas-permeable material shall be placed on the prepared subgrade under all floor systems.
Subp. 2. Soil-gas membrane installation. A soil-gas membrane shall be placed on top of the gas-permeable material prior to placing a floor on top of or above the soil. The soil-gas membrane shall cover the entire floor area. Separate sections of membrane must be lapped at least 12 inches (305 mm). The membrane shall fit closely around any penetration of the membrane to reduce the leakage of soil gases. All punctures or tears in the soil-gas membrane shall be repaired by sealing and patching the soil-gas membrane with the same kind of material, maintaining a minimum 12-inch (305 mm) lap.
Subp. 3. "T" fitting. A "T" fitting shall be installed beneath the soil-gas membrane with a minimum of 10 feet of perforated pipe connected to any two openings of the "T" fitting, or by connecting the two openings to the interior drain tile system. The third opening of the "T" fitting shall be connected to the vent pipe. The perforated pipe or drain tile and the "T" fitting shall be the same size as the vent pipe. All connections to the "T" fitting shall be tight fitting.
Subp. 4. Potential entry routes. Potential entry routes for radon gas shall be sealed according to this subpart, as applicable. A floor opening. Floor openings around bathtubs, showers, water closets, pipes, wires, or other objects that penetrate the soil-gas membrane and the concrete slab or other floor systems shall be sealed.

B. Concrete joints. All control joints, isolation joints, construction joints, or any other joints in the concrete slab, or the joint between the concrete slab and a foundation wall, shall be sealed. All gaps and joints shall be cleared of all loose material prior to sealing.
C. Foundation walls. Penetrations of all foundation wall types shall be sealed. Joints, cracks, or other openings around all penetrations of both exterior and interior surfaces of foundation walls shall be sealed.
(1) hollow block masonry foundation walls shall be constructed with either:
(a) a continuous course of solid masonry at or above the exterior ground surface;
(b) one course of masonry grouted solid at or above the exterior ground surface; or
(c) a solid concrete beam at or above the finished exterior ground surface.
D. Unconditioned crawl spaces. All penetrations through floors or walls into unconditioned crawl spaces shall be sealed. Access doors into unconditioned crawl spaces shall be gasketed. Crawl space ventilation shall be provided according to part 1303.2400.
E. Sumps. A sump connected to interior drain tile may serve as the termination point for the vent pipe, if the sump cover is sealed or gasketed and designed to accommodate the vent pipe. The sump pump water discharge pipe shall have a backflow preventer installed.

Subp. 5. Vent pipes. A. Single vent pipe. The vent pipe shall be primed and glued at all fittings and shall extend up from the radon control system's collection point to a point terminating a minimum of 12 inches (305 mm) above the roof. The vent pipe shall be located at least 10 feet (3.048 mm) away from any window or other opening into the conditioned spaces of the building. Vent pipes routed through unconditioned spaces shall be insulated with a minimum of R-4 insulation. Vent pipes within the conditioned envelope of the building shall not be insulated. B. Multiple vent pipes. In buildings where interior footings or other barriers separate the gas-permeable material into two or more areas, each area shall be fitted with an individual radon control system in accordance with item A, or connected to a single radon gas vent pipe terminating above the roof in accordance with item A.
C. Vent pipe drainage. All components of the radon gas vent pipe system shall be installed to provide drainage to the ground beneath the soil-gas membrane.
D. Vent pipe accessibility. Radon gas vent pipes shall be provided with space around the vent pipe for future installation of a fan. The space required for the future fan installation shall be a minimum of 24 inches in diameter, centered on the axis of the vent pipe, and shall extend a minimum distance of 3 vertical feet.
Exception: Accessibility to the radon gas vent pipe is not required if the future fan installation is above the roof system and there is an approved rooftop electrical supply provided.
E. Vent pipe identification. All radon gas vent pipes shall be identified with at least 1 label on each story and in attics and crawl spaces. The label shall read: "Radon Gas Vent System."

F. Combination foundations. Combination basement/crawl space or slab-on-grade/crawl space foundations shall have separate radon gas vent pipes installed in each type of foundation area. Each radon gas vent pipe shall terminate above the roof or shall be connected to a single vent pipe that terminates above the roof.
Subp. 6. Power source. A power source consisting of an electrical circuit terminating in an approved electrical box shall be installed during construction in the anticipated location of the vent pipe fan to allow for the future installation of a fan into a passive radon control system to make the system an active radon control system. The power source shall not be installed in any conditioned space, basement, or crawl space.

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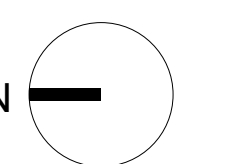
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PROJECT ADDRESS

413 LILY LANE
WRENSHALL, MN 55797

NOT FOR CONSTRUCTION

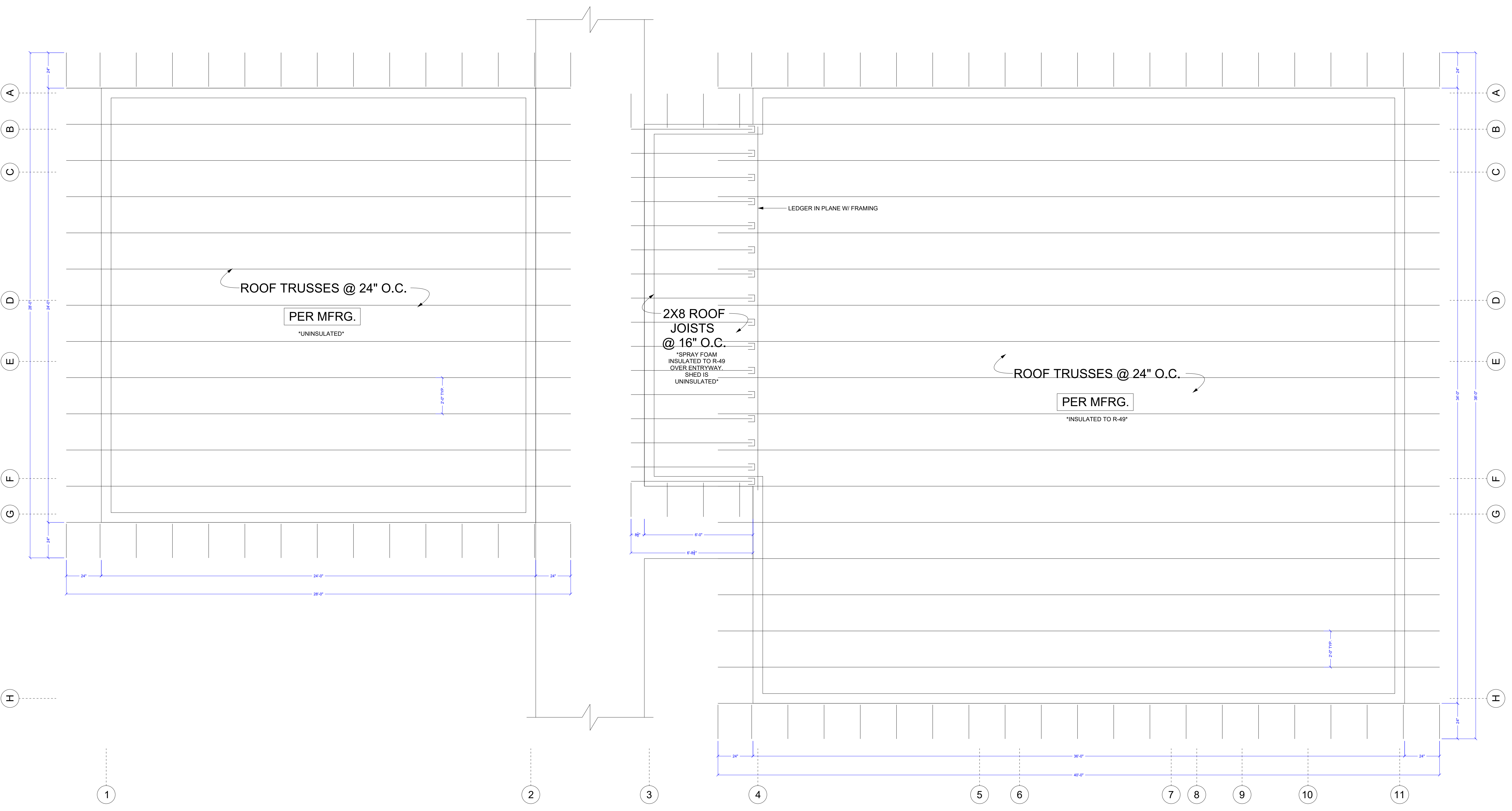
TRUE NORTH



ROOF FRAMING PLAN

S 101

Scale: Noted
Date: 07/26/25



DESIGNER

LAGOM MODULAR

LAGOM
10 E HOUSE ST
DULUTH, MN, 55808

PROJECT CO-DESIGNER/
PROJECT MANAGER

Benjamin Olsen
218 398 0757
benjamin davidolsen@gmail.com

PROJECT CO-DESIGNER

Nils Ekstrom
715 214 5569
18oakstream@gmail.com

GENERAL CONTRACTOR

LAGOM MODULAR
Josh Macinnes
10 E. House St.
Duluth, MN 55808

317 697 1866
josh@lagommodular.com

CLIENT

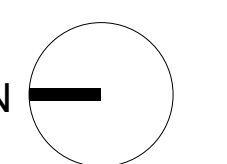
Chris Gustafson
cgustafson@isd100.org

PROJECT ADDRESS

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WRENSHALL, MN 55797

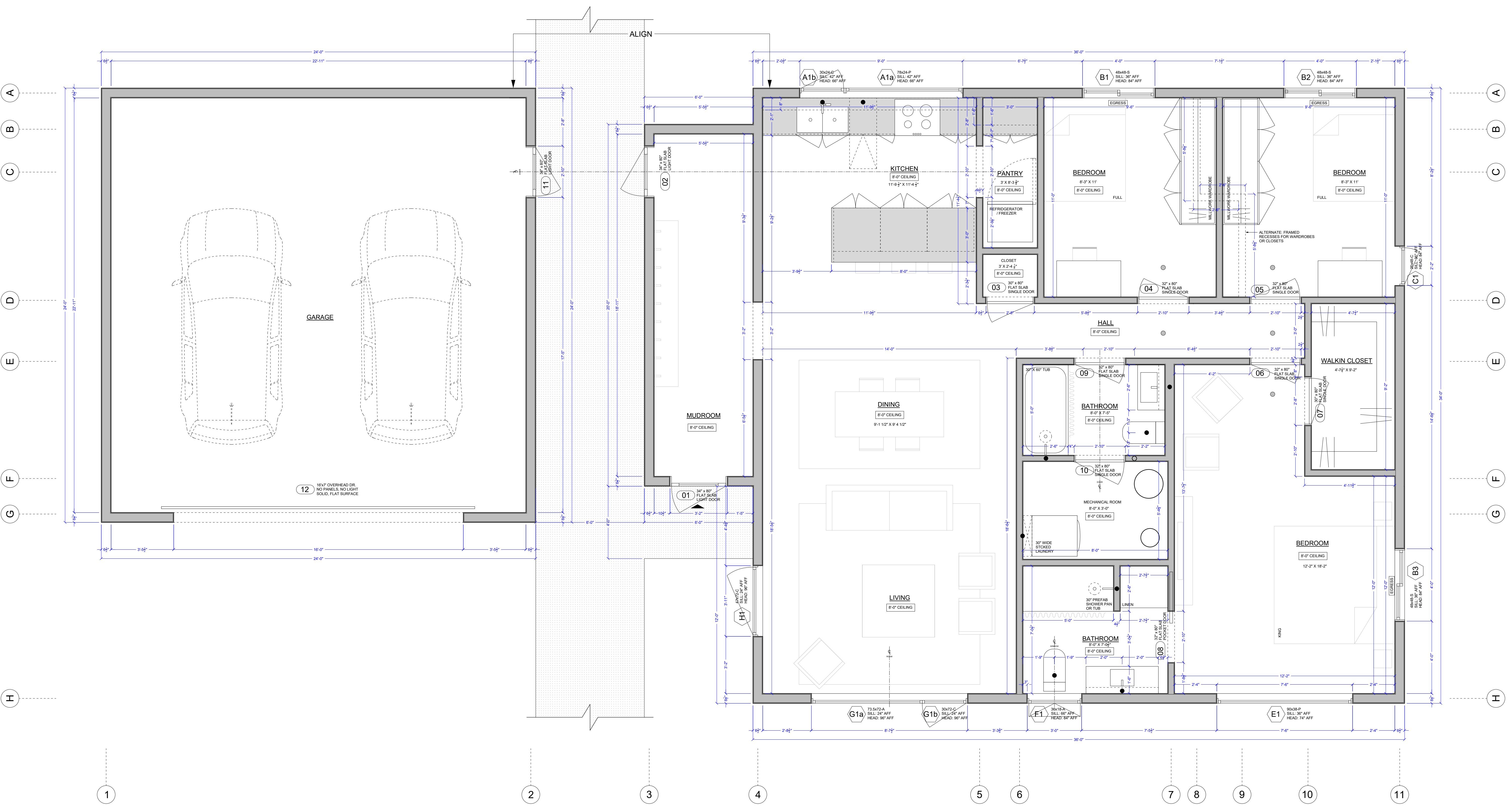
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TRUE NORTH



**LEVEL 1
BUILDING
PLAN
A 100**

Scale: Noted
Date: 07/26/25



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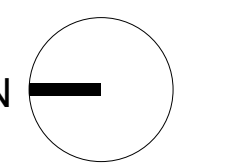
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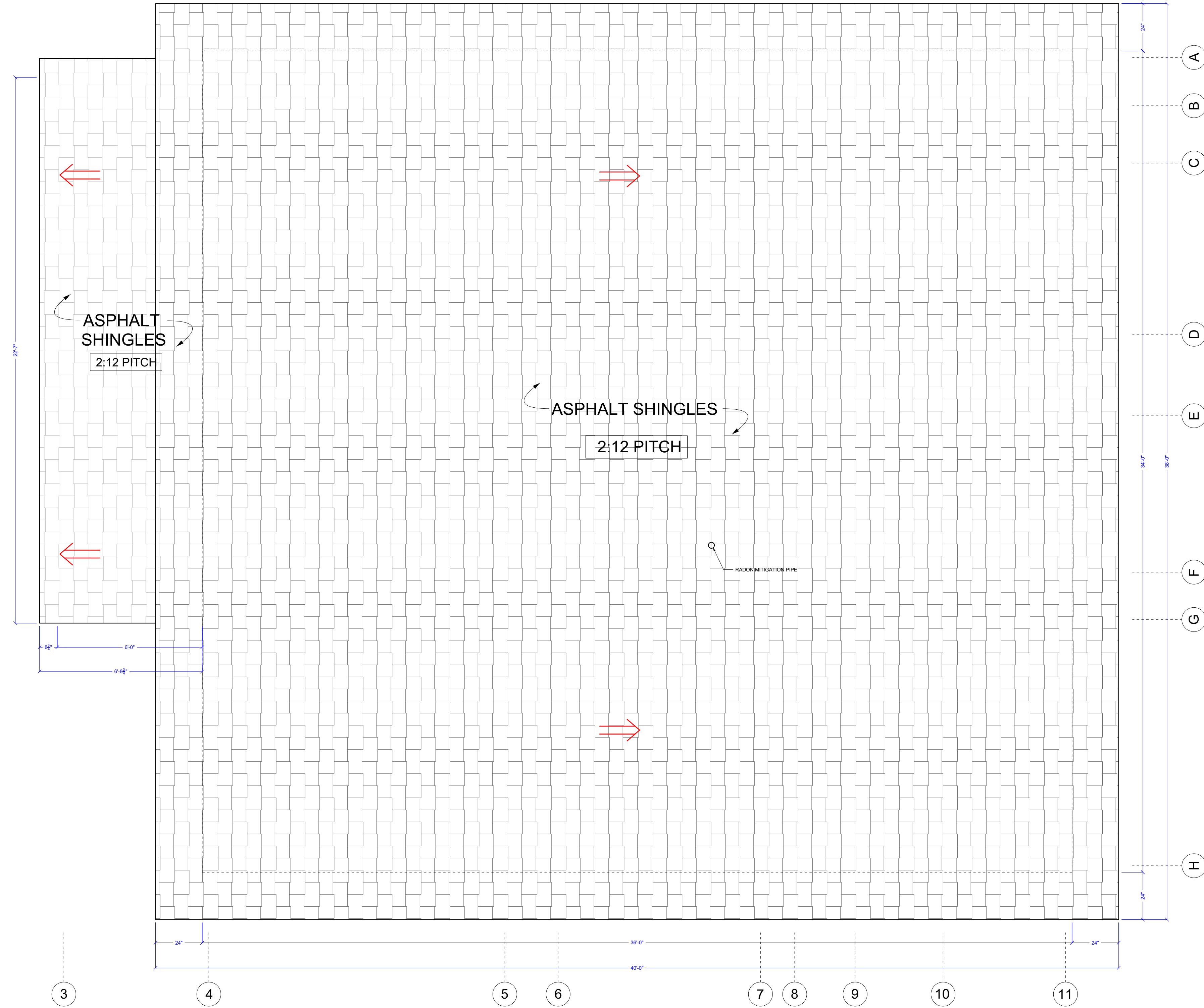
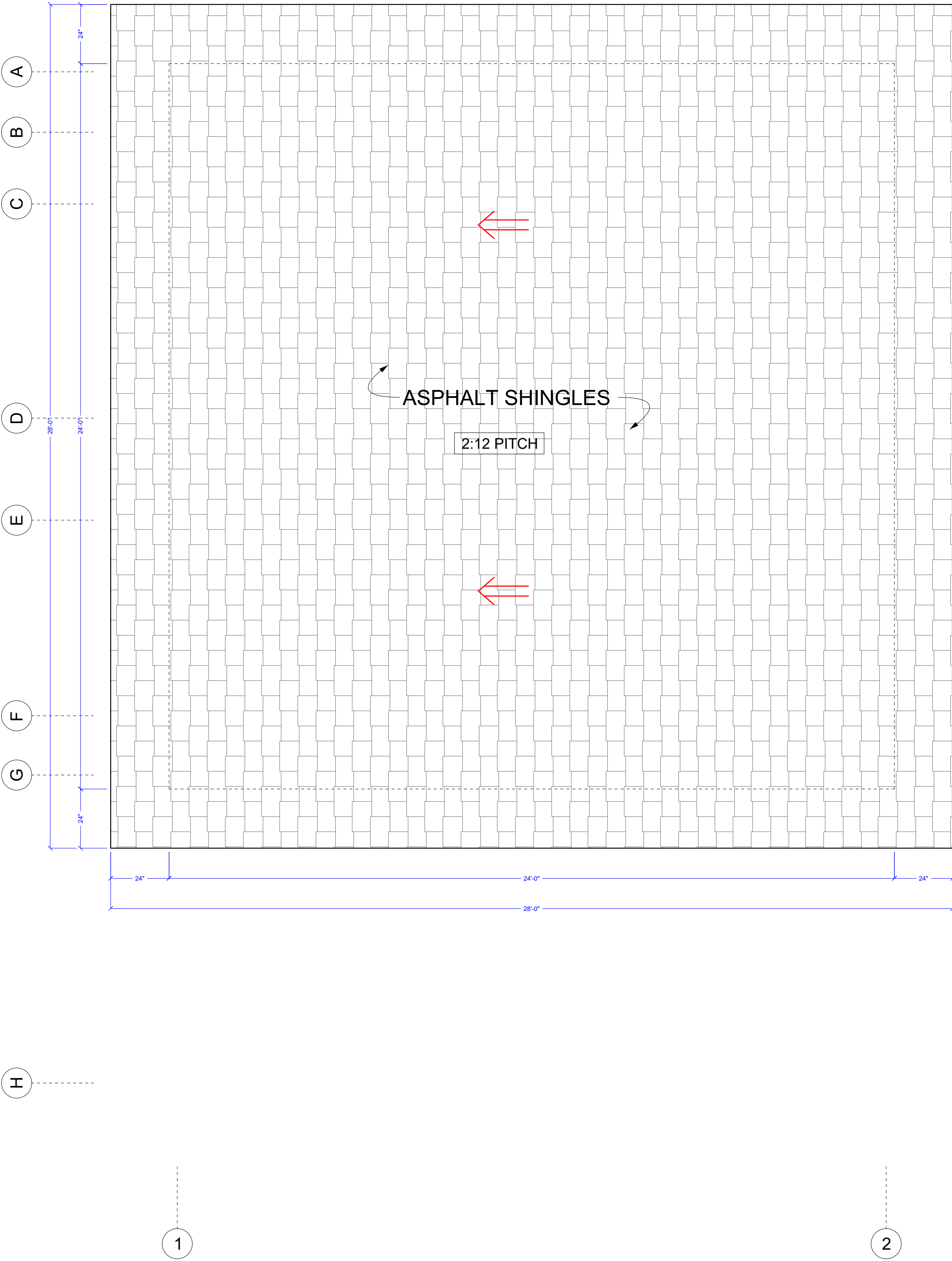
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ROOF PLAN

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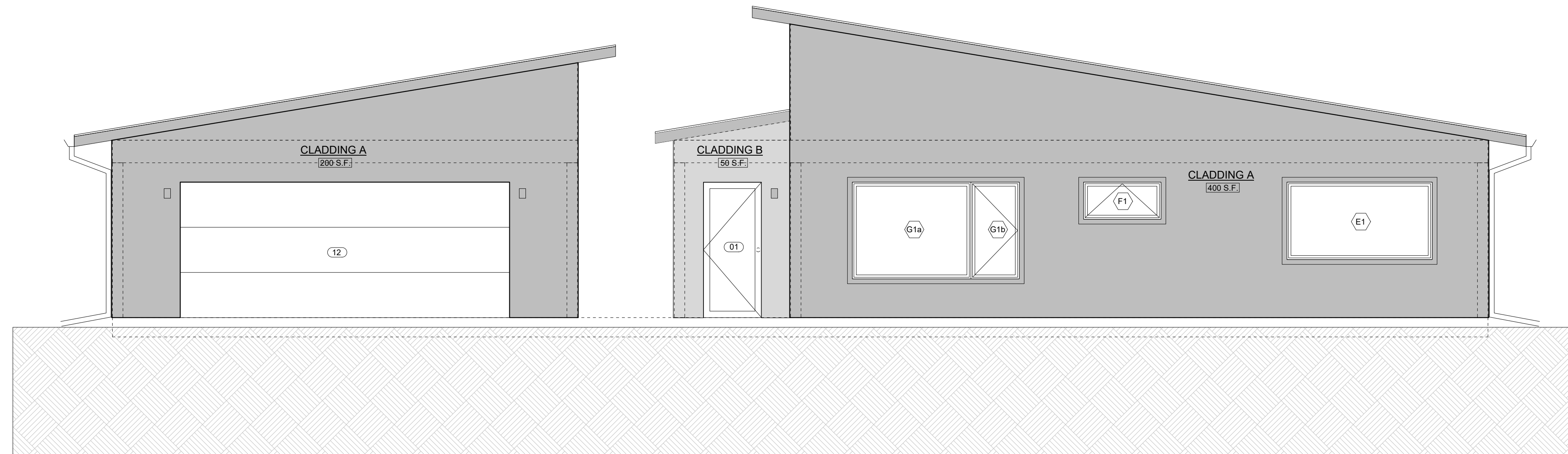
413 LILY LANE
WRENSHALL, MN 55797

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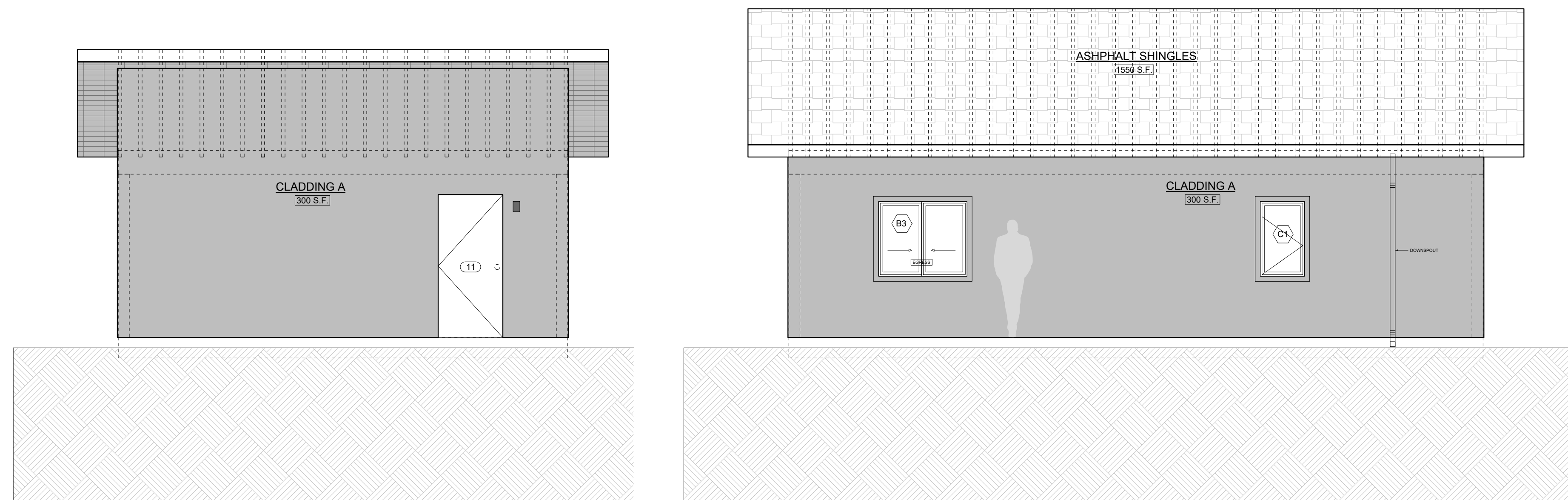
BUILDING ELEVATIONS

A 200

Scale: Noted
Date: 07/26/25



01 BUILDING ELEVATION: FRONT
A200 1/4" = 1'-0"



02 BUILDING ELEVATION: EAST
A200 1/4" = 1'-0"

DESIGNER

LAGOM MODULAR

LAGOM
10 E HOUSE ST
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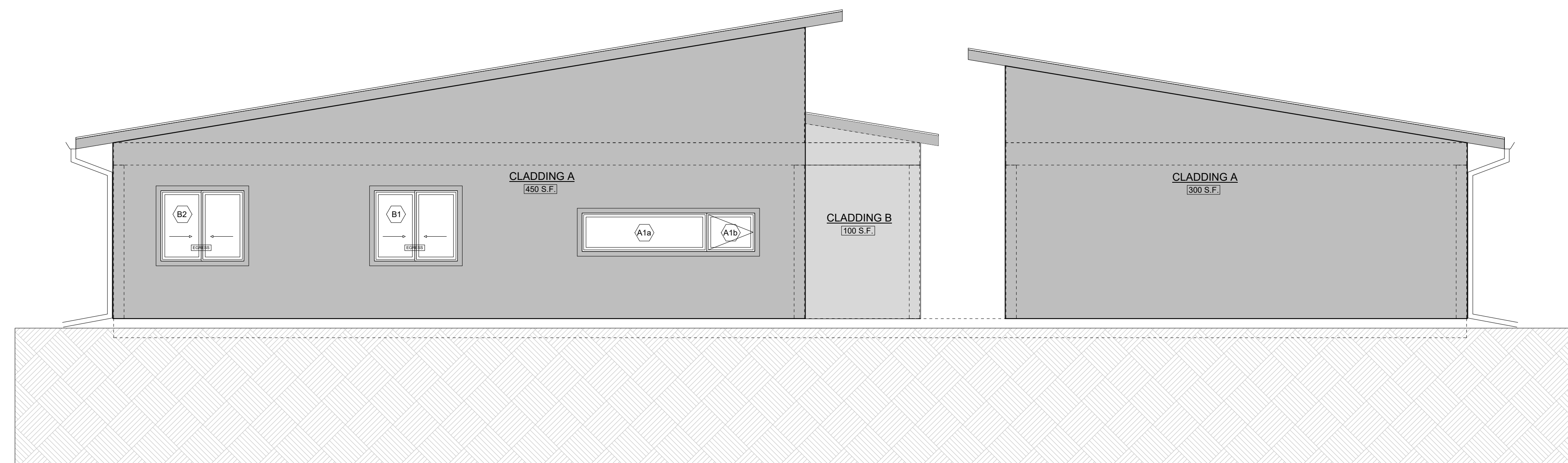
413 LILY LANE
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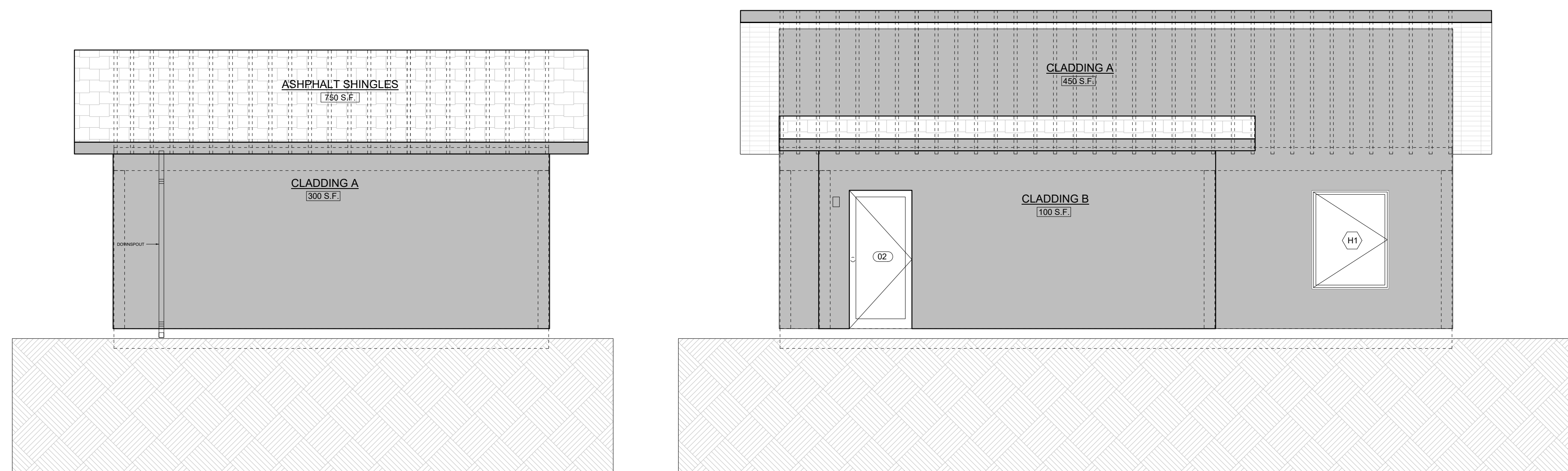
BUILDING ELEVATIONS

A 201

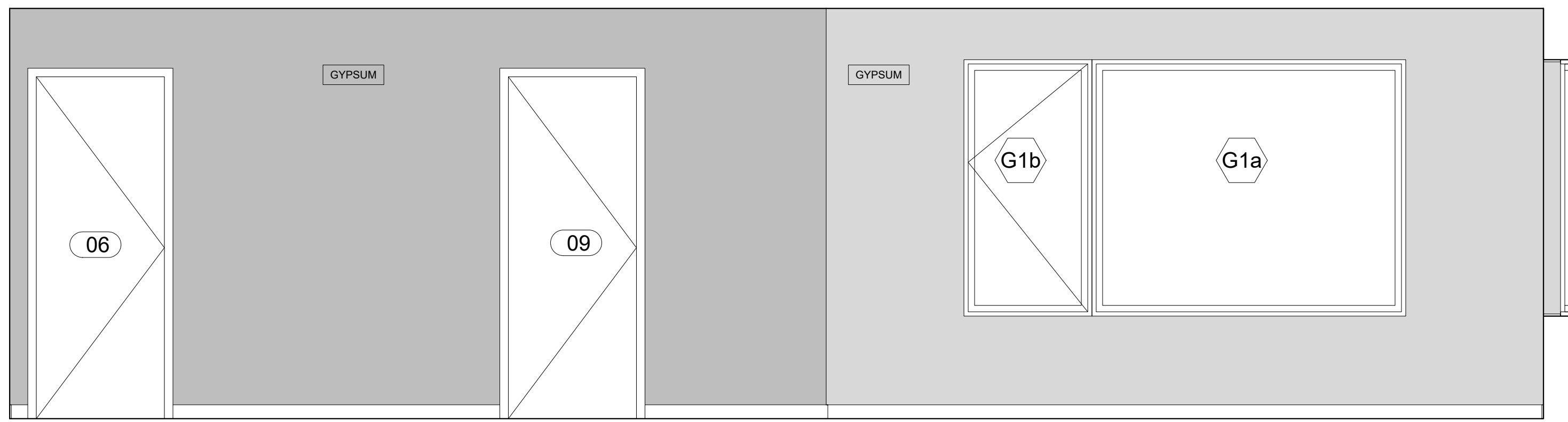
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Date: 07/26/25



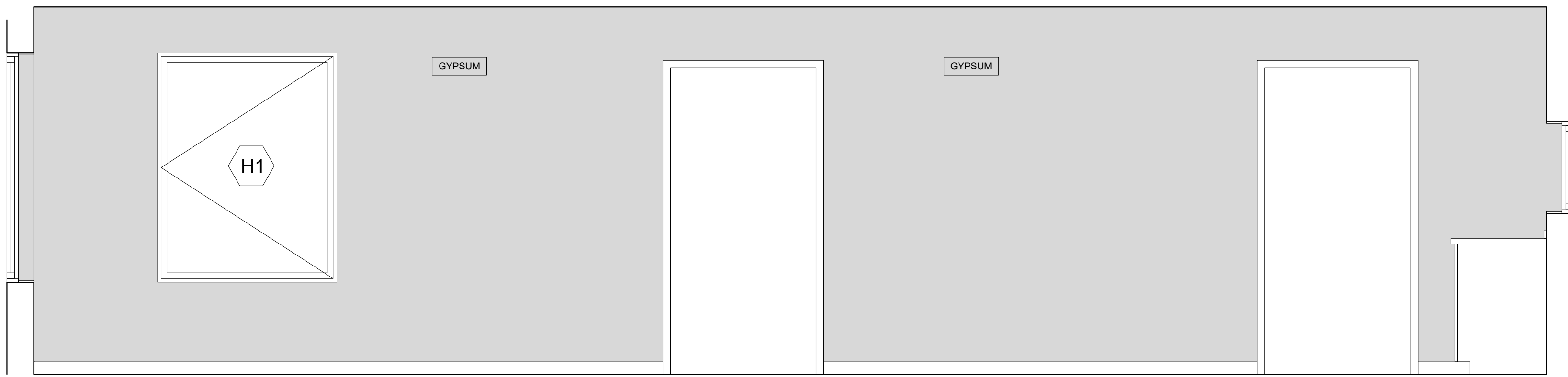
01 BUILDING ELEVATION: REAR
A201 1/4" = 1'-0"



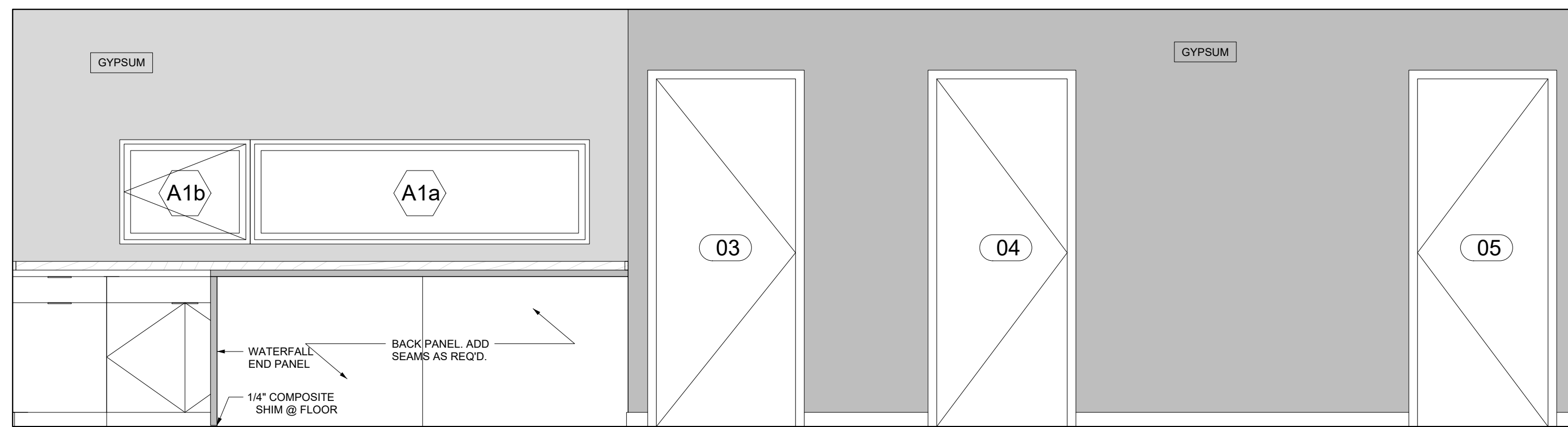
02 BUILDING ELEVATION: WEST
A201 1/4" = 1'-0"



01 INTERIOR ELEVATIONS: HALL - GREAT ROOM
A202 1/2" = 1'-0"



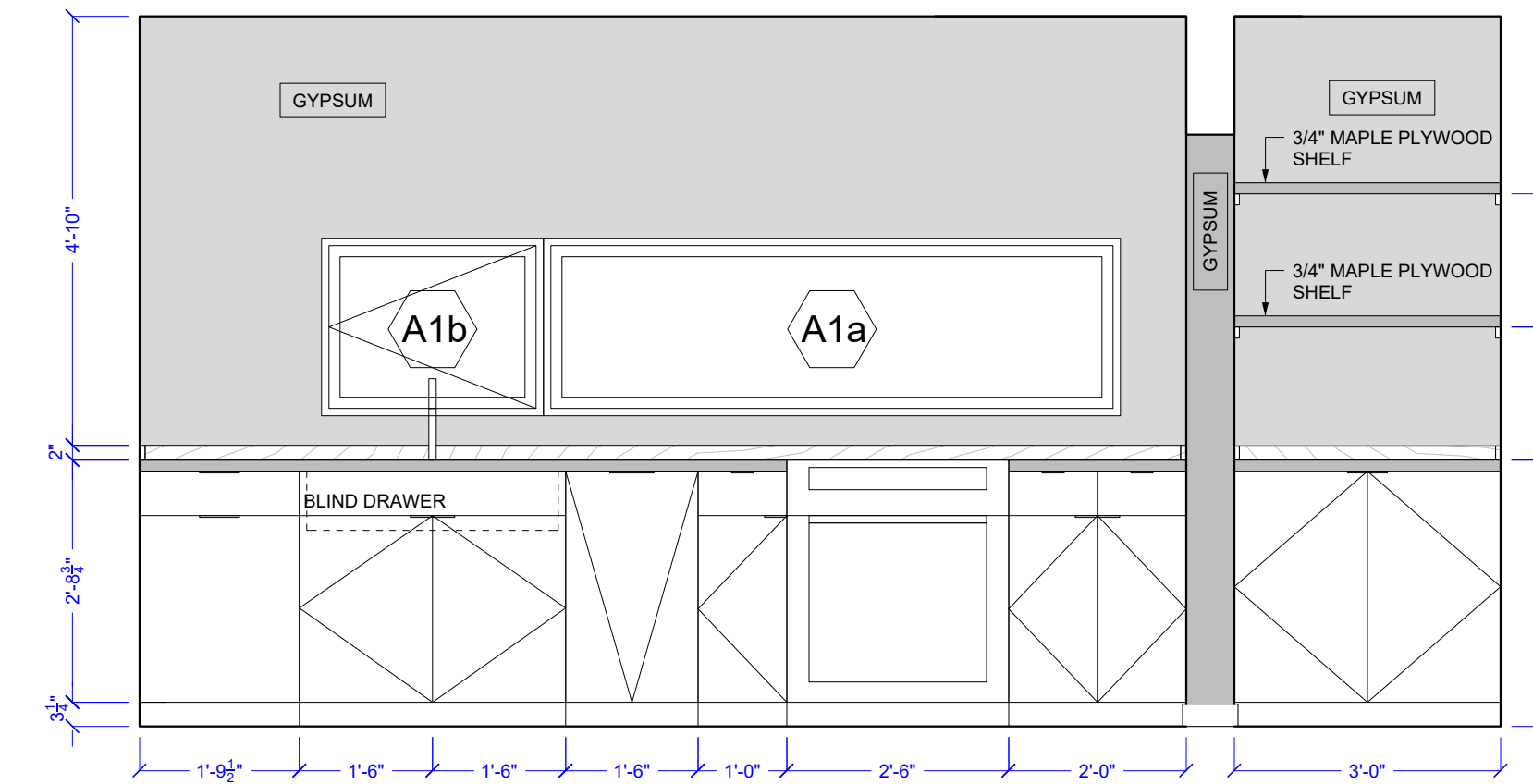
02 INTERIOR ELEVATIONS: GREAT ROOM
A202 1/2" = 1'-0"



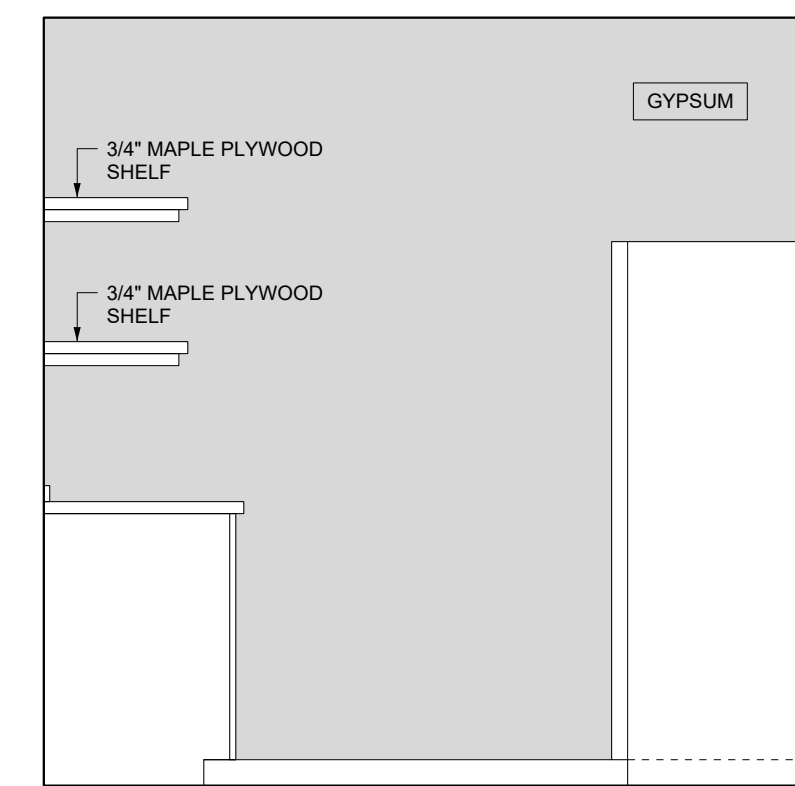
03 INTERIOR ELEVATIONS: PENINSULA - HALL
A202 1/2" = 1'-0"



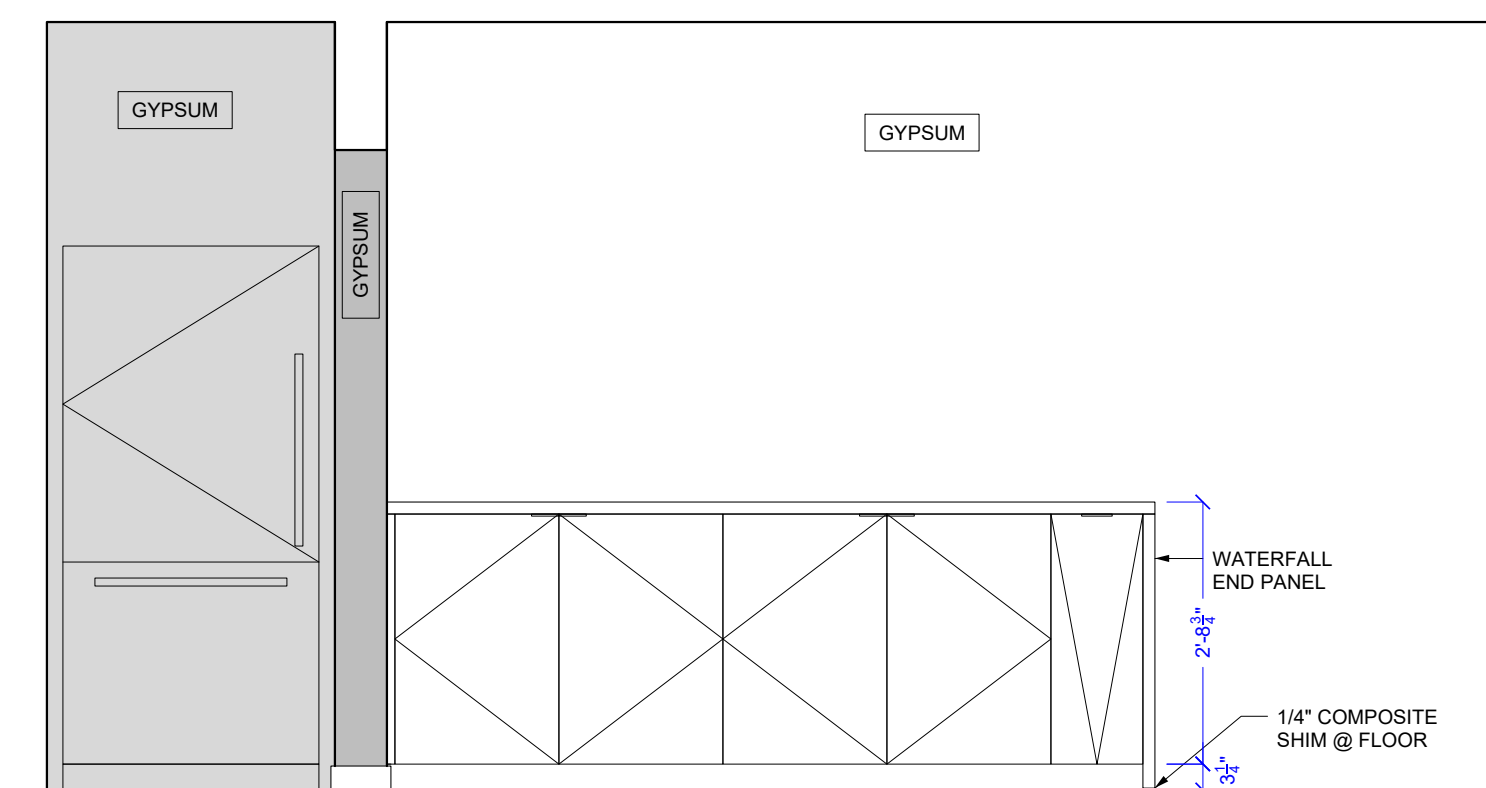
04 INTERIOR ELEVATIONS: KITCHEN/GREAT ROOM
A202 1/2" = 1'-0"



05 INTERIOR ELEVATIONS: KITCHEN/BUTLERS PANTRY
A202 1/2" = 1'-0"



07 INTERIOR ELEVATIONS: KITCHEN/BUTLERS PANTRY CONT.
A202 1/2" = 1'-0"



06 INTERIOR ELEVATIONS: KITCHEN/BUTLERS PANTRY CONT.
A202 1/2" = 1'-0"

NOT FOR CONSTRUCTION

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DESIGNER

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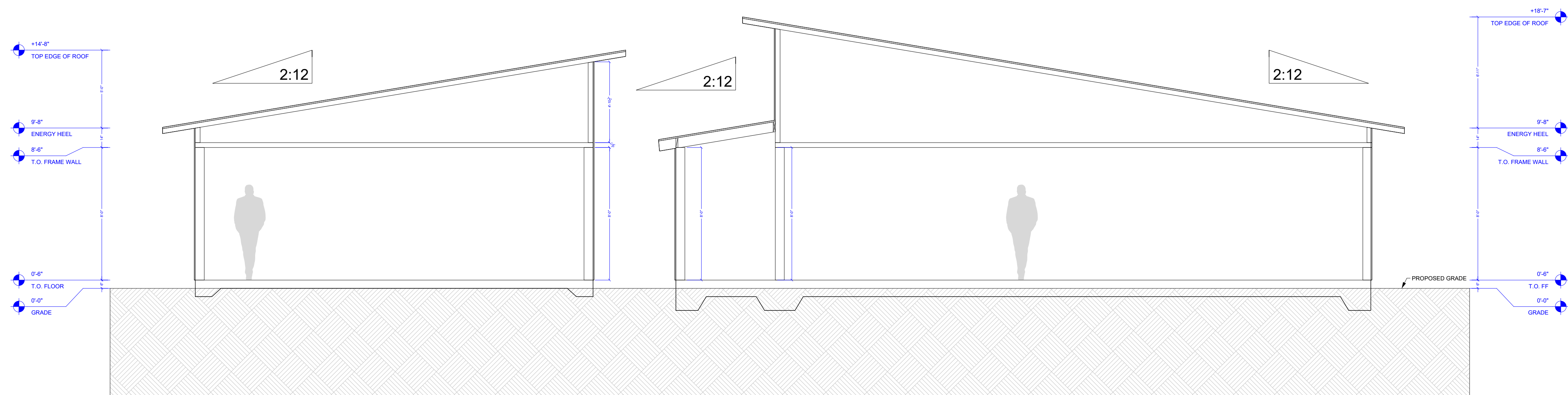
413 LILY LANE
WRENSHALL, MN 55797

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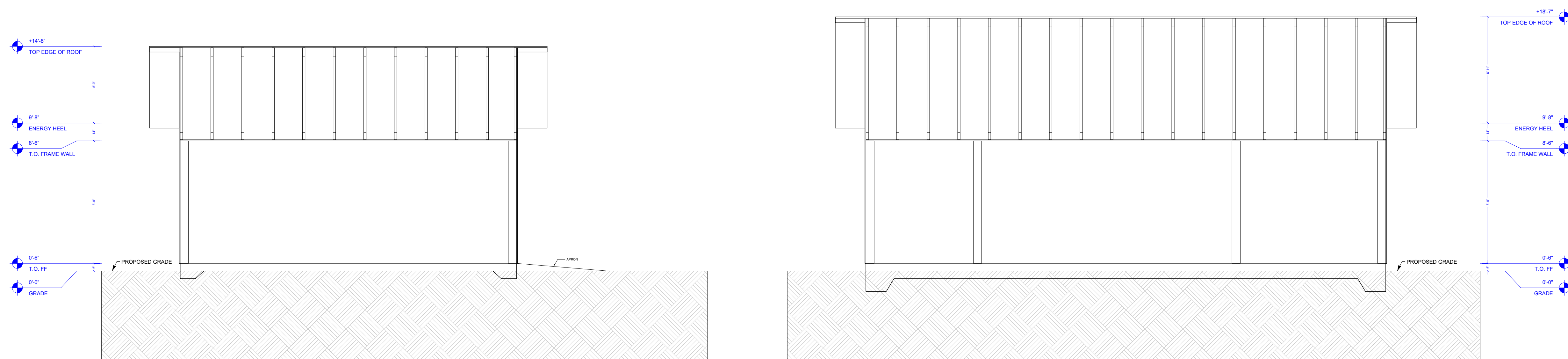
BUILDING SECTIONS

A 300

Scale: Noted
Date: 07/26/25



01 BUILDING SECTION A
A300 1/4" = 1'-0"



02 BUILDING SECTION B
A300 1/4" = 1'-0"

WRENSHALL PUBLIC SCHOOL DISTRICT



CTE Ad Hoc Committee
Meeting Summary

8.6.2025 – 4:00 p.m.

Attendance: Chris Gustafson, Eric Ankrum, Jon Beck, Erin Riley

The group discussed the proposed project of a garage for Chris and Anne Gustafson as the fall 2025 construction project.

Prior to the meeting, Eric and Frank Schill met to preview the proposed project. Superintendent Schill introduced a “temp check” question surrounding whether or not there will be a concern about a teacher potentially profiting off student labor. (Background context: The lot on which the garage would be built was bought in good faith by Anne and Chris Gustafson with the idea of a specific grant being awarded and providing experience for construction students).

The proposed garage project would follow the same protocol as last fall’s garage build. Additional details:

- Garage design has been sent to Eric.
- 24x24 garage similar to last fall’s garage project.
- Transportation to the site will need to be worked out like last year.
- Chris planning on taking on 100% of risk and providing 100% of capital.

Can we move forward independent of and simultaneously with our developing RFP plan?

FTE options are being considered by the teacher if a large single site project is not available for the fall.

STUDENT VOLUNTEER AGREEMENT

This Student Volunteer Agreement (“Agreement”) is made between Kelly Zywicki, 542 Ableiter Road, Wrenshall, MN 55797 (the “Owner”) and Independent School District No. 100, Wrenshall School District, 207 Pioneer Drive, Wrenshall, Minnesota 55797 (the “School District”), (collectively, the “Parties”).

WHEREAS, the Owner owns real property located at 542 Ableiter Road, Wrenshall, MN 55797 (the “Premises”);

WHEREAS, the Owner intends to construct a 24 x 24 detached garage on the Premises (the “Project”);

WHEREAS, the School District provides educational instruction regarding construction and industrial arts to high school students;

WHEREAS, the School District seeks to provide its high school students real-life experience in construction and industrial arts by assisting the Owner in the construction of the Project;

WHEREAS, the School District intends to provide instruction, supervision, and training to its high school students in the construction of residential homes on the Premises pursuant to the conditions set forth below in this Agreement;

WHEREAS, the Owner has agreed to allow the School District, and its students, to access and use the Premises pursuant to the conditions set forth below in this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth below, the Parties agree as follows:

1. **Recitals**. The Recitals set forth herein above, are incorporated herein and made a material part hereof.
2. **License to Access and Use the Premises**. The Owner grants and licenses to the School District access to and use of the Premises for educational purposes only, which shall include the following: construction of a 24 x 24 detached garage. School District agrees to notify the Owner immediately if the Premises is in need of repair. Use of the Premises by the School District is limited to school days and school hours, and scheduling of students on-site shall be at the sole discretion of the School District.
3. **Term**. School District shall be entitled to access and use the Premises during the following dates:

From September 16, 2024 until completion of the Project, or earlier if this Agreement terminated pursuant to the terms of this Agreement.

4. **Compensation.** Owner and the School District shall have no obligation to one another for any compensation for the performance of this Agreement. The Owner shall have no obligation to provide any compensation to the School District's students for any work performed on the Premises pursuant to this Agreement.
5. **Owner to Furnish Building Materials.** The Owner shall furnish all building materials related to the Project.
6. **Owner to Permit Portable Toilet.** The Owner shall permit the School District to furnish a portable toilet for use solely by School District staff and students on the Premises.
7. **Authority of Owner.** The Owner shall have the sole authority over the design and plans of the Project, but shall not have any authority to supervise or direct the School District, its employees, or its students in the performance of this Agreement.
8. **Authority of School District.** The School District shall have the sole authority to direct and supervise any work by School District employees or students occurring on the Premises or in any way related to the Project by the School District, its employees, or its students.
9. **Relationship of Parties.** Nothing in this Agreement is intended, or shall be construed, to create a partnership or joint venture among or between the parties hereto, and the rights and remedies of the parties hereto shall be strictly as set forth in this Agreement. No employment status or relationship is created by this Agreement between Owner and the School District, and or between Owner and the School District's students.
10. **No Right of Ownership.** The School District agrees that this Agreement creates no legal right or claim of ownership in favor of the School District in the Premises whatsoever. The Premises shall be under the exclusive ownership and control of the Owner.
11. **Non-Exclusivity.** The School District's use of the Premises under this Agreement is non-exclusive. The Owner and her authorized licensees and invitees may use the Premises during the Term of this Agreement at any time. In the event a conflict arises in the use of the Premises between the Owner and the School District, the Owner shall be granted first priority over the School District.
12. **Prohibited Activities.** Notwithstanding any other term of this Agreement, the following activities are prohibited in or on the Premises while any student of the School District is present on the Premises: (1) possessing, serving, or consuming alcoholic beverages, (2) possessing, using, or consuming/smoking of any tobacco products, cannabis, or illegal substances, (3) the use of flammable, hazardous, or dangerous objects, chemicals, or substances, (4) the use or possession of any firearms, ammunition, or explosives, and (5) gambling.

13. **Insurance.** The Owner, at its expense, shall procure and maintain in force for the duration of this Agreement the following minimum insurance coverages:
- a. **General Liability.** The Owner agrees to maintain general liability insurance in a minimum amount of \$1,000,000 per occurrence; \$2,000,000 annual aggregate. The policy shall cover liability arising from personal injury and contractually assumed liability. The School District shall be added to the policy as additional insured.
 - b. The Owner shall, prior to the commencement of any work under this Agreement, deliver to the School District a Certificate of Insurance as evidence that the above coverages are in full force and effect. The insurance requirements may be met through any combination of primary and umbrella/excess insurance. Owner's policies shall be the primary insurance to any other valid and collectible insurance available to the School District with respect to any claim arising out of the School District's performance under this Agreement.
14. **Application of School's Rules.** All statutes, rules and regulations that apply to School District and its students and employees shall apply to School District's access to and use of the Premises. Such rules are incorporated by reference to this Agreement. During the Term of this Agreement, Owner shall cooperate with the School District and its personnel.
15. **Security.** The School District shall be responsible for the safety and wellbeing of its students and employees and shall implement a security plan for its use of the Premises to ensure that its students and employees are safe and protected. The School District shall have an employee present at the Premises at all times when the Premises is being accessed or used for the permitted purposes of this Agreement. Students or other individuals affiliated with the School District shall not be permitted to access or use the Premises without a School District employee present. Notwithstanding any other provision of this Agreement, the Owner shall be responsible for locking and securing the Premises at the conclusion of each day.
16. **School District's Premises.** The School District shall be solely responsible for storing, maintaining, and securing any of the School District's property on the Premises. The Owner shall have no duty or responsibility for the safety, protection, or safeguarding of any School District property located on the Premises. The Owner shall not remove any of Owner's property located on the Premises without the prior written consent of the School District.
17. **Owner's Premises.** The Owner shall be solely responsible for storing, maintaining, and securing any of the Owner's property on the Premises. The School District shall have no duty or responsibility for the safety, protection, or safeguarding of any of Owner's property on the Premises. The School District shall not remove any of Owner's property located on the Premises without the prior written consent of the Owner.

18. **Compliance with Laws.** The Owner and the School District shall use the Premises in accordance with all applicable local, municipal, county, state and federal laws, regulations, rules and ordinances, now or hereafter in force.
19. **Termination.** Either Party may terminate this agreement without cause by providing thirty (30) days written notice of such intent to this effect to the other Party. The School District may, in its sole discretion, immediately terminate this agreement for cause by providing written notice to the Owner.
20. **Assignment Prohibited.** Neither Party may assign or transfer all or any part of their rights or obligations under this Agreement.
21. **Indemnification.**
 - a. To the fullest extent permitted by law, Owner agrees to release, defend, indemnify, and hold harmless the School District, its board, officers, students, employees, agents, attorneys, and insurers from all liability, injuries, claims, damages (including claims of bodily injury, property damage, or negligence), or loss, including costs, expenses, and attorneys' fees, which arise in connection with the Project, in relation to the Project, or as a result of Owner's negligent acts or omissions or in connection with Owner's breach of warranties. The foregoing agreement to release, defend, indemnify and hold harmless shall not apply to the extent such liability, injuries, claims, damages, or loss was caused by the intentional, willful, or wanton acts of the School District.
 - b. The School District shall give Owner reasonable notice of any such claim or action. In indemnifying or defending an Indemnitee, the Owner shall use legal counsel reasonably acceptable to the School District. The School District, at its option, shall have the right to select its own counsel or to approve joint counsel as appropriate (considering potential conflicts of interest) and any experts for the defense of claims. The Owner, at its expense, shall provide to the School District all information, records, statements, photographs, video, or other documents reasonably necessary to defend the Parties on any claims. Owner shall not settle or compromise any claim in which the School District has been named a party and for which Owner must indemnify the School District without a signed agreement approved by the School District.
 - c. The provisions of this section shall survive expiration or termination of this Agreement.
22. **Waiver and Assumption of Risk.**
 - a. The Owner hereby irrevocably waives any and all claims against the School District or any of its officials, employees, agents, or students for any bodily injury (including death or from any disease or virus), loss or property damage incurred by the Owner as a result of the School District or its students accessing and using

the Premises or working on the Project and hereby irrevocably releases and discharges School District and any of its officials, employees, agents, or students from any and all claims of liability. Owner's waiver and release of liability and assumption of risk shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law.

b. The provisions of this section shall survive expiration or termination of this Agreement.


23. **Owner's Obligations and Responsibilities.** The Owner shall act as general contractor in connection with the Project. The Owner expressly Agrees that the Project will abide by all local building and zoning regulations, and Owner further agrees that she shall obtain all permits, approvals, and licenses necessary for the Project. The Owner further assumes full responsibility for the compliance of the design and plans of the project with any applicable laws and with sound building and engineering practices.
24. **Data Practices.** All of the data created, collected, received, stored, used, maintained, or disseminated by the Owner in performing her duties pursuant to this Agreement is subject to the requirements of Chapter 13 of the Minnesota Statutes and the Owner must comply with the requirements of Minnesota Statute as if she were a government entity.
25. **Background Check.** Owner must perform a criminal background study for each employee, contractor, or other individual who will have access to the Premises during the same time as any student of the School District. If any employee, contractor, or other individual does not pass the background study, the Owner shall not permit said employee, contractor, or other individual to be present on the premises during the same time as any students of the School District. Copies of background studies shall be provided to the School District upon request.
26. **Non-Discrimination.** During the performance of this contract, the Owner shall not unlawfully discriminate against any employee or applicant for employment because of race, color, creed, religion, gender, national origin, disability, age, marital status, sexual orientation, or public assistance status. The Owner will take affirmative action to ensure that applicants are employed and that employees are treated equally during employment, without unlawful discrimination because of their race, color, creed, religion, gender, national origin, disability, age, marital status, sexual orientation, or public assistance status. The Owner shall also comply with any applicable federal or state laws regarding nondiscrimination.
27. **General Provisions.**
- a. **Entire Agreement.** This Agreement supersedes any prior or contemporaneous representations or agreements, whether written or oral, between the Parties and contains the entire agreement.

- b. **Amendments.** Any modification or amendment to this Agreement shall require a written agreement signed by both Parties.
- c. **Authority.** Each person signing this Agreement on behalf of a Party represents and warrants that the execution and performance of this Agreement by such party has been duly authorized by all necessary laws, resolutions, and corporate action, and this Agreement constitutes the valid, binding, and enforceable obligations of such Party in accordance with its terms.
- d. **Governing Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the State of Minnesota. Any action arising out of this Agreement shall be venued in District Court in Carlton County.
- e. **Attorneys' Fees.** If either party employs an attorney to enforce its rights following a breach by the other party hereunder, the prevailing party shall be entitled to recover its reasonable attorneys' fees incurred thereby.
- f. **Captions.** Section headings contained in this Agreement are included for convenience only and form no part of the Agreement between the Parties.
- g. **Waiver.** The waiver by either party of any breach or failure to comply with any provision of this Agreement by the other party shall not be construed as, or constitute a continuing waiver of such provision or a waiver of any other breach of or failure to comply with any other provision of this Agreement.
- h. **Savings Clause.** If a court finds any portion of this Agreement to be contrary to law or invalid, the remainder of the Agreement will remain in full force and effect.
- i. **Interpretation.** None of the Parties hereto shall be considered to be the drafter of this Agreement or any provision hereof for the purpose of any statute, case law, or rule of interpretation or construction that would or might cause any provision to be construed against the drafter hereof.
- j. **Independent Counsel Review.** The Parties have been afforded the right to have an independent attorney review this Agreement before signing it. By executing this Agreement, each Party acknowledges and agrees that they have been given a reasonable opportunity to have an independent attorney review this document and has executed this document only after having done so, or, only after reviewing the Agreement carefully and then intentionally waiving its right to do so.

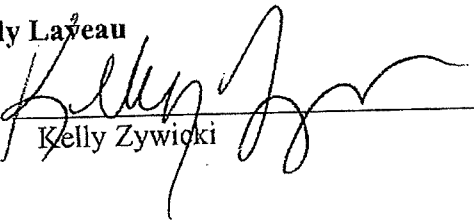
[SIGNATURE BLOCKS ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties caused this Agreement to be approved on the dates below.

Independent School District No. 100, Wrenshall Public Schools

By:  9/16/24
Its: Interim Superintendent Date

By: _____ Date _____
Its: _____

Kelly Laveau
By:  9.12.24
Its: Kelly Zywicki Date



Wrenshall PIE

Wrenshall School District 207 Pioneer Drive Wrenshall, MN 55797
wrenshall.pie@gmail.com

Meeting Minutes for Tuesday, July 10th 2025 at Misty Bergman's

Mission: To help bring school, community members, and businesses together to support Wrenshall School.

1. **Attendance:** Renee, Misty, Tricia, Katie B, and Ashley L
2. **Treasurer's Report:** None
3. **Brickyard Days:** Cow Patty Bingo at 2:30pm. Give \$40 or \$50 to Peter Laveau for gas and letting us use his cows. Misty made a CheddarUp app and is purchasing 200 tickets. We will use old cow patty bingo tickets as back up. \$10 per ticket. Misty will paint lines for bingo. Katie will make the flyer. Sell cow walking balloons for \$3. Next year do Chick Poo Bingo instead. Misty will bring her chickens. - Bake sale after parade until 3pm. Ashley will bring a table
4. **Open House:** On Wednesday, August 27th from 4:30-6:30pm. We will give welcome bags to new students. We 25 bags leftover from last year and one bag stuffed with misc. Items. Jodi or Ashley will email Trish and/or Josie about the number of new students at the beginning of August.
5. **Track and Field:** Went well this year and some 8th graders helped with stations
6. **Firemen Bingo:** Find out if they really want to split 50/50 and if they still want us to do concessions
7. **Halloween Party:** We were thinking of having it Saturday, October 25th from 11am-1pm. Decorate Friday evening.
8. **Holiday Festival:** Potential dates are Saturday November 8th or 15th. [We will discuss Halloween party and holiday fest at the next meeting due to the possibility that it might be a lot within a couple of weeks.](#)
9. **Family Movie Night:** This would be partnered with Community Education. In Multi-purpose room/gym. We would have concessions with popcorn and drinks
10. **Other:**
11. **Next Meeting Dates:** TBD



Wrenshall PIE

Wrenshall School District 207 Pioneer Drive Wrenshall, MN 55797

wrenshall.pie@gmail.com

Aug 7, 2025 | Ad Hoc Student Pick Up + Dropoff Procedures

Attendees: Mary Carlson, Frank Schill, Josiah Davey, Michelle Blanchard, Ashley Laveau

Notes

- Asking all parents to drive from 18 down Pioneer drive.
- No parking along south side of Pioneer Drive
- No parking signs along the south side
- "Fire Lane - 15 Minute Limit"
- Bring Back Kid Flaggers

Action items

- Ordering Signage + Planters - Josiah
- Put Out Signage on Posts - Josiah
- Flyer for FB + For Back to School Packets - Erin - Michelle to Ask
- Instant Alert - Michelle
- Enforcement Crew - Josiah + Frank for Weeks 1+2
- Setup Flagger Crew Protocols - Michelle

WRENSHALL PUBLIC SCHOOL DISTRICT



Dr. Frank Schill, Superintendent
Michelle Blanchard, Principal

Principal Report August 11th, 2025

- All staff returns 8/25/27-Training Day The new Crisis plan training will take place
- 7th Grade orientation- 8/27/25 3:30-4:30 will take place in the main gym
- Open House will take place on Wednesday 8/27/25 4:30-6:30
- Student management system- Jostens Renaissance Framework (see handouts)
- James Sheetz from Scott Historic House- would like to set up a fund for our Arts Programming
- I will be attending the annual back to school NLSEC Principal Academy on 8/13/25
- Thank you:
 - Josiah and the custodial staff
 - PIE
 - Ben Johnson



August
Community Education Report
08/11/2025

School Readiness - Preschool 3-5 year olds

- Little Wrens 2025-26 (Monday/Wednesday/Friday 8:30-3:00 PM)
 - 19/20
- Hatchling 2025-26 (Tuesday/Thursday 8:30 - 12:30 PM)
 - 13/20
- New curriculum ordered

Before/After school Wrens Club child care Fall/Spring 2025-26

- Before school (Every day 6:30-8:00 am) - 16 students
- After school (Every day 3:05 - 5:30 pm) - 16 students
- Wrap around 2025-26 (Tuesday/Thursday 12:30-3:00 PM) - 8 students

- We would love to have some student workers to apply (spread the word)

ECFE

- Kick-off begins!
 - Monday September 15th & 29th
 - Monday October 13th & 27th
 - Monday November 10th & 24th
 - 5:30 - 6:45 PM
 - Need to hire a ECFE Parent Educator

CEAC

- Meetings this year:
 - Tuesday September 30th 2025
 - Tuesday November 18th 2025
 - Tuesday January 27th 2026
 - Tuesday March 31st 2026
 - Tuesday May 5th 2026
- Goals for this year
 - Fall Leadership program with a service learning project in October



Summer Wrens Club Child Care

- Review in September
- Surveys to families

Reports, Handbooks, Grants & Fundraising

- Handbooks
 - Discounts moving forward
- Pay scale for employees
- Grants & fundraisers
- ECFE Annual Report
- ECFE Participant Questionnaire
- MDE Grant/Funding application

Fall Programs/Ideas

- After school enrichment
 - Active Gym adventures (Mr. Anderson)
 - Fishing club & Lego Club (Ms. Kelli)
 - Environmental Club (Betsy Dugan)
- Youth enrichment
 - Leadership program (service project) ages 10-18
Fall 2025 (CEAC Members volunteering)
- Fun Days for child care - partnering with the ESPs (Education Support Professionals)
 - Early dismissal/Teacher in-service days
- Family nights partnering with PIE

Marketing

- Facebook
- Images
- Fall book before open house
 - All fall programming to hand out (all at once)



American Indian Education Aid Application

School Year (SY) 2025-26 | Fiscal Year (FY) 2026

American Indian Education Aid

The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, cooperatives, and Tribally controlled schools that report a state American Indian student count of 20 or more on the October 1 MARSS (Minnesota Automated Reporting Student System) reporting deadline. Twenty American Indian students generate a base award of \$40,000, and each American Indian student beyond that generates an additional \$500.

Districts, charter schools, and Tribally controlled schools that meet the 20-student threshold are eligible to receive AIEA. The [Preliminary SY2025-26 American Indian Education Aid Program Eligibility](#) document is posted on our website which includes the state American Indian student count along with the maximum aid award that those students generate. Please check with your Minnesota Automated Reporting Student System (MARSS) coordinator if you have questions on your state American Indian student count.

Please carefully review the American Indian Education Aid Program Guidance document located on the [American Indian Education Aid](#) webpage prior to completing this application. This document provides in-depth information about American Indian student counts, aid awards, aid distribution, and expenditures, as it will help to inform staff and American Indian Parent Advisory Committees (AIPACs) to collaborate on the required application narratives and budget.

The Application Overview

This application is comprised of three required sections. Incomplete applications will be returned for revision completion before a full review can take place. Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box. Documents must be received at MDE in Portable Document Format (PDF) format.

Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, cooperative, or Tribally controlled school, the name and contact information for applicable staff, and the name and contact information for the AIPAC chairperson.

Section 2: The Program Plan

This section affords applicants with the opportunity to provide a thorough narrative on the operations and goals of the American Indian Education program within the district, charter, cooperative, or Tribally controlled school. Program plans should provide information on what is being provided to American Indian students above and beyond what the district does for all students in the school or district. This section is governed by six areas of focus found within [Minnesota Statutes 2024, section 124D.74, subdivision 1](#):

1. Support postsecondary preparation for American Indian pupils;
2. Support the academic achievement of American Indian pupils ;

3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
4. Provide positive reinforcement of the self-image of American Indian pupils;
5. Develop intercultural awareness among pupils, parents, and staff; and,
6. Supplement (not supplant) state and federal educational and co-curricular programs.

The six areas of focus must contain the details of the program(s) that are to be implemented. The bulk of the budget may not be funneled into just one of the areas of focus. There must be a balance between academic and cultural pursuits. The program details must align to [Minnesota Statutes 2024, section 124D.81, subdivision 2](#), and must specifically address each of the following:

- a. Identify the measures that will be used to meet the requirements of [Minnesota Statutes 2024, sections 124D.71-82](#).
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that required and elective courses as structured do not have a discriminatory effect within the meaning of [Minnesota Statutes 2024, section 124D.74, subdivision 5](#); and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
- f. Program expenditures under [Minnesota Statutes 2024, sections 124D.71-82](#) (see required supplements below).

SMART Goals

Using SMART goals in education helps students, teachers, and administrators set clear, structured, and achievable objectives. Goals provide clarity and focus to eliminate ambiguity and make clear what needs to be achieved and how to get there. SMART Goals are essential to your plan and should be created and implemented using measurable data points. The SMART Goal framework clarifies goals and how those goals will be achieved. SMART goals identify areas to be strengthened for American Indian students and create specific goals that can be measured to positively impact American Indian student outcomes.

American Indian Education Aid (AIEA) Program Plan Evaluation Rubric

Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application. This document is located on the [American Indian Education Aid](#) webpage.

Section 3: The Certification Statement

This section is a signed declaration, affirming that all parties have reviewed the Office of American Indian Education's resources pertaining to AIEA. The certification confirms that the program plan was created collaboratively and in full consultation with the AIPAC, and the AIPAC is afforded the opportunity to make suggestions, review data, and collaborate with staff on the goals, initiatives, and expenditures outlined within the application narrative. Lastly, the certification statement confirms that the district or school is aware of statutory obligations for American Indian students in Minnesota. It requires the hand-written signatures of the superintendent or charter/tribal school director, the primary American Indian Education staff person, and the AIPAC chair.

Through the 2023 Minnesota Legislative Session, any district, charter school, cooperative, or Tribally controlled school that has 100 or more state-identified American Indian students must have a dedicated American Indian Education coordinator and provide American Indian culture and language classes to all American Indian students eligible for American Indian Education Aid programming. If this is applicable to your district, charter school, cooperative, or Tribally controlled school, please ensure it is filled out completely. For any additional questions, please email [American Indian Education Aid](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

Required Documents

In addition to this application, participants are required to fill out and submit a budget worksheet and an AIPAC roster. Both items are available as downloads on the [American Indian Education Aid](#) webpage.

Applications submitted without all these required items will be returned for re-submission with the required documents and signatures. Reviews of plans will be conducted only when all required documents are submitted.

The Program Budget Worksheet

The budget worksheet is a downloadable excel workbook that must accompany the AIEA application at the time of submission, and it must align to the AIEA award estimate. It is formatted for ease of use. Budget worksheets must detail the projected expenditures that will support the activities and initiatives outlined within the program plan narrative, and it supports adherence to item “f” above.

Applicants that propose using 50% or more of AIEA on staff salaries must also fill out the Budget Supplement tab with funding amounts that directly and specifically support American Indian students. See the salaries section of the American Indian Education Aid Program Guidance document for more information.

The AIPAC Roster

The AIPAC roster is a downloadable supplement that must accompany the AIEA application at the time of submission. Parents of American Indian students eligible for this program should comprise 50% or more of the parent committee.

The Application Deadline

In order to afford district and school participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program plans will be due annually on June 1 for the following school year. Plans will be reviewed and approved over the summer months to provide for the cultural and academic needs of American Indian students programming at the very beginning of each school year.

Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to [American Indian Education Aid](#) (mde.aiea@state.mn.us).

Applicant Information

District, Charter, or Tribally controlled School Information

District/Charter/Tribally Controlled School Name: _____

District/Charter/Tribally Controlled Number: _____

Superintendent, Charter School, or Tribally Controlled School Director

Name: _____

Email: _____

Telephone: _____

American Indian Education Staff

Primary Staff Name: _____

Email: _____

Telephone: _____

Secondary Staff Name: _____

Email: _____

Telephone: _____

American Indian Parent Advisory Committee Chairperson

Name: _____

Email: _____

Telephone: _____

The SY2025-26 American Indian Education Program Plan

Area 1: Support Postsecondary Preparation for American Indian Pupils

Provide a program narrative for how the district will support postsecondary preparation for American Indian pupils. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Area 2: Support the Academic Achievement of American Indian Pupils

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

Provide a program narrative for making curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Provide a program narrative for how the district will provide positive reinforcement of the self-image of American Indian pupils. This narrative must address items a-e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

Please provide a program narrative explaining how the district will develop intercultural awareness among pupils, parents, and staff. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2024, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2024, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

Narrative:

Area 6: Supplement (Not Supplant) State and Federal Educational and Co-curricular Programs

Please provide a program narrative for how the initiatives outlined in program areas 1–5 will supplement (not supplant) state and federal educational and co-curricular programs, specific to American Indian students.

Narrative:

The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in **full collaboration with the district, charter school, or Tribally controlled school's American Indian Parent Advisory Committee**, pursuant to [Minnesota Statutes 2024, section 124D.78](#), and you attest that:

- All parties are aware of Minnesota statutes pertaining to American Indian Education Aid as laid forth in the Indian Education Act of 1988.
- All parties have reviewed the Office of American Indian Education's resources and Every Student Succeeds Act (ESSA) indicator data pertaining to American Indian Education Aid, and,
- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs.

AIPAC Must Indicate

- We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.
- We confirm this program plan clearly provides programming for state identified American Indian students only.

District Must Indicate

Any district or participating school that conducts American Indian education programs pursuant to [Minnesota Statutes 2024, sections 124D.71-82](#) with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

[Minnesota Statutes 2024, section 124D.76, Dedicated American Indian Education Coordinator](#)

- No, we do not have 100 or more state identified American Indian students
- Yes, we have 100 or more state identified American Indian students.
 - We have a dedicated American Indian Education Coordinator
 - We do not have a dedicated American Indian Education Coordinator

[Minnesota Statutes 2024, section 124D.74, subdivision 7, American Indian culture and language classes](#) if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students.

- Yes, we provide American Indian culture and language classes for all American Indian students eligible for American Indian Education Aid.
- No, we do not have at least five percent; or 100 or more American Indian students.

Signatures:

Superintendent or Charter/Tribally Controlled School Director: _____

Director of American Indian Education: Kevin Kot

American Indian Parent Advisory Committee Chair: Carol Kot

2025 - 2026 School Year

Updated 7/31/2025

| Grade | Projection | Target | Variance | Waitlist | Inquiries |
|--------------|------------|--------|----------|----------|-----------|
| K | 20 | 20 | 0 | | 1 |
| 1 | 30 | 23 | +7 | | |
| 2 | 23 | 23 | 0 | | 1 |
| 3 | 29 | 25 | +4 | | 2 |
| 4 | 22 | 25 | -3 | | |
| 5 | 27 | 25 | +2 | | 2 |
| 6 | 23 | 25 | -2 | | 1 |
| 7 | 28 | 28 | 0 | | 2 |
| 8 | 25 | 28 | -3 | | 1 |
| 9 | 31 | 30* | | | 1 |
| 10 | 20 | 30* | | | |
| 11 | 27 | 30* | | | |
| 12 | 27 | 30* | | | |
| TOTAL | 332 | | | | 11 |

AGREEMENT FOR THE PROVISION OF
FAMILY SCHOOL SUPPORT WORKER SERVICES

Introduction

This agreement is between Carlton County Public Health and Human Services, Wrenshall School District, and the Carlton County Children's Mental Health and Family Service Collaborative for the provision of 1.0 FTE Family School Support Worker services for the period of 7/01/25-6/30/2026. The Carlton County Children and Family Services Collaborative was developed to create a community environment and service delivery network that promotes family health, stability, and self-sufficiency through an easily accessible, integrated human service delivery system. A Family School Support Worker position was one of the early endeavors in the development of programs and services that has substantially impacted service delivery, while focusing on early identification of potential problems and the movement toward providing less expensive preventative services.

Program Description

The Family School Support Worker program is a family focused, early intervention service offered in partnership by Carlton County Public Health and Human Services and the Public School Districts of Carlton County and supported by the Carlton County Children and Family Service Collaborative. This program provides support to families and children within their home, school, and community. The program is staffed by Social Workers hired by Carlton County Public Health and Human Services to serve as a liaison between resource agencies, schools, and surrounding communities. This position provides a continuum of service from early intervention to intensive case management. A primary function of this position is to provide short term, in-home assessment, intervention, and referral; improve communication between human services, school and resource agencies; and provide early identification of student/family issues requiring additional services. The positions will work in conjunction and not supplant the duties as performed by school personnel such as school social workers or counselors.

Program Site/Mailing Address

Wrenshall Public Elementary and Secondary School
207 Pioneer Drive
Wrenshall, MN 55797

Target Population

The primary focus of these positions is K-12 with participation in activities involving youth who are birth to five years old when possible.

Services Provided

- Help families find and access services related to improving their child's functioning within the school setting.
- Act as a liaison in resolving difficulties and/or differences that may occur between the home and the school.
- Participate in interdisciplinary teams to review intervention strategies for families in need. Interdisciplinary teams include school administration, school staff, child study teams, crisis reviews, etc.
- Provide home visiting support and services for families and children experiencing difficulties within the home that are not directly related to school performance or planning (i.e. basic needs, family dynamic issues, mental health issues, etc.)
- Coordinate referrals to services that may be beneficial to the youth and family. Ability to monitor and provide follow up on these services.
- Build connections between parents, service providers, and the school in order to comprehensively plan for a youth's needs and success.
- Provide Children's Mental Health Case Management and Child Welfare Case Management Services to eligible children and families.

Services not provided

These positions will work in conjunction with and not supplant the duties of similar school staff positions such as school social workers and counselors.

Employer

Carlton County Public Health and Human Services

Supervision

These positions are supervised by Carlton County Public Health and Human Services. Strong relationships are also formed with each respective building principal to foster a clear and open communication process and to meet the unique needs of individual school districts.

Funding

Schools will provide:

- Office space
- Phone
- Cell phone expense
- Email access
- Special Education reimbursement funding
- Training opportunities (*as requested by the schools*) that positively affect the children in their respective districts
- Cost share funding (1 FTE = \$14,752.26)

County will provide:

- Annual budgeting process to include salary, benefits, travel, computers, staff development, and supplies
- Targeted Case Management Funding reimbursement (Child Welfare and Children's Mental Health)
- County funding
- Training opportunities within budget that meet staff development criteria

Collaborative will provide:

- Funding needed to meet expenses — as per the annual budget for the FSSW unit that is not met with other sources of funding such as TCM, Special Education, etc. and as approved by the Collaborative Board.

Annie Napoli

5/20/2025

Director
Carlton County Public Health & Human Services

J. Pesta

5/12/25

Superintendent
Wrenshall Public Schools, ISD # 100
Jeff Pesta

Donna Leander

5/20/2025

Director
Carlton County Children & Family Service Collaborative



Northern Lights Special Education Cooperative

16 E Hwy 61, Esko, MN 55733
P. 218-655-5018 www.nlsec.org

Billie Jo Steen ~ Executive Director

2025 - 2026 CONTRACT FOR FAMILY SCHOOL SUPPORT WORKER

This agreement entered this 16th day of June 2025, by and between Wrenshall ISD #100 (herein referred to as the District) and Carlton County Human Services, Cloquet, MN (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of Deanna Koren, licensed social worker, to attain the following objectives:

- 1. To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act, social work services are deemed necessary by the child study process and documented in the students' individual education plan (IEP).**
- 2. The services provided are necessary for the students to make progress on IEP goals and/or access the general education curriculum.**

WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the Professional Educator Licensing and Standards Board (PELSB) for the necessary service for which they provide. If PELSB doesn't issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.

NOW, THEREFORE, the parties agree as follows:

- 1. The Contractor shall provide a licensed social worker to meet the objectives stated above.**
- 2. The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.**

Contract #13

3. **Services will be provided at the location where the student attends or the students' homes.**
4. **The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.**
5. **The District will purchase these services with an estimated total contract amount of \$16,000.00**
6. **Targeted case management dollars collected by Carlton County for this position have been subtracted from the claim for state special education reimbursement.**
7. **The Contractor will submit billings on a one-time basis at the end of the school year.**
8. **The District shall make payment for services-based on receipt of invoice.**
9. **The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.**
10. **The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.**
11. **This agreement shall be in force from July 1, 2025 to June 30, 2026. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day notice.**

Signed by:

Wrenshall ISD #100
207 Pioneer Dr
Wrenshall, MN 55797

By: _____

Date: _____

Signed by:

Carlton County Human Services
14 North 11th Street
Cloquet, MN 55720

By: _____

Contract #13

Date: _____

Barnum ISD #91, Carlton ISD #93, Cloquet ISD #94, Cromwell ISD #95, Esko ISD #99, Hermantown ISD #700,
Lake Superior ISD #381, McGregor ISD #0004, Moose Lake ISD #97, NL Academy #6096,
Proctor ISD #704, Wrenshall ISD #100, Willow River ISD #577

July 17, 2025

Beth Peterson
bpeterson@isd100.org
Wrenshall ISD 100
207 Pioneer Dr
Wrenshall, MN 55797
Dear Beth Peterson,

Congratulations! Your school has received a Fiscal Year (FY) 2025 Local Food for Schools (LFS) Cost-Share award. The award amount is **\$1,453.94** to buy and serve Minnesota-grown and -raised foods used as a part of your National School Lunch Program (NSLP) or School Breakfast Program (SBP).

Award Overview

You may purchase eligible food items between **August 1, 2025 through May 29, 2026**. Items purchased outside of these dates are not eligible for reimbursement. Final reimbursement requests must be submitted by June 30, 2026.

Cost-Share funds may be used to purchase foods that meet the criteria outlined in Exhibit A (see below). **This is the same criteria that applied to your original FY 2023 Farm to School (LFS) grant. Note that LFS Cost-Share eligibility criteria are different than FY 2024 and FY 2025 Farm to School and Early Care grants.**

Cost-share funds are dispersed on a reimbursement basis. To receive reimbursement for eligible Minnesota food purchases, you must submit the following documents:

- **Reimbursement Worksheet** provided by the MDA (Excel spreadsheet)
- **Proof of purchase** for each eligible item (receipts/invoices)
- **Proof of payment** for each eligible item (canceled check, credit card statement, receipt)

To receive reimbursement when buying from a farmers' market, food hub, or retail store, sources preservation (i.e. identification of farm name, principal operator, product, city) must be included on the submitted invoice.

A completed reimbursement worksheet will fulfill the cost-share's reporting requirements. The LFS Cost-Share Reimbursement Worksheet, provided by the MDA, is attached to this email. All fields must be completed to be considered final.

LFS Cost-Share funds do not require a cash match. You will be reimbursed 100% of the total cost of eligible food items submitted, up to the award amount included in this award letter. Reimbursements are contingent on the availability of LFS funds remaining available from USDA.

This cost-share program is subject to the same federal financial assistance requirements, terms, and conditions as your original FY 2023 award. A summary of those requirements is included below.

USDA background and program goals

The LFS Cost-Share is the final iteration of the FY 2023 USDA Local Food for Schools Cooperative Agreement Program (Assistance Listing 10.185, authorized by section 5(c) of the Commodity Credit Corporation Charter Act (15 USC714c(c)). This program is supported by nearly \$3.5 million in funding from the USDA LFS Cooperative Agreement Program (Grant No. AM22CPLFS000C001) with additional support from the Cargill Foundation. LFS funding is intended to help states deal with the challenges of supply chain disruptions brought on by the pandemic; strengthen the food system for schools by helping to build a fair, competitive, and resilient local food chain; and expand local and regional markets. The LFS Cost-Share Program is intended to increase the amount of Minnesota-grown or -raised foods used in school nutrition programs.

If you have additional questions about your award or the reimbursement process, reach out to me, emily.mehr@state.mn.us. I look forward to working with you throughout your project.

Sincerely,

A handwritten signature in black ink that reads "Emily Mehr". The signature is written in a cursive, flowing style.

Emily Mehr

Farm to School and Early Care Grants Manager

Attachments

Exhibit A: Eligible Expenses

Exhibit B: Definitions

Exhibit C: Summary of federal financial assistance requirements, terms, and conditions

Exhibit D: FY25 LFS Cost-Share Subrecipient Agreement

Exhibit A: Eligible Expenses

Eligible food expenses

Funds may be used to purchase foods that meet the following criteria. **These are the same criteria that applied to your original FY 2023 Farm to School (LFS) grant. Note that LFS Cost-Share eligibility criteria are different than FY 2024 and FY 2025 Farm to School and Early Care grants.**

1. **Food must be grown or raised in Minnesota.** This applies to all food, regardless of whether it is purchased from a farmer, farmers' market, food hub, distributor, processor, or manufacturer.
 - a. If Minnesota-grown or -raised food products leave the state of Minnesota for aggregation, processing, storage, and/or distribution, the *food must remain within 400 miles of your school location at all times.*
 - b. There is no limit on the number of miles that food products travel if the Minnesota-grown and -raised food stay within Minnesota throughout production, aggregation, processing, storage, and distribution.
2. **Food products must be unprocessed or minimally-processed** and retain their inherent character. *See the Exhibit B: Definitions for more information.*
3. **Food must be purchased for student consumption as a part of the school district's participation in the School Breakfast Program (SBP) or National School Lunch Program (NSLP),** including Seamless Summer Option (SSO) and Afterschool Snack Program.

Eligible procurement items may include but are not limited to:

- Fruits and vegetables including fresh, frozen, canned, and dried products
- Meat, fish, and poultry including ground and other minimally processed products that meet the definitions below.
- Dairy, excluding fluid milk
- Eggs
- Grains such as wild rice, oats, flour
- Beans and legumes including fresh, canned, dried, and bean flour
- Honey, maple syrup

Note: items cannot contain any additives/fillers, preservatives, colors, flavoring, additional ingredients, or more than minimal amounts of salt/seasoning.

Ineligible Expenses

- The following items are not eligible for reimbursement under this grant:
- Fluid milk
- Produce grown in school or college/university gardens or farms
- Items grown or produced in a state other than Minnesota, including foods grown in a bordering state but sourced through a Minnesota farmers' market, food hub, or distributor
- Items purchased for any meal or snack program outside of the NSLP or SBP

- Processed food products whose production technique is outside the scope of the food handling and preservation techniques outlined in definitions below. This includes:
 - Breads and baked goods
 - Hot dogs
 - Premade smoothies
 - Granola
 - Salsa
- Any food products containing additives/fillers, preservatives, colors, flavoring, additional ingredients, or more than minimal amounts of salt/seasoning.
- Food purchased prior to August 1, 2025
- Seeds, starter plants, and other garden equipment
- Food preparation equipment or supplies
- Staff-time for procurement, other food preparation, and related Farm to School planning
- Marketing and promotional items associated with Farm to School meals and events

Please note that some food products, such as hot dogs and bread, are eligible food expenses in other Farm to School and Early Care programs offered by the MDA but are ineligible food expenses for this cost-share due to our LFS agreement with USDA.

Exhibit B: Definitions

Minnesota-grown or -raised

Food is defined as Minnesota-grown or -raised if 100% of the product was produced and processed in Minnesota.

Local

For this cost-share, local means grown or raised in the state of Minnesota.

Unprocessed or minimally-processed

The MDA defines “unprocessed locally grown or locally raised agricultural products” as outlined by the federal government in support of the [Geographic Preference Procurement Process](#) and determines classification of “minimally processed” in compliance with the USDA LFS program – which provided nearly \$3.5 million in funding support for FY 2023 grants and this cost-share.

The following processing methods are allowable and considered unprocessed or minimally-processed: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two or more types of vegetables or fruits in a single package); butchering livestock and poultry; and cleaning fish.

[According to the USDA](#), “Examples of allowable food products include fruits and vegetables (including 100% juices); grain products such as pastas and rice; meats (whole, pieces, or food items such as ground meats); meat alternates such as beans or legumes, and fluid milk and other dairy foods such as cheese and yogurt. Foods in a wide variety of minimal processing states (e.g., whole, cut, pureed, etc.) and/or forms (e.g., fresh, frozen, canned, dried, etc.) are also allowable.

Foods that are generally understood to be significantly processed or prepared are unallowable. Examples of unallowable products would include baked goods such as breads, muffins, or crackers; prepackaged sandwiches or meals; other prepared and/or pre-cooked items that come ready-to-eat or that require no further preparation beyond heating (eg. chicken nuggets, fish sticks, pre-made pizzas, etc).”

Source preservation (transparency)

Source preservation means that the origin of the food item is identifiable through delivery. To receive reimbursement when purchasing through an intermediary vendor like a distributor, food hub, or farmers’ market, identification of origin farm (farm name, principal operator, product, county) must be included on submitted invoices.

Exhibit C: Summary of federal financial assistance requirements, terms, and conditions

Federal funds

Payments under this agreement will be made from federal funds obtained by the State from United States Department of Agriculture (USDA)'s Agricultural Marketing Service FAIN/Grant Agreement No. AM22CPLFS000C001; through Federal Award Project Title: Local Food for Schools Cooperative Agreement Program (LFS); Assistance Listing Number (formerly CFDA) 10.185, which is authorized by section 5(c) of the Commodity Credit Corporation Charter Act (15 USC714c(c)). The Subrecipient is responsible for compliance with all federal requirements imposed on these funds in [Agricultural Marketing Service \(AMS\) Grants Division General Terms and Conditions FY21 \(usda.gov\)](#) and accepts full financial responsibility for any requirements imposed by the Subrecipient's failure to comply with federal requirements.

Publicity and Endorsement

Any publicity regarding the subject matter of this agreement must identify the State as the sponsoring agency and must not be released without prior written approval from the State's Authorized Representative. For purposes of this provision, publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Subrecipient individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this program. All projects primarily funded by state grant appropriations must publicly credit the State of Minnesota, including on the subrecipient's website when practicable.

The Subrecipient has the option to include an acknowledgement of Federal (USDA) support and a disclaimer on all publications, printed materials, and audiovisuals. If an acknowledgement of Federal support is included, it must read:

"Funding for [this Project or Publication] was made possible by the U.S Department of Agriculture's (USDA) Agricultural Marketing Service through Grant No. AM22CPLFS000C001. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the USDA."

USDA symbols or logos are only intended for the official use of the USDA. They are expressly excluded from use to imply endorsement of a commercial product or service. The symbol or logo may not be used by anyone outside of USDA without permission.

Termination

Termination by the State

The State may immediately terminate this agreement with or without cause, upon 30 days' written notice to the Subrecipient. Upon termination, the Subrecipient will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

Termination for Cause

The State may immediately terminate this agreement if the State finds that there has been a failure to comply with the provisions of this agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

Termination for Insufficient Funding

The State may immediately terminate this grant contract agreement if:

1. Funding for Grant No. AM22CPLFS000C001 is withdrawn by AMS of the USDA.
2. Or, if funding cannot be continued at a level sufficient to allow for the payment of the services covered here. Termination must be by written or fax notice to the Subrecipient. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the Subrecipient will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed to the extent that funds are available. The State will not be assessed any penalty if the grant contract agreement is terminated because of the decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the Subrecipient notice of the lack of funding within a reasonable time of the State's receiving that notice.

Federal Administrative Requirements

Organization Type

Under 2 CFR Part 400, USDA implements 2 CFR 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. Subrecipients are required to comply with Federal Regulations based on their organization-type, as follows:

- State & Local Governments & Tribal Governments – 2 CFR 200, Subparts D, E, and F
- Colleges and Universities – 2 CFR 200, Subparts D, E, and F
- Non-Profits – 2 CFR 200, Subparts D, E, and F
- For Profits – 2 CFR 200, Subparts D, and Federal Acquisition Regulation Subpart 31.2

Federal Administrative and National Policy Requirements

Subrecipient must comply with the administrative and national policy requirements listed in section 13.0 on pages 21 and 22 of the Agricultural Marketing Service (AMS) Grants Division General Terms and

Conditions at [Agricultural Marketing Service \(AMS\) Grants Division General Terms and Conditions FY21 \(usda.gov\)](#).

Federal Audit Requirements

The Subrecipient (other than Federal agencies and for-profit businesses) is responsible to comply with 2 CFR 200 Subpart F –Audit Requirements. The standards require any grantee/subrecipient that expends \$750,000 or more in Federal Awards during their fiscal year to have a single or program-specific audit conducted for that year. All auditees are to submit their audit reports directly to the Federal Audit Clearinghouse (FAC).

Closeout and Access to Records

The Subrecipient is required to comply with the retention requirements for records in [2 CFR 200.334](#). Property management, and disposition of equipment and unused supplies (if applicable) is described in section 12.0 and 12.1 of AMS Grants Division General Terms and Conditions at [Agricultural Marketing Service \(AMS\) Grants Division General Terms and Conditions FY21 \(usda.gov\)](#)

As described in [2 CFR 200.337](#), AMS Division of the USDA, Inspectors General, the Comptroller General of the United States, and the State, or any of their authorized representatives, shall have the right of access to any pertinent documents, papers, or other records of recipients and subrecipients which that are pertinent to the award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the recipient's and subrecipient's personnel for the purpose of interview and discussion related to such documents.

Exhibit D: FY25 LFS Cost-Share Subrecipient Agreement

You are receiving federal financial assistance from the Minnesota Department of Agriculture (MDA). Information about the cost-share, including funding details, are included below.

CONTACT FOR MDA: Emily Mehr, emily.mehr@state.mn.us, 651-201-6456

| Subrecipient SWIFT Information | Cost-Share Agreement Information | Funding Information |
|--|--|--|
| Name of MDA Subrecipient (as it appears in SWIFT): ISD 0100, Wrenshall Public Schools | SWIFT PO Number: 3000055426 | Total Cost-Share Funds (all funding sources): \$88,236.40 |
| Subrecipient SWIFT Vendor Number: 193791 | Period of Performance Start Date: August 1, 2025 | Total Non-Federal Cost-Share Funds: \$0.00 |
| SWIFT Vendor Location Code: 1, 2 | Period of Performance End Date: May 29, 2026 | Total Federal Cost-Share Funds: \$1,453.94 |

Notice to Subrecipient about Federal Funds

You have received a sub-award of federal financial assistance from MDA. Information about the sub-award is being shared with you per [2 CFR § 200.332](#). The subrecipient accepts full financial responsibility for any reimbursement imposed by the subrecipient's failure to comply with federal statutes, regulations and terms and conditions of the federal award.

| Federal Funds Information | |
|---|---|
| Subrecipient Data Universal Numbering System (DUNS) Name and Number | UEI Name: ISD 0100, Wrenshall Public Schools |
| Unique Entity Identifier (UEI) Name and Number (effective April 2022) | UEI #: EZMQF6RJYGJ1 |
| Subrecipient's Approved Indirect Cost Rate for the Cost-Share. Must provide a copy of the signed Negotiated Indirect Cost Rate Agreement (NICRA). | N/A |
| Is the Award for Research and Development? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Project Description on Federal Award | Local Food for Schools (LFS) Cooperative agreement to increase purchasing of local and regional foods for distribution to schools |
| Name of Federal Awarding Agency | Agricultural Marketing Service (AMS) |

| Federal Funds Information | |
|---|--|
| <u>Assistance Listing Name and Number</u> (formerly Catalog of Federal Domestic Assistance, "CFDA") | Assistance Listing Name: Local Food for Schools Assistance Listing Number: 10.185 |
| Federal Award Identification Number (FAIN)/ Grantor's Pass-through Number | AM22CPLFS000C001 |
| Federal Award Date (Date MDA received federal grant) | 8/22/2022 |
| Total Amount of Federal Award Received by MDA | \$3,458,752.00 |

TUITION AGREEMENT

This Agreement is entered into by and between Independent School District No. 100, Wrenshall (“ISD 100”) and Independent School District No. 93, Carlton Public Schools (“ISD 93”).

WHEREAS, ISD 100 offers the course General Band (course ID 7706 & 7707) to its students in grades 7-12;

WHEREAS, ISD 93 is unable to offer a course similar to General Band due to budget reductions;

WHEREAS, pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivision 2, ISD 100 may provide for the instruction of students in a different school district;

WHEREAS, the parties desire to enter into this Agreement for the purpose of allowing ISD 93 students to attend the General Band course in ISD 100 schools.

NOW, THEREFORE, the parties agree as follows:

1. This Agreement will commence on September 1, 2025 and will remain in effect for the 2025-2026 school year. This Agreement will expire on June 30, 2026.
2. During the term of this Agreement, students in grades 7-12 attending ISD 93’s schools may enroll in the General Band course offered in ISD 100’s schools. ISD 93 will be responsible for coordinating and financing the transportation of its own students to and from ISD 100’s schools for purpose of their participation in the General Band course.
3. Except as noted in this Paragraph, ISD 100 will not be responsible for providing any special education and related services to ISD 93 students participating in the General Band course pursuant to this Agreement. If any ISD 93 students have accommodations or modifications for participation in a general education course listed in an IEP, ISD 93 will be responsible for informing ISD 100 staff of any modifications or accommodations needed for the student to participate in a general education course and ISD 100’s responsibilities will be limited only to providing applicable IEP accommodations or modifications to the extent necessary for the student to participate in a general education class.
4. Pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivisions 2 and 3, ISD 93 will pay ISD 100 tuition in the amount of \$624.09 (six hundred twenty-four dollars and nine cents) each semester, per student who participates in the General Band course during the 2025-2026 school year.
5. To the extent permitted by law, each Party agrees to indemnify, defend and hold the other Party and its School Board members, employees, and agents harmless from and against any claims, suits, proceedings, costs, liabilities, expenses (including court costs and reasonable legal fees), or damages to real or tangible personal property and/or

bodily injury to persons, including death, resulting from its or its School Board members', employees', or agents' actions arising from or related to this Agreement.

6. **Entire Agreement.** This Agreement constitutes the full and complete agreement between the Parties. The Parties have not relied on any promise, representation, statement, or inducement that is not expressly stated in this Agreement. Any amendment or modification to this Agreement is not valid unless it is set forth in writing and signed by both Parties.

By Signing below, each party specifically acknowledges that it has reviewed the terms of this Agreement; that it fully understands the terms of this Agreement; and that it knowingly and voluntarily intends to be legally bound by the terms of this Agreement.

INDEPENDENT SCHOOL DISTRICT NO. 100

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

INDEPENDENT SCHOOL DISTRICT NO. 93

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

123A.488 CONSOLIDATION; INSTRUCTION BY NONRESIDENTIAL DISTRICT.

Subdivision 1. **Aid payments in case of alteration of boundaries.** Where two or more districts hereafter unite the state aid shall continue to be paid for the remainder of the school year in which the union was completed as the state aids were paid to the individual districts prior to the union.

Subd. 2. **Tuition.** Except as otherwise provided in law, every district that provides for the instruction of a pupil without a disability in a nonresident district shall pay to the nonresident district the actual cost of the instruction, excluding transportation costs. Tuition for a nonresident pupil with a disability must be determined according to section 125A.11.

The resident district shall also pay to the nonresident district, for capital expenditures and debt service, \$10 per resident pupil unit in average daily membership for each nonresident pupil unit. However, a nonresident district may include in its tuition, for capital expenditures and debt service, an amount per resident pupil unit in average daily membership based on the amount that the average expenditure for capital expenditures and debt service determined by dividing such annual expenditure by the total number of pupil units in average daily membership in the district exceeds \$10 per resident pupil unit. If the nonresident district has no capital expenditures or debt service, it may use the money for any purpose for which it is authorized to spend money.

Subd. 3. **Tuition as agreed.** Notwithstanding subdivision 2, a resident district may pay a nonresident district the amount for tuition that is agreed upon by the districts.

History: *Ex1959 c 71 art 5 s 18; 1963 c 530 s 1; 1969 c 513 s 1; 1975 c 432 s 23; 1988 c 486 s 26,27; 1988 c 718 art 7 s 28; 1991 c 265 art 3 s 38; 1998 c 397 art 4 s 51; art 11 s 3*

123B.88 INDEPENDENT SCHOOL DISTRICTS; TRANSPORTATION.

Subdivision 1. **Providing transportation.** The board may provide for the transportation of pupils to and from school and for any other purpose. The board may also provide for the transportation of pupils to schools in other districts for grades and departments not maintained in the district, including high school, at the expense of the district, when funds are available therefor and if agreeable to the district to which it is proposed to transport the pupils, for the whole or a part of the school year, as it may deem advisable, and subject to its rules. In any district, the board must arrange for the attendance of all pupils living two miles or more from the school, except pupils whose transportation privileges have been voluntarily surrendered under subdivision 2, or whose privileges have been revoked under section 123B.91, subdivision 1, clause (6), or 123B.90, subdivision 2. The district may provide for the transportation of or the boarding and rooming of the pupils who may be more economically and conveniently provided for by that means. Arrangements for attendance may include a requirement that parents or guardians request transportation before it is provided. The board must provide necessary transportation consistent with section 123B.92, subdivision 1, paragraph (b), clause (4), for a child with a disability not yet enrolled in kindergarten for the provision of special instruction and services under sections 125A.03 to 125A.24, 125A.26 to 125A.48, and 125A.65. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. When transportation is provided, scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto must be within the sole discretion, control, and management of the board. The district may provide for the transportation of pupils or expend a reasonable amount for room and board of pupils whose attendance at school can more economically and conveniently be provided for by that means or who attend school in a building rented or leased by a district within the confines of an adjacent district.

Subd. 1a. **Full-service school zones.** The board may establish a full-service school zone by adopting a written resolution and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency. The pupil transportation must be intended to stabilize enrollment and reduce mobility at the school located in a full-service school zone.

Subd. 2. **Voluntary surrender of transportation privileges.** The parent or guardian of a student may voluntarily surrender the student's to and from school transportation privileges granted under subdivision 1.

Subd. 3. **Transportation services contracts.** The board may contract for the furnishing of authorized transportation under section 123B.52, and may purchase gasoline and furnish same to a contract carrier for use in the performance of a contract with the school district for transportation of school children to and from school.

Subd. 3a. **Pupil transportation safety committee.** (a) A school board may establish a pupil transportation safety committee. The chair of the pupil transportation safety committee is the district's school transportation safety director. The school board shall appoint the other members of the pupil transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

(b) The duties of the pupil transportation safety committee include: (1) reviewing and recommending changes to the district's pupil transportation safety policy required under subdivision 1; and (2) developing a comprehensive plan for the safe transportation of students who face hazardous transportation conditions. The comprehensive hazardous transportation plan shall consider safety factors including the types of roads that students must cross, the speed of traffic on those roads, the age of the students, and any other factors as determined by the committee.

(c) The pupil transportation safety committee must hold at least one public meeting before adopting its comprehensive plan for transporting students who face hazardous transportation conditions.

(d) Any recommended changes to the district's pupil transportation safety policy and the comprehensive plan for hazardous transportation must be submitted to the school board.

Subd. 4. Instruction in a nonresident district. The board may provide for the instruction of any resident pupil in another district when inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the pupil's own district unreasonably difficult or impractical, in which case such district shall pay to the district so attended the tuition agreed upon or charged, pursuant to section 123A.488, subdivision 2, and may provide transportation; provided, that such pupil shall continue to be a pupil of the district of residence for the payment of apportionment and other state aids.

Subd. 5. Admission of nonresident pupils. The board may provide for the admission to the schools of the district, of nonresident pupils, and those above school age, and fix the rates of tuition for such pupils.

Subd. 6. Nonresident pupil defined. For the purposes of this subdivision, a "nonresident pupil" is a pupil who resides in one district, defined as the "resident district" and attends school in another district, defined as the "nonresident district."

If requested, a nonresident district shall transport a nonresident pupil within its borders and may transport a nonresident pupil within the pupil's resident district. If a nonresident district decides to transport a nonresident pupil within the pupil's resident district, the nonresident district must notify the pupil's resident district of its decision, in writing, prior to providing transportation.

Subd. 7. Attendance in another state. If high school pupils from a district within this state are being transported to a school in another state, the board of the district from which the pupils are being transported may provide free transportation and tuition for any or all of its elementary pupils to such school in another state and be entitled to state aid as provided by law.

Subd. 8. Authority to rent buses. The board may rent a bus owned by the district excluding a motor-coach bus to any person for any lawful purpose. Bus rental must not interfere with the transportation of pupils by the district. A lessee may use and operate the bus without payment of a motor vehicle tax. The lessee is liable for any claims for injuries and damages arising out of the use and operation of a bus leased from the district. Except as provided in subdivision 15, the lessee shall procure insurance at the lessee's expense protecting the board and the district against claims for injuries and damages arising out of the use and operation of the bus.

Subd. 9. Nonpupil transportation; insurance. Notwithstanding the provisions of section 221.021, any public school district or school bus contractor providing transportation services to a district on a regular basis in this state may operate school buses, excluding motor coach buses, for the purpose of providing transportation to nonpupils of the school district attending school events, as defined in section 123B.49, subdivision 3 or 4, provided that no carrier having a charter carrier permit has its principal office and place of business or bus garage within 12 miles of the principal office of the district. District owned buses and the

operators thereof shall otherwise comply with the provisions of this section and the rules of the commissioner of public safety and shall be insured in at least the amounts stated in section 466.04, subdivision 1. In all cases the total cost of providing such services, as determined by sound accounting procedures, shall be paid by charges made against those using the buses.

Subd. 10. **Transportation of any person.** Districts may use district owned or contractor operated school buses to provide transportation along regular school bus routes on a space available basis for any person. Such use of a bus must not interfere with the transportation of pupils to and from school or other authorized transportation of pupils. In all cases, the total additional cost of providing these services, as determined by sound accounting procedures, must be paid by charges made against those using these services or some third-party payor. In no case shall the additional cost of this transportation be paid by the district.

The provisions of section 65B.47, subdivision 4, shall be applicable to any person being transported pursuant to this subdivision.

Subd. 11. **Part-time secondary students.** Districts may provide bus transportation along regular school bus routes on a space available basis for part-time students enrolled in secondary classes pursuant to section 124D.02, subdivisions 2, 3, and 4. Such use of a bus must not interfere with the transportation of pupils to and from school or other authorized transportation of pupils. The total additional cost of providing these services, as determined by sound accounting procedures, shall be paid by charges made against those using the services or some third-party payor.

Subd. 12. **Early childhood family education participants.** Districts may provide bus transportation along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the district's expenditures for transportation. The costs allocated to these services, as determined by generally accepted accounting principles, shall be considered part of the authorized cost for transportation for the purposes of section 123B.92.

Subd. 13. **Area learning center pupils between buildings.** Districts may provide between-building bus transportation along school bus routes when space is available, for pupils attending programs at an area learning center. The transportation is permitted between schools if it does not increase the district's expenditures for transportation. The cost of these services shall be considered part of the authorized cost for the purpose of section 123B.92.

Subd. 14. **Transportation insurance.** The board may provide for the protection of pupils transported for school purposes or activities in district owned, operated, leased, or controlled motor vehicles against injuries or damages arising out of the operation of these vehicles. The board may purchase and pay for insurance from any funds available. An insurance contract covering this risk shall contain a waiver of the defense of governmental immunity. The payment of any insurance premiums by the district does not in itself make the district liable for any injuries or damages incurred by the transportation.

Subd. 15. **Insurance; indemnity.** If a school board has obtained insurance pursuant to subdivision 14 or section 466.06, it may also obtain and pay for insurance coverage to indemnify a lessee and to protect the board and the district, in any amount not exceeding the limits of coverage provided for the insurance obtained pursuant to subdivision 14 or section 466.06 against claims for injuries and damages arising out of the use and operation of a district-owned bus while it is leased or rented to the lessee pursuant to subdivision 8. The rental charge shall include the cost of this additional insurance coverage. The procurement of this additional insurance coverage constitutes a waiver of the defense of governmental immunity to the extent of the additional coverage but has no effect on the liability of the board, the district, or its employees beyond the coverage so provided.

Subd. 16. **Payment of insurance premiums; nonliability.** The board may provide and pay the premiums for the protection for school children, instructors and automobile owners, and any other agency cooperating in providing cars for districts where driver training courses are being offered, against public liability, property damage, collision, fire and theft, arising out of the operation of any vehicle used in the courses. Nothing herein shall make the district liable for injuries resulting from the actions of such persons.

Subd. 17. **Insurance; school safety patrol.** The board may provide and pay the premiums for insurance against injuries resulting to its pupils while assigned to and acting on a school safety patrol. Such insurance may provide for the payment of either cash benefits to such injured pupil or for the payment of hospital and medical benefits to or for such injured pupil, or both. Nothing herein shall be construed to make the district liable for such injuries.

Subd. 18. **Snow removal.** The board may enter into contracts for the removal of snow from roads used for regular bus routes transporting pupils to and from school either within or outside the district.

Subd. 19. **Disabled person transport to day training and habilitation program.** The board must contract with any licensed day training and habilitation program attended by a resident disabled person who fulfills the eligibility requirements of section 256B.092, to transport the resident disabled person to the program in return for payment by the program of the cost of the transportation, if transportation by the board is in the best interest of the disabled person and is not unreasonably burdensome to the district and if a less expensive, reasonable, alternative means of transporting the disabled person does not exist. If the board and the program are unable to agree to a contract, either the board or the program may appeal to the commissioner to resolve the conflict. All decisions of the commissioner shall be final and binding upon the board and the program.

Subd. 20. **Custodial parent transportation.** The board may provide transportation for a pupil who is a custodial parent and that pupil's child between the pupil's home and a child care provider and between the provider and the school. The board must establish criteria for transportation it provides according to this subdivision.

Subd. 21. **Pupil transport on staff development days.** A district may provide bus transportation between home and school for pupils on days devoted to parent-teacher conferences, teacher's workshops, or other staff development opportunities. If approved by the commissioner as part of a program of educational improvement, the cost of providing this transportation, as determined by generally accepted accounting principles, must be considered part of the authorized cost for regular transportation for the purposes of section 123B.92. The commissioner shall approve inclusion of these costs in the regular transportation category only if the total number of instructional hours in the school year divided by the total number of days for which transportation is provided equals or exceeds the number of instructional hours per day prescribed in the rules of the Department of Education.

Subd. 22. **Postsecondary enrollment options pupils.** Districts may provide bus transportation along school bus routes when space is available, for pupils attending programs at a postsecondary institution under the postsecondary enrollment options program. Fees collected for this service under section 123B.36, subdivision 1, paragraph (13), shall be subtracted from the authorized cost for nonregular transportation for the purpose of section 123B.92. A school district may provide transportation for a pupil participating in an articulated program operated under an agreement between the school district and the postsecondary institution.

History: *Ex1959 c 71 art 4 s 21 subs 1-12; 1963 c 663 s 2; 1973 c 560 s 1; 1974 c 44 s 1; 1974 c 521 s 16; 1975 c 238 s 1; 1977 c 337 s 1; 1977 c 447 art 1 s 1; 1978 c 706 s 19; 1978 c 764 s 36,37; 1981 c 194 s 2; 1981 c 234 s 1-3; 1981 c 358 art 2 s 1; 1983 c 314 art 7 s 21; 1Sp1985 c 12 art 2 s 1; 1986 c 444; 1987*

c 398 art 3 s 15; 1988 c 718 art 2 s 3; 1989 c 329 art 2 s 1; 1990 c 562 art 2 s 2,3; art 6 s 16; 1991 c 130 s 37; 1991 c 265 art 3 s 38; 1992 c 499 art 2 s 1; art 12 s 29; 1993 c 13 art 1 s 26; 1993 c 224 art 2 s 3,4; 1994 c 647 art 12 s 1; 1Sp1995 c 3 art 2 s 3; art 16 s 13; 1996 c 412 art 2 s 6; 1Sp1997 c 4 art 1 s 10; 1998 c 397 art 6 s 83-97,124; art 11 s 3; 1998 c 398 art 5 s 55; art 6 s 19,20; 1999 c 205 art 1 s 70; 2000 c 254 s 13-15; 2000 c 489 art 6 s 12; 1Sp2001 c 6 art 1 s 12; 1Sp2003 c 9 art 2 s 14; art 10 s 13; 2005 c 56 s 1; 1Sp2005 c 5 art 2 s 56; 2007 c 146 art 8 s 1; 2008 c 277 art 1 s 9; 2011 c 103 s 1; 1Sp2011 c 11 art 2 s 23; art 10 s 1; 2013 c 116 art 1 s 8; 1Sp2015 c 3 art 5 s 3

TUITION AGREEMENT

This Agreement is entered into by and between Independent School District No. 100, Wrenshall (“ISD 100”) and Independent School District No. 93, Carlton Public Schools (“ISD 93”).

WHEREAS, ISD 100 offers the course Work Based Learning (course ID 1733) to its students in grades 11-12;

WHEREAS, ISD 93 is unable to offer a course similar to Work Based Learning due to budget reductions;

WHEREAS, pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivision 2, ISD 100 may provide for the instruction of students in a different school district;

WHEREAS, the parties desire to enter into this Agreement for the purpose of allowing ISD 93 students to participate in the Work Based Learning course in ISD 100 schools.

NOW, THEREFORE, the parties agree as follows:

1. This Agreement will commence on September 1, 2025 and will remain in effect for the 2025-2026 school year. This Agreement will expire on June 30, 2026.
2. During the term of this Agreement, students in grades 11-12 attending ISD 93’s schools may enroll in the Work Based Learning course offered in ISD 100’s schools. ISD 93 will be responsible for coordinating and financing the transportation of its own students to and from ISD 100’s schools for purpose of their participation in the Work Based Learning course.
3. Except as noted in this Paragraph, ISD 100 will not be responsible for providing any special education and related services to ISD 93 students participating in the Work Based Learning course pursuant to this Agreement. If any ISD 93 students have accommodations or modifications for participation in a general education course listed in an IEP, ISD 93 will be responsible for informing ISD 100 staff of any modifications or accommodations needed for the student to participate in a general education course and ISD 100’s responsibilities will be limited only to providing applicable IEP accommodations or modifications to the extent necessary for the student to participate in a general education class.
4. Pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivisions 2 and 3, ISD 93 will pay ISD 100 tuition in the amount of \$624.09 (six hundred twenty-four dollars and nine cents) each semester, per student who participates in the Work Based Learning course during the 2025-2026 school year.
5. To the extent permitted by law, each Party agrees to indemnify, defend and hold the other Party and its School Board members, employees, and agents harmless from and

against any claims, suits, proceedings, costs, liabilities, expenses (including court costs and reasonable legal fees), or damages to real or tangible personal property and/or bodily injury to persons, including death, resulting from its or its School Board members', employees', or agents' actions arising from or related to this Agreement.

6. **Entire Agreement.** This Agreement constitutes the full and complete agreement between the Parties. The Parties have not relied on any promise, representation, statement, or inducement that is not expressly stated in this Agreement. Any amendment or modification to this Agreement is not valid unless it is set forth in writing and signed by both Parties.

By Signing below, each party specifically acknowledges that it has reviewed the terms of this Agreement; that it fully understands the terms of this Agreement; and that it knowingly and voluntarily intends to be legally bound by the terms of this Agreement.

INDEPENDENT SCHOOL DISTRICT NO. 100

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

INDEPENDENT SCHOOL DISTRICT NO. 93

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

TUITION AGREEMENT

This Agreement is entered into by and between Independent School District No. 100, Wrenshall (“ISD 100”) and Independent School District No. 93, Carlton Public Schools (“ISD 93”).

WHEREAS, ISD 100 offers the course **Construction** (course ID 7643) to its students in grades 10-12;

WHEREAS, ISD 93 is unable to offer a course similar to Construction due to budget reductions;

WHEREAS, pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivision 2, ISD 100 may provide for the instruction of students in a different school district;

WHEREAS, the parties desire to enter into this Agreement for the purpose of allowing ISD 93 students to attend the Construction course in ISD 100 schools.

NOW, THEREFORE, the parties agree as follows:

1. This Agreement will commence on September 1, 2025 and will remain in effect for the 2025-2026 school year. This Agreement will expire on June 30, 2026.
2. During the term of this Agreement, students in grades 10-12 attending ISD 93’s schools may enroll in the Construction course offered in ISD 100’s schools. ISD 93 will be responsible for coordinating and financing the transportation of its own students to and from ISD 100’s schools for purpose of their participation in the Construction course.
3. Except as noted in this Paragraph, ISD 100 will not be responsible for providing any special education and related services to ISD 93 students participating in the Construction course pursuant to this Agreement. If any ISD 93 students have accommodations or modifications for participation in a general education course listed in an IEP, ISD 93 will be responsible for informing ISD 100 staff of any modifications or accommodations needed for the student to participate in a general education course and ISD 100’s responsibilities will be limited only to providing applicable IEP accommodations or modifications to the extent necessary for the student to participate in a general education class.
4. Pursuant to Minnesota Statutes section 123B.88, subdivision 4 and Minnesota Statutes section 123A.488, subdivisions 2 and 3, ISD 93 will pay ISD 100 tuition in the amount of \$624.09 (six hundred twenty-four dollars and nine cents) each semester, per student who participates in the Construction course during the 2025-2026 school year.
5. To the extent permitted by law, each Party agrees to indemnify, defend and hold the other Party and its School Board members, employees, and agents harmless from and against any claims, suits, proceedings, costs, liabilities, expenses (including court costs and reasonable legal fees), or damages to real or tangible personal property and/or

bodily injury to persons, including death, resulting from its or its School Board members', employees', or agents' actions arising from or related to this Agreement.

6. **Entire Agreement.** This Agreement constitutes the full and complete agreement between the Parties. The Parties have not relied on any promise, representation, statement, or inducement that is not expressly stated in this Agreement. Any amendment or modification to this Agreement is not valid unless it is set forth in writing and signed by both Parties.

By Signing below, each party specifically acknowledges that it has reviewed the terms of this Agreement; that it fully understands the terms of this Agreement; and that it knowingly and voluntarily intends to be legally bound by the terms of this Agreement.

INDEPENDENT SCHOOL DISTRICT NO. 100

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

INDEPENDENT SCHOOL DISTRICT NO. 93

Dated: _____
School Board Chair

Dated: _____
School Board Clerk

Updated: August 2025



Wrens Club Child Care Parent Handbook

Fall/Spring

207 Pioneer DR Wrenshall MN 55797
wrensclub@isd100.org

2025-2026

Before and After school care and wrap around for preschool child care

Welcome to Wrens Club!

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

Program Standards

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

Staff

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

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

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

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

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

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

Abuse Reporting (Mandatory Reporters):

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

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

Data Privacy:

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

Emergency Preparedness

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

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

Emergency Closing or Dismissal

If Wrenshall schools are closed due to severe weather, or other emergency, Wrens Club will be closed. **If there is a 2 hour late start, we will open at 9:00 AM.** You **must** email Wrens Club if your child will not be coming before the late start or you will be charged a No Call/No Show fee of \$20. **If Wrenshall schools are closed early, parents must pick up 1 hour after school closes.** Please tune in to local radio and television stations for this information.

Parent Emergency

You must sign up for the Wrenshall Public schools' electronic notification system, an essential tool for notification and communication. Within minutes of an emergency, school officials can use the system to deliver a single, clear message to the students' parents or guardians by telephone, cell phone, e-mail, pager or PDA in any combination. It can also be used to notify you of a school closing due to inclement weather. **Wrens Club will send out a message out on brightwheel as well.**

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

Medications

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

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

Illness or Emergency

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

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

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

Food Allergies

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

Breakfast, Lunch & Snacks

- All Students (except for preschool children) will be dismissed at 8:00AM for breakfast
- Snacks for wrap around students will be provided at 2:00 PM
- Snacks will be provided at 4:00 PM for After school program

Eligibility

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

Children with Special Needs/IEPs

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

Parent's To-Do List...

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

- Label your child's personal belongings.
- **Do not send your child with any electronic devices**

Children's Clothing/Belongings

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

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

Registration Process

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

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

Before/After School & Wrap Around for Preschool 2025-2026 CALENDAR

Save the dates! Check monthly calendars/newsletters sent home in folders for any updates or changes.

August

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Monday/Wednesday/Friday @ 6:30-8:00 and 3:05-5:30
Tuesday/Thursday @ 6:30-8:00 and 12:30-5:30

ALL DAY FUN DAYS
Wrens Club will be open on early release and no school days due to teacher in-service days. This will be free for registered Wrens Club before/after school families and wrap around PreK families. *Note: Wrens Club Fun Days will not be open on holidays or holiday breaks.

AUGUST

SEPTEMBER
2: First Day of Wrens Club

OCTOBER
16-17: Closed (MEA Weekend)
31: All Day Fun Day!

NOVEMBER
26-28: Closed (Thanksgiving Break)

DECEMBER
24-31: Closed (Holiday Break)

JANUARY
1-2: Closed (Holiday Break)
16: All Day Fun Day!
26: All Day Fun Day!

FEBRUARY
13: All Day Fun Day!
16: Closed (President's Day)
27: All Day Fun Day!

MARCH
20: All Day Fun Day!
23-27: Closed (Spring Break)

APRIL
3: Closed (Good Friday)

MAY
1: All Day Fun Day!
25: Closed (Memorial Day)
29: Last Day of Wrens Club

If school is closed due to inclement weather, all programs will be closed.

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February

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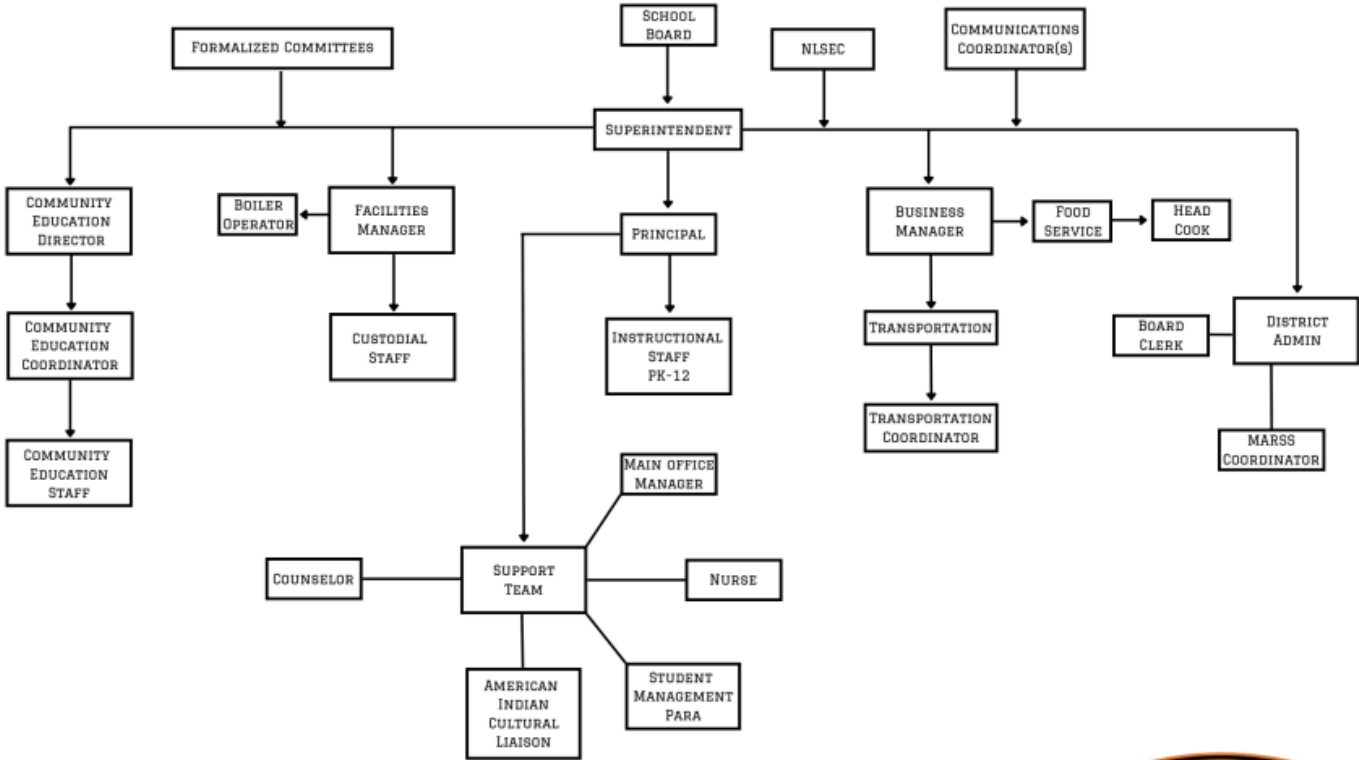
***If school is closed due to inclement weather all programs will be closed**

[2025-26 School Calendar - Wrenshall School Calendar](#)

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

Wrens Club Child Care Organization Chart:

WRENSHALL SCHOOL DISTRICT ORGANIZATIONAL CHART



LAST UPDATED FEBRUARY 2025



Community Education Coordinator Schedule fall/spring schedule:
 Monday 7:00 AM - 12:00 PM or 11:00 - 3:00 PM
 Tuesday & Thursdays 9:30 AM - 3:30 PM

Program Fees

Annual registration fee per family: \$50

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

- \$80 / month Tuesday & Thursdays - 12:30-3:00
- \$20 / month bus pick up & drop off with breakfast (30 minutes of care 8:00-8:30 AM)

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

Option 1 - Before School (20 days average per month / \$4.00 each morning)

(6:30 AM - 8:00 AM)

- Child 1: \$80/month
- Sibling: \$64/month - 20% discount

Option 2 - After School (has the option to attend after early release days)

(3:05 PM - 5:30 PM) (20 days average per month / \$6.00 each night / \$2.40 hour)

- Child 1: \$120/month
- Sibling: \$99/month - part time - 20% discount

Option 3 - Both Before & After School (has the option to attend when there is a teacher in service days - not on holidays, winter break or spring break)

- Child 1: \$160/month
- Sibling: \$128 - 20% discount

After school snacks are provided

Lunch on days school is not in session and we provide childcare - families are responsible for packed lunches

Schedules need to be entered in the Brightwheel program a minimum of one week prior to care or emailed to wrensclub@isd100.org.

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

*No Call/No Show Finders fee \$10

*Show up fee – child here without being scheduled \$10

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

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

If your payments are not made and you go over 30 days you will be charged a \$20.00 late fee.

If your payments are not made and you go over 60 days you will be charged a \$40.00 late fee.

If your payments are not made and you go over 90 days you will automatically be sent to collections and your child care will be discontinued.

If you are sent to collections you will be charged an extra 37% to your bill for collection fees.

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

In the event your schedule changes....

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

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

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

After 10 minutes: Call parent/guardian

After 15 minutes: Call emergency contacts listed for child

After 30 minutes: Call the police. If you are more than thirty minutes late and we are unsuccessful in reaching you or an emergency contact person, the police **will** be called for further assistance.

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

Release of Children

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

Wrens Club offers:

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

Wrens Club seeks to provide a quality program where:

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

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

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

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

Wrens Club Behavior Expectations

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

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

Wrens club Discipline Plan: Grades 3-6

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

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

** Behavior is categorized as mild, moderate, or severe. Each incident in a category requires moving up a step in consequence.

Wrens Club "Individual Behavior Plan"

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

Name_____

Date_____

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

What I did_____

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

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

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

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

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

The behavior I will choose when I feel this way is_____

Student Signature_____

Parent Signature_____

Staff Signature_____ (sign when returned)

Date signed by Staff_____

Wrens Club "Fix It" Plan

Name _____

Date_____

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

What I did_____

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

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

Student Signature_____

Staff Signature_____

Parent Signature_____

Date Signed (parent)_____

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

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

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

Behavior Intervention Form

Child's Name: _____

I broke the rules of behavior at Wrens club today.

What I did: _____

I believe I made others feel _____

(emotion/physical feeling)

with the way I acted.

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

Parent Signature _____ Date _____

Student Name _____

(please have students attempt to write their name)

PARENTAL HAND BOOK NOTIFICATION FORM

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

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

Name of Child/Children:

Print Parent/Guardian Name:

Parent/Guardian Signature

Date

Wrenshall Community Education Staff Handbook



Independent School District # 100
Wrenshall, Minnesota
Community Education Handbook

This handbook is intended to provide community education staff with general information, procedures and policies to help in performance of the district's mission.

Administrative Discretion

This handbook does not cover all situations. If additional clarification is needed, please contact Administration. The Wrenshall Board of Education may revise policy at any time. In the event it does after publication of this document, the new policy shall be followed.

Introduction:

This handbook is intended to help all staff persons with questions regarding policies, procedures and general information about Community Education programs. If you have any questions about what is included in this manual, or something that is not included, please contact the Community Education Director or the Program Coordinator. Community Education is part of the Wrenshall School District and all district policies apply to and are followed by Community Education personnel.

Philosophy of Community Education:

Community Education is a new name for an old concept of using a community's human, physical, and financial resources to provide life-long learning and enrichment in education, recreation, social and cultural life to meet the challenging and growing needs of individuals and groups within that community.

In cooperation with the schools and other agencies, Community Education makes the ideal use of buildings, equipment, and other resources to provide year-round "schools without walls." It goes beyond the traditional K-12 limitations of time, space, content and age. Through "grassroots" involvement of citizens in decision making and problem identification and solution, Community Education remains flexibly responsive to changing needs.

Wrenshall Community Education Vision and Goals

OUR VALUES: *Values are the enduring beliefs that give us direction and help us in making important decisions.*

Wrenshall Community Education's values include:

- A commitment to high service quality.
- An acceptance of the responsibility that Community Education has to the entire community and school district.

OUR CULTURE: *A culture is the set of working assumptions that each area of CE and our personnel share in common and demonstrate during working hours, giving it a distinct personality.*

Wrenshall Community Education culture will:

- Demonstrate a "we can make it work" attitude.
- Stress delivering high quality services.
- Be fully dedicated to making our customers feel comfortable and safe.
- Encourage a positive work environment.
- Provide opportunities to all employees to improve the program quality.
- Demonstrate flexibility and problem solving.
- Use collaboration between programs in community education to provide the highest quality programming available.

OUR SERVICE RESULTS: *Getting beneficial results for those we serve is our central function.*

The results are demonstrated when the persons receiving our services are:

- Supported to become included in their school/community.
- Supported according to their individual needs.

OUR SERVICE QUALITY: *The quality of our services is decided by our Community satisfaction.*

In Community Education we serve all types of people with no exclusions. We must deliver services of the highest quality. These indicators of quality include:

- Employing the best available and best trained coordinators and staff.
- Services and educational programs that are progressive in design, method and practice.

GROWTH AND DEVELOPMENT: *Growth and development are necessary to keep our Community Education Office both energetic and competitive.*

This would include:

- Focus on the people our services will reach.
- Providing training opportunities to employees.

Advisory Councils:

The ECFE Advisory Council shall be composed of 4-6 parents attending various ECFE classes. This group meets two to three times yearly. They make recommendations for the program and help with various events and fundraisers.

The School Readiness Advisory Council consists of the School Readiness Coordinator, one to two parents, the ECFE Coordinator/Teacher, outreach worker, and kindergarten teachers.

Wrens Club Child Care is run under the direction of the Community Education staff, coordinator, and director. The advisory council helps connect parents and staff regarding concerns of this program. They also help with community events and programming. Additionally, the Wrens Club Coordinator performs an annual assessment of the program to help ensure it continually meets the needs of Wrenshall families.

Community Education Advisory Council Mission:

Community Needs: The Advisory Council shall be knowledgeable of the educational, recreational and social needs of the community and remain alert and receptive to possible changes.

Resources: The Advisory Council shall utilize all available human, financial and material resources available to carry out the Council's philosophy in serving the greatest number of community members of all ages.

Objectives: The Advisory Council shall have as its objectives a current schedule of goals outlining community needs and resources which:

- Support and stimulate wholesome individual and family recreation and educational programs.
- Cooperate with the Wrenshall Board of Education and School Administration.

Program and Participants: The program is intended to serve all the community members of the ISD #100 in a fair and impartial manner. Council members shall cooperate in campaigns promoting the recruitment and training of volunteer members and leaders.

Mission of Early Childhood and Family Education:

The mission of Early Childhood and Family Education is to strengthen families through education and support of all parents and guardians in providing the best possible environment for the healthy growth and development of their children.

Mission of School Readiness Program:

The School Readiness program will provide all eligible children adequate opportunities to participate in child development programs that enable the children to enter school with the necessary skills, behavior, family stability and support to progress and flourish.

Discount Policies effective July 1 2025 - June 30 2026

Preschool (School Readiness) Employee Discount Policy

Applies To: Bus drivers, school board members and half time or greater employees/staff may partake in the 20% discount on preschool (school readiness programs - Hatchling / Little Wrens)

Free Preschool for Program Staff

- Employees who work directly within the Preschool Program are eligible to receive free child care during their scheduled working hours. This includes the following positions:
 - Preschool Teacher
 - Preschool Teacher Assistant

Wrens Club Philosophy:

School-age care exists to meet the needs of working students/parents and their children. During the years the child may be in daycare, most of their developmental needs will continue to be met by both home and school, but they will have a separate identity. Wrens Club seeks to complement the school's curriculum.

Wrens Club Child Care Employee Discount Policy

Eligibility for 20% child care discount is available for the following individuals:

- Bus drivers
- School board members
- School district employees working half-time or more
- This discount applies to **before and after school care**, as well as **wraparound care** at Wrens Club Child Care.

Free Child Care for Program Staff

- Employees who work **directly within the Wrens Club Child Care Program** are eligible for **free child care** during their scheduled working hours. Eligible positions include:
 - Community Education Coordinator
 - Child Care Coordinator
 - Child Care Assistant

Eligibility and Conditions

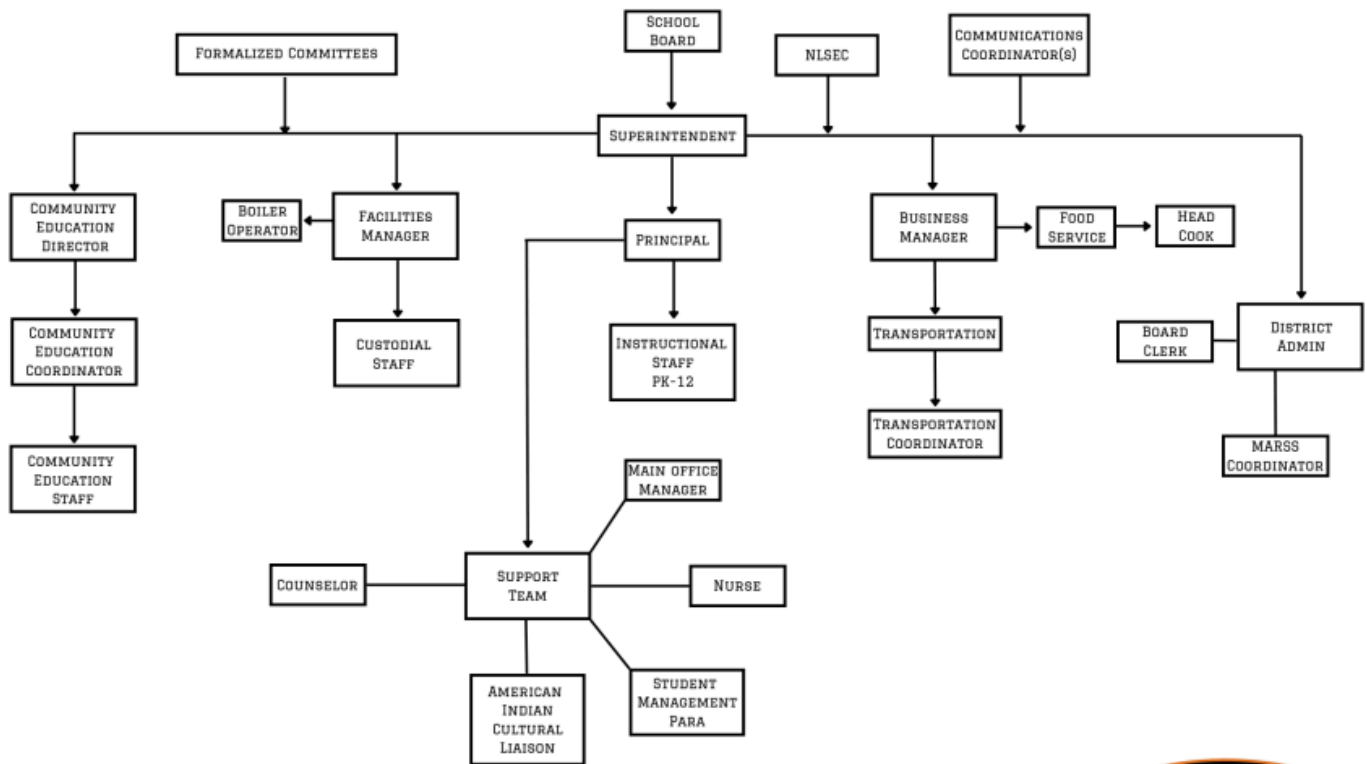
- Discounts and free care apply **only while the employee is actively working**.
- These benefits are **non-transferable** and apply **only to the children or dependents** of the eligible employee.
- **Substitute employees** are **not eligible** for Wrens Club Child Care discounts or free services.
- All child care arrangements are subject to **space availability** and compliance with **licensing requirements**.

Community Education – General Classes:

The Community Education Coordinator will contract with individuals or businesses to provide programs and classes. Guidelines for contracting are developed with the Community Education Advisory Council. The Coordinator is responsible for all contracting, which includes setting wage guidelines, class fees and all other details.

Also included is a copy of Wrenshall’s Facility Use Policy and an example of a Facility Use Permit. District residents may use the building for community use by request. Approval will be given by the Community Education Director or the Athletics Director in accordance with the Facility Use Policy. No fees can be waived without approval of the Superintendent.

WRENSHALL SCHOOL DISTRICT ORGANIZATIONAL CHART



Training:

Community Education staff may attend conferences/workshops and in-services that provide information to improve programming. Approval must be obtained in advance from the Program Coordinator and Community Education Coordinator.

Staff will be paid for attendance at in-services which are provided for staff through the Community Education Program. Staff will be reimbursed for costs for in-services which are a condition of initial employment i.e. First aid and CPR for child care workers and 6 hours of Develop training.

All staff are required to attend scheduled staff meetings each year. During staff meetings, we will adhere to the following group guidelines:

1. We will be committed to being prompt, adhering to the agenda, staying on task and following up on tasks assigned by the team.
2. We will be kind to others, respect our differences, agree that we can disagree, confront issues and not persons, compromise through group consensus and claim ownership for decisions.
3. We will encourage each other to express ideas openly and carefully weigh them before making a decision
4. We will keep strict confidentiality and strive to maintain ethical values.
5. We will speak for our group only if what is said has been approved by the group.
6. We will operate with the following group dynamic: If one chooses not to participate, he or she must support all decisions made by the team.
7. We will support each other publicly and portray a positive image of all Community Education programs and participants to the community.

Payroll:

All Community Education employees are paid on an hourly basis and are required to fill out timesheets, due on the 15th and the last day of each month. Time sheets will be turned in to the appropriate supervisor for approval. The supervisor will turn in timesheets to the coordinator for final approval.

Contracts/Notice of Assignment:

Community Education Staff are considered at-will employees and can be dismissed from their positions at any time. Each year, the coordinator will notify employees of their assignment and rate of pay.

Substitutes:

Employees should call all substitutes on the approved list when they are going to miss a scheduled shift. If no sub can be found, the employee must notify the supervisor 5 days prior to the shift scheduled to be missed. The only exception is for illness of an employee or minor child.

Worker's Compensation:

Year long Community Education employees qualify for the school district worker's compensation according to district policy. All policies can be found on the district website.

Hiring:

Community Education employees have no seniority system or guarantees of employment. The program coordinators determine annual staffing needs every summer. Community Education follows all district hiring policies.

Accidents or Injuries:

Student--Whenever a student under your supervision is involved in any type of accident whereby an injury occurs, the school health office is to be notified. Staff members are expected to fill out an accident report within 24 hours. The accident report form can be obtained from the health office and is required for liability purposes.

Staff---All accidents involving staff members should be reported to the business manager immediately and an accident report form should be completed by the employee within 24 hours of the injury. An accident report form should be completed even when the employee does not intend to see a physician. Future problems may be traced back to a seemingly minor injury.

Conflict Resolution:

"Conflict is a natural human state often accompanying changes in our institutions or personal growth. It is better approached with skills than avoidance." (Davis, Albie, and Potter in "Tales of Schoolyard Mediation"). Conflict, if approached positively, can promote a healthy organization and help insure a climate that is more cooperative and conducive to learning. Conflict resolution allows us to settle disagreements in a positive way because we will work together to describe the problem, consider solutions, and then carry out the solution that is selected.

The following guidelines for communication are some skills to help in resolving problems positively:

1. LISTEN carefully
2. RESTATE the speaker's point of view
3. AVOID ATTACKING the other person with threats, criticism, name-calling, or gossip
4. RESPECT the other person's position.

Conflict can be viewed from a positive approach as a chance to grow.

Chain of Command- If you have any questions or concerns please contact the appropriate staff member (student conflict, peer relations, certified/non-certified staff). We want to work with you to provide the best experience and create positive staff relationships. We do ask that you follow a chain of command. Here is a list of steps to follow. Failure to follow the chain of command will result in disciplinary actions for employees up to and including termination.

1. Talk to the staff member directly involved. (i.e. bus driver, teacher, paraprofessional)
 2. If not resolved, communicate concerns or questions to your program coordinator.
 3. If not resolved, speak with the coordinator/director of community education
 4. If not resolved, contact the superintendent. At this point you could discuss with the superintendent about approaching the School Board.
- We do understand that there are some issues that require you to go directly to the administration. We will be glad to assist you in those situations.

Yearly Goal Setting:

Each year goals will be set collectively and individually. Each Advisory Council is encouraged to set their goals at the beginning of the year taking into account current District goals. All Community Education programs and personnel will strive to meet the Advisory Council Goals.

Community Education staff, as a team, will set two to three goals for the year. Each program area will set one to three goals that support both the Advisory Council Goals and the Community Education Team goals. Together, they will work to reach those goals. With a program coordinator, each staff person will have personal goals that may or may not relate to the group goals. Staff evaluations are performed as a part of this goal process. The outcome of striving for personal goals should be to improve employee performance and increase job satisfaction.

Staff Evaluations:

Supervisors of program areas will conduct an evaluation of all staff members in their program, highlighting strengths and areas for improvement following the forms on the following pages. The supervisor and employee will set goals for the year following the BEST method of goal setting. Mid year, the supervisor will contact staff informally regarding progress being made on goals. There will be an end-of-the-year meeting in which the staff member and the supervisor will review goals and complete evaluations. Written goals will be kept on file. Disciplinary action with documentation may take place at any time during the year as it is deemed necessary by the supervisor. Employees may ask that the Coordinator be included in disciplinary meetings.

Parent Evaluations of Programs:

ECFE - End of year written evaluations and community needs assessment.

School Readiness - Written evaluations by parents and parent/teacher conferences.

Wrens Club - An evaluation will be filled out by parents each year via Google form.

General Community Education Policies:

Program/Class Cancellations:

If the school is closed, there will be no Community Education or After School Club classes. If students are at school, Wrens Club will close as soon as all children are picked up by their parents. ECFE & School Readiness classes will not be rescheduled. No community education events are scheduled on election days.

Celebrating Holidays:

Community Education, protecting the rights of individual students, will neither promote a particular religious belief nor allow any student's religious background, faith, belief, or non-belief to be disparaged. Developing an appreciation for and knowledge about specific religious beliefs is acceptable, but actual religious practices, ceremonies, programs, and celebrations shall not be a part of the curriculum.

Copyright Policy:

The School District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or use of audio visual or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship and must be nonprofit.
- B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the School District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the School District's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for employees to violate copyright requirements in order to perform their duties properly. The School District cannot be responsible for any violations of the copyright law by its employees.

Any employee who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the superintendent or supervising principal, who will assist employees in obtaining proper authorization to copy or use protected material when such authorization is required.

Legal References: P.L. 94-553 Federal Copyright Law of 1976 (U.S. Code, Title 17)

Staff should reference "Board Policies" on the school web-site for a complete and thorough description of the guidelines for the following copyright issues.

- **Authorized Reproduction and Use of Copyrighted Material in Books and Periodicals**
- **Authorized Reproduction and Use of Copyrighted Materials in the Library**
- **Authorized Reproduction and Use of Copyrighted Music**
- **Off-Air Recording of Copyrighted Programs**
- **Authorized Reproduction and Use of Video Rentals or Videos Purchased for Home**
- **Authorized Reproduction and Use of Copyrighted Computer Software and CD-ROM Products**
- **Copying Limitations**

Internet, Computer, and Equipment Usage:

The district has adopted a policy dealing with system and property rights, privacy, unacceptable use, access rules, security, and enforcement. **Specific emphasis should be placed on Section V, which describes unacceptable uses of the school district system and Internet resources or accounts.** Be sure you are familiar with all aspects of this and other board policies.

(Refer to 524 Internet, Computer, and Equipment Usage Policy)

Facility Use:

The district has a policy which governs the use of school facilities. Guidelines for use and a fee scale for profit making groups is included. All facilities should be reserved through the community education office or the activities director.

(Refer to 902, Use of School District Facilities and Equipment)

Fundraising:

All fundraising activities must have prior approval by the CE Coordinator and should be scheduled in advance to minimize conflicts. Final approval will be issued by the school board. Advisors of students who do fundraising must follow established procedures for handling money and must discuss security of cash and goods with students. Students handling money should be under the direct supervision of an adult.

(Refer to 511, Student Fundraising)

Sexual, Racial, Religious Harassment Policy:

The School District's policy is to maintain a work and education environment for students and employees that is free from discrimination and other offensive or degrading remarks or conduct. The district and this school will not tolerate inappropriate remarks about or conduct related to a student or employee's race, color, creed, religion, national origin, sex, pregnancy, marital status, disability, age, status with regard to public assistance or sexual preference or identity.

The district and this school also will not tolerate sexual violence of any kind. Prohibited behavior includes requests to engage in illegal, immoral or unethical conduct or retaliation for making a report about such conduct. One kind of prohibited behavior is sexual harassment. Sexual harassment involves unwelcome behavior that can include sexual remarks or compliments, sexual jokes, sexual innuendo or propositions, sexually suggestive facial expressions, kissing, touching or sexual contact. Contact your supervising principal or the superintendent to report violations or concerns.

(Refer to Board Policy 413 Harassment and Violence, sec. III for definitions)

(rev. 08.13.06)

Abuse Reporting (Mandatory Reporters):

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

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

For more information refer to District Policy 414.

Data Privacy:

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

Drug-Free Workplace/Drug-Free School (Policy 418):

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

*** Staff is encouraged to read the entire policy in full.**

Student to Student Harassment:

The Supreme Court ruling in Davis v Monroe County Board of Education held a school could be responsible for damages to a victim if students harass other students, the school has actual knowledge of the harassment, and the school is deliberately indifferent to the harassment. A victim can notify any responsible employee of a school district, through a formal or informal complaint.

Here are some guidelines for handling these situations in your classroom:

1. Investigate any harassment allegations promptly and thoroughly. Examples might include if a student reports to you that someone called him/her an inappropriate name or drew an offensive picture in his/her notebook.
2. As soon as you note problems between students in this regard, separate the victim and the alleged harasser, if appropriate.
3. Notify the coordinator or director following your intervention.
4. While the incident is fresh in your mind, develop a short written record of what happened. Use the simple, Incident Report located in the forms section of this handbook.

5. Give a copy of this brief written report to the director.

6. If you are made aware of a situation that appears, in your professional judgment, to be very serious, report it to your coordinator immediately, and the administration will do the investigation. Examples of this might include a pervasive and threatening pattern of behavior or a single incident that was highly offensive, such as inappropriate touch. It is the goal of our district to create and maintain an environment where students can learn without being encumbered by harassment issues. As you go over your rules and expectations during the year, include simple explanations, definitions, and examples of what the expectations are and what type of conduct is prohibited.

BULLYING – Bullying or Victimization occurs when a student is exposed, repeatedly and over time, to *negative actions* on the part of one or more other students. It is the philosophy of Wrenshall High School that every individual should have the right to be spared oppression and repeated intentional humiliation, in school as in society at large. *Negative action* is when someone intentionally inflicts, or attempts to inflict, injury or discomfort, humiliation or ridicule upon another. The attempt to injure or cause discomfort may include, but is not limited to words, physical contact, making faces, dirty gestures, intentionally excluding someone from a group or refusing to comply with another person's wishes.

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

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

Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to a teacher, counselor or the high school principal.

HARASSMENT & DISCRIMINATION— All students and employees of ISD 99 have the right to be safe and feel respected. Consequently, the following policy is designed to prevent religious, racial or sexual harassment and violence of any kind. A harasser may be a student or an adult, whose behavior may include the following when related to religion, race, gender, or disability. Name calling; jokes or rumors; pulling on clothing; graffiti; notes or cartoons; unwelcome touching of a

person or clothing; offensive or graphic posters or book covers; words or actions that create discomfort, embarrassment, or hurt are strictly prohibited.

If you are being harassed, you should either let that person know or report it to the principal (Human Rights Officer), counselor, or a teacher. You may also file a written report and turn it into one of the above mentioned persons. Your rights to privacy will be respected as much as possible.

Furthermore, all reports will be taken seriously, with appropriate action and consequences determined. **RELIGIOUS, RACIAL AND SEXUAL HARASSMENT ARE AGAINST THE LAW --DISCRIMINATION IS AGAINST THE LAW.**

HAZING—Students, teams or organizations are prohibited by MN Statute 127.467 from “hazing”. Hazing is defined as “committing an act that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization.” Hazing activities are prohibited at all times. The consequence for hazing is suspension from school, team or organization (or both) for a period of time as determined by the principal.

INSUBORDINATION—One of the most serious infractions in a school setting occurs when a student refuses to obey someone in authority. This is insubordination and will not be tolerated. Students in violation will be suspended. All adult staff members have been given the authority to direct students. If a student feels the request is unfair, he or she must comply; then bring the matter to the attention of the principal.

Accidents:

What to do if a child gets injured at school (even if it is minimal)!

- Send the child to the nurse.
- If the nurse is unavailable, send the child to the CE office.
- If the nurse and office are unavailable, please provide band-aid treatment for minor injuries, or consult the superintendent's office regarding major injuries
- Regarding all injuries requiring first aid treatment - a parent/guardian should be notified before the child gets home at the end of the day. This is a common courtesy -
 - a) informing the parent of an injury,
 - b) what we treated it with, and
 - c) addressing any questions/concerns from the parent.
- In most cases, the nurse or office will inform parents regarding an accident - If the nurse or office is unavailable, please call the parents yourself. If you made the call yourself - let the nurse know all the details the next day.
- It is important to have open communication between the nurse's office, your classroom, and

the home. Don't assume someone else has taken care of a student injury or home contact. Check it out personally to make sure everything has been taken care of. Whether an injury has taken place in your classroom, on the playground, cafeteria, hallway, etc. the individual student in your homeroom is your personal responsibility. Parents assume this and would like to hear from you personally.

- Communicable Disease: An updated Communicable Disease file is available in the nurse's office and elementary school office. Within this file you will be able to find: the disease, symptoms, exposure time, school action to be taken, and how the infection spreads, etc.
- The staff member that was supervising or witnessed the accident should fill out an accident report. These can be obtained in the nurse's office.

Informational Items

Building Security:

A superintendent or designee will issue an access device (fob) for access to the building at selected entrances.

Care of Rooms, Grounds and Equipment:

Teachers and administrators are responsible for the condition of the building. Special effort should be made to keep rooms, walls and desks neat and clean. Any problem in the classroom requiring immediate attention should be reported on a form available in the principal's office. Students maliciously or carelessly damaging school property should be reported to the principal at once.

Duplicating:

Please minimize use of copies and paper.

Minimal laminating is available - ask your program coordinator.

There is a fax machine in the superintendent's office. Other Tech and AV equipment is available through the media center and technology coordinator. See your Program Coordinator if you are in need of such items

Copies should be made for district use only in accordance with the district copyright policy.

Letters:

School letterhead is not to be used for personal business. Business letters may be mailed in the basket in the office. If they are school business, postage will be paid by the school.

Purchase of Materials:

Purchase orders are required for ordering supplies. The Community Education Coordinator must pre-approve all purchases. A purchase order requisition form is filled out, signed by the director, and given to the administrative office. At the store, staff will sign the P.O. or store forms, and bring the

store receipt with the purchase order number written on it to the Coordinator for initials, and then it will be turned in to the district office.

ALL PURCHASES MUST BE MADE USING THE DISTRICT TAX EXEMPT FORM.

No out of pocket purchases will be reimbursed without prior approval by the Director/Coordinator.

Parking:

Please use the parking lot by the school

Resignations:

Classified employees are requested to provide at least two weeks' notice of resignation.

Telephones:

Staff should not carry or use personal cell phones during their shift. Students should not use the telephones in the classrooms, except in the presence of the classroom instructor.

Voice mail should be checked daily for messages. Also, all messages left on voice mail should be current, appropriate, and of a professional nature.

Transportation Requests:

Requests for transportation should go through the office. This includes buses for field trips, vans, etc. Vans are limited to 8 people including the driver. All transportation requests must be approved by the director. School cars should be reserved through the transportation director.

1. Travel shall be kept at a minimum. If a telephone call or letter will do the job, this should be considered first.
2. Claims for travel, when your personal car is used, shall be as per school policy.
3. Hotel bills and meal tickets must accompany a claim in order to receive reimbursement.
4. Meals while on authorized school business will be reimbursed by the school district if an overnight stay is required. The reimbursement rate for meals is as per school district policy. Receipts must accompany all requests for reimbursement. Noon meals will not be reimbursed by the school district unless included in the registration fee.

(Reference policy 412 Expense Reimbursement)

Below is a list of forms that you may need.

A copy of the form is on the following pages; all forms are available in the office.

Accident Report and Injury

Building Use Permit

Bus Transportation request form

Addendum A:

School Readiness/ ECFE Teacher Specific Information:

Code of Ethics (3.130 CODE OF ETHICS for Minnesota teachers)

Each teacher upon entering the teaching profession assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

The code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching. The standards of professional conduct are provided in Minnesota Rules 8700.7500, subpart 2:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position

Copies of the entire code are available on the MN Department of Education Web-site:

<http://www.revisor.leg.state.mn.us/arule/8700/7500.html>

Effective Teaching

The Effective Teacher: (Research Findings)

- Is well organized and thus prevents problems from occurring.
- Gives students more time on academic tasks because classroom routines do not require as much time.
- Tends to teach the class as a whole or in groups, giving less independent seat work.
- Emphasizes academic achievement and expects that all students will achieve.
- Selects and directs classroom activities.

- Make sure that students master one unit before moving on to the next.
- Involves students in learning activities whenever possible.
- Assigns tasks for which students have a high likelihood of succeeding.
- Has a good grasp of the subject matter.
- Has excellent presentation skills (can explain well, demonstrate, and lead a good discussion.)
- Monitors student progress by asking questions and circulating around the room.
- Gives adequate feedback so students know what they have learned and what still needs to be learned.
- Find ways to get students to cooperate with one another and take responsibility for their work.
- Directs questions to specific students rather than to those who volunteer.
- Uses guiding and probing questions when students don't know answers.
- Encourages positive behavior and controls negative behavior.
- Does not grade papers during the class period.
- Does not socialize or allow students to socialize in class.
- Does not permit interruptions of class activities or negative behavior.

Principles of Learning

Factors which affect motivation to learn

- Level of concern - raise, lower
- Feeling tone - pleasant, unpleasant, neutral
- Interest - vivid, novel, graphic, pertain to self
- Knowledge of results

Factors which affect retention

- Feeling tone
- Degree of original learning
- Success - level of difficulty
- Modeling

Factors which affect rate and degree of learning

- Reinforcement
- Active Participation
- Anticipatory Set
- Closure

Factors which affect transfer

- Identification
- Similarity
- Association
- Degree of original learning

Critical Teacher Behaviors

Teach to an objective

- Formulate an objective
- Provide relevant information, questions, and activities

Teach to the correct level of difficulty

- Write task analysis
- Design diagnostic activities

Monitor student behavior and adjust teaching

- Elicit and interpret response
- Act on interpretation

Teachers Can Enhance Student Self Esteem

Ten Steps Teachers can take:

- Speak to each student by name in your class each day collectively, or better yet, individually. People like to be acknowledged.
- Make positive statements as often as possible. No human being can survive a steady barrage of “no” and “don’t.”
- Dispute only inaccurate statements. Accept opinions as opinions, even though they may differ from yours.
- Reach out and physically touch students when needed and where appropriate. A handshake or a hand on the shoulder communicates much better than the words “I like you,” “I care about you.” A refusal to touch communicates the opposite.
- Smile often. It’s contagious.
- Address students as responsible human beings. In order to be responsible, people must have responsibility.
- Be honest with students - their trust in you is tied to your trust in them.
- Express anger toward misbehavior rather than toward the student or group of students. Better for a student to think, “I did something bad,” rather than, “I am bad.”
- Try to stay in the present time - learn to forgive and forget. Recalling past behavior merely causes hurt in the present. Dealing with present behavior can be a learning experience.
- Work to develop your own positive self-concept. Happy, well adjusted, self-aware human beings who genuinely care for other people make good teachers.

Field Trips:

It is recognized that varied experiences may enhance the learning process. Some experiences may be best provided out of the classroom. When field trips are planned they should be outcome based and be a part of the overall education plan. All field trips require prior approval by the principal. Students must have parental approval to be taken from the building. In no circumstances shall students drive their own vehicles while on a field trip. If a field trip is to be more than an hour in length the sponsor should coordinate with the other staff members so they know students will be absent from their class. Parental approval forms are to be provided to the students and collect prior to the field trip. Trips outside of regular hours that require school buses should be scheduled a minimum of two weeks in advance. The kitchen should be notified to assist in meal planning. In the event returning students are not at the bus at departure time, the following procedures should be followed:

1. Check your roster to make sure the student is missing.
2. Call the school office and report that a student is missing.
3. Have one chaperone stay at the assigned meeting place.
4. Send bus(es) back to the school.

Supervision/Evaluation of Professional Staff:

The purpose and responsibility of evaluation is “to improve the quality of instruction, foster professional growth, and provide administrative support and to view the staff member and student body in learning situations.” With this in mind, the principals will make supervision/evaluation visits periodically. Non-tenured teachers may be evaluated a minimum of three times per year. Evaluation visitations may include a pre-/post-conference and are documented in written form. This will lead to a summative evaluation that will take into account the various observations and other tasks completed throughout the year.

Staff Guidelines for Teaching Student Responsibility and Discipline:

All staff members contribute to Winterquist Elementary School's friendly, inviting environment. We set the tone through our actions and attitudes. Our support and encouragement for the smooth operation of our school will be demonstrated through these important procedures.

1. We will teach students expectations for responsible behavior in every school environment by relating students' actions to the importance of being responsible, trying one's best, cooperating, and treating everyone with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. When minor misbehavior occurs, we will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
4. We will work collaboratively to solve problems that are chronic or severe in nature.
5. **We will not use physical discipline.** Minnesota law states that an employee or agent of a public school 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. The law

defines corporal punishments as "hitting or spanking a person with or without an object; or unreasonable physical force that causes bodily harm or substantial emotional harm."

6. We will exercise good taste in avoiding the use of expressions that are vulgar, profane, obscene, or likely to insult specific groups. No swearing or inappropriate racial or sexist comments will be tolerated.
7. We will work to insure attendance of students in all classes and accurately record attendance of students each hour.
8. We will develop a "Classroom Discipline and Responsibility Plan" which reflects these basic principles.

• **Consistency**

The most frequent complaint from students, parents, and teachers regarding school discipline involves lack of consistency in enforcing school rules. Staff members who do not follow the rules in the teacher and/or student handbooks create problems for colleagues and students. Consistent follow through of rules is necessary for the orderly function of the school as well as a positive working climate. Also, students will benefit from a consistent rather than a mixed message regarding enforcement of rules and the importance of time on task in school.

• **Substitute Teacher Folder**

Folders will be provided through the office.

Each teacher should prepare and maintain a folder for a possible substitute which contains the following:

1. Daily schedule of classes taught, including extra duties assigned to you
2. Up to date seating chart--TEACHERS MUST MAKE OUT SEATING CHARTS FOR THEIR CLASSES AND STUDY HALL.
3. Lesson plans.
4. Texts or materials to be used
5. Rules which pertain to classroom management and student discipline.
6. Attendance procedures
7. Other information that will help the day go smoothly.
8. Emergency health plans for individual students.

• **Supervision of Students**

Teachers have a responsibility to stay in the classroom; students in classrooms should not be left unsupervised. If an emergency arises and you must leave the classroom, you are responsible for arranging for adult supervision of your classroom while you are gone. Administrative approval is required in the event one teacher "covers" for another.

Teachers should notify the director/office when holding classes outside of the assigned classroom area. No student should be sent out of the school building without principal/office approval, and students should not be released early from class.

Teachers should greet the students as they enter their classrooms in the morning to assist with supervision. Teachers will supervise their classrooms to the buses after school.

The school's primary responsibility is to create a safe, stimulating learning environment for all students. This responsibility belongs to students, parents, educators, and members of the community. Each teacher is expected to maintain discipline in classrooms and activities. The orderly process of education cannot be carried on when the students are not behaving in an acceptable manner. The teacher in the classroom is the authority and must demand that the students show respect as such. Our school, grades PreK-12, operates with seven behavior expectations. Each staff member is expected to encourage and reinforce these expectations.

Referrals:

Families may be referred to other services (i.e. Early Childhood Special Education, Social Services, Public Health). If you have a concern about a child in your care, tell a licensed staff person. Only the lead teacher and/or parent educator will handle and make these referrals. Before a child can be referred to Early Childhood Special Education, the teacher must get the parents' okay and a referral form signed. Teachers can call Special Education for guidance in talking to the parents; however, names cannot be used without a referral form. Please remember that information regarding participants cannot be given to anyone outside the program (i.e. public health, social services, etc.) unless we have a signed *Release of Information* form from that parent.

Teaching Certificates:

Information on teaching certificates and all professional data pertaining to employees must be recorded in the office. We must report a certificate by its actual number to the State Department of Education immediately after school starts. If you wish to keep your teaching certificate on file in your personnel folder, you may do so. Your certificate can be obtained by writing to Personnel Licensing and Placement, Department of Education. Failure to have a certificate on file by the required time may result in having your checks withheld.

What Classroom Teachers Can Expect From Custodians:

Custodians and cleaners are expected to:

- Sweep floors and vacuum carpet every other day.
- Empty waste paper baskets daily.
- Clean glass in hallway doors as needed.
- White boards will not be cleaned. Pencil sharpeners will not be emptied. Recycle bins will not be emptied. Please assign students to these tasks.
- Washrooms will be mopped daily. Stools and wash basins will be washed daily.
- Classroom sinks will be cleaned on request.
- Other cleaning activities will be completed as requested.
- Each room may require a different cleaning schedule than the one next door.

What Custodians Can Expect From Classroom Teachers:

- At the end of each day the floor will be picked up. Items picked up should include large pieces of paper (that won't be picked up by a vacuum cleaner), shoes, books, etc.
- Place classroom chairs on tables or desks.
- Communicate with your classroom custodian regarding any special requests they may have to help speed up the cleaning process (i.e. chairs on top of desks).

ECFE & School Readiness Discipline Plan:

Discipline procedures utilized at school are of concern to all parents. When a discipline problem arises, the person in charge will use a positive approach with verbal reasoning, clarification of the situation, and/or redirection. If necessary, the child will be removed from the immediate area of disruptive behavior and be given a “time out” and seated on a chair for a few minutes. This gives the child time to calm down and gain control of himself/herself. Parents will be notified if their child has been placed in “time out.”

This procedure will be handled in the following way:

1. Child will be given an age appropriate verbal warning.
2. If needed, after being warned, the child will be redirected or guided to a “time out” chair.
3. Parent/Guardian(s) will be notified.

Expectations for Children:

1. Play SAFELY with self and others.
2. Be RESPECTFUL of others and of property.

Expectations for Staff:

1. Treat children and parents with respect.
 - a. Be positive and kind when redirecting children.
 - b. Be positive and tactful with parents, always remembering confidentiality.
2. Support and communicate with one another, always working together as a team.

Class Schedules and Miscellaneous:

Each class may vary in regard to the schedule; however, as a general rule, age group classes include: Parent/child interaction time, parent discussion, early childhood class, and lending library. The parenting workshops will include parent discussions, early childhood class and possibly some guest speakers. This interaction should be developmentally appropriate with regard to content and length of time. New staff members should talk with the experienced teachers regarding schedules, etc.

Opening Rooms – Sibling care rooms should be open 10 minutes before class starts. Age group classes should be open and ready to go five minutes before class starts. Please have your doors open

and be ready to greet families. This time is to be spent by the parent getting the child settled, and the parent should not leave the room early to go to the parent room. If parents are not using this time to get children settled and they are leaving early, please remind them of the purpose of this extra time.

Taking Children Outside – Let parents know when you are taking the children outside and get their permission by having a sign-up permission sheet before they leave for the parent group.

Accidents – Any accident that happens to a child or a staff member during work must be reported to the Program Coordinator and to the Superintendent's office. Accident reports are available in the Community Education office and need to be filled out immediately.

Snacks for Children and Parents – Children are served a nutritious snack each class period. In many classes, we ask parents to sign up to bring a snack. Some parents may choose not to volunteer. We have snack sheets with suggestions on them. The juice must be 100% fruit juice and the snack must be purchased from a store. Treats for the parents need not be purchased at the store. When serving snack items from a box, make sure that your hands have been washed and that you do not eat from the box as you are serving. If snack items have been placed in a bowl for the children to help themselves, the remaining items need to be thrown away. This procedure is the same for juice placed in small pitchers for the children to pour themselves.

Sick Children – Letter to parents regarding illness: If a child has any one of the following conditions, the parent will be notified to pick up their child immediately: contagious disease, fever over 100 F, vomiting, diarrhea or an accident requiring medical attention.

All children's rooms should have this letter posted. If a child has any of the symptoms listed, they should be sent home. If the illness is noticed during class, the parent should be called back to the children's room and the child should be taken home immediately. If a class has been exposed to a reportable illness (chicken pox, etc.) or head lice, the lead teacher and/or parent educator will let the exposed class member's families know so parents may be prepared in case of an onset. The school nurse is available for use as needed.

Medication – Staff SHOULD NOT administer medication to any children. If a child requires medication during class time, the parent should be called to the children's room to administer the medication.

Class Evaluations – Class evaluations are given to parents at the conclusion of each class which meets for more than one session. Parent educators are responsible for collecting evaluations. To maintain participant confidentiality, the evaluations should be placed inside a manila envelope.

Determination of Board Policies:

School policies are determined by the school board. The Board of Education is elected by the people of this district and reflects their will and their authority. Teachers and administration may influence school policy, but they never make it. The determination of school policies rests solely with the school board. The superintendent and administrators execute these policies. Once a policy has been determined, it is the duty of the superintendent, principals, and staff to become familiar with the

policy and carry it through. The district reserves the right to change policies and procedures at any time. Any information presented in this handbook should not be construed as a guarantee of continuing employment within the district.

- A list of board policies is included in this section.
- Selected policies are included in this handbook.
- The complete policy is available on the school's web site.

This list of policies will be updated.

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Job Description
ECFE PARENT EDUCATOR
REVISED JULY 2025

Department: Wrenshall Community Education, Part-time position, 5-10 hours per month

Reports to: Elementary Principal (academic, Community Education Coordinator (budget/CE program)

General Description:

The primary role of the Early Childhood Parent Educator is to plan and implement parent discussion and activities for parents in regard to appropriate materials for the families based on their child's developmental age for September 2025 - April 2026

Education/Licensure Needed: B.A. or B.A. in Early Childhood, Current Early Childhood Parent Educator License

Job Qualifications:

- Must possess knowledge of community resources and the ability to successfully interact with parents and children.
- Must have a strong knowledge of early childhood development, family dynamics and current family issues.
- Fulfill missions, goals, and philosophies of Early Childhood programs.
- Knowledge of resources to collaborate services, programming and events.
- Infant and child CPR certified

Job Duties:

75% of time:

- Fulfill mission, goals and philosophies of ECFE/School Readiness programs
- Set up a learning environment for parents and assist with the classroom set-up for the children.
- Prepare and implement a parent curriculum. Gear the program to meet the needs of the parents in accordance with the overall program policies and philosophies.
- Keep coordinator updated on interesting/valuable program items/ideas to expand existing classroom materials or lending library resources.
- Responsible for the ordered arrangement, appearance, décor and learning environment of the classroom/parent education area.
- Take time to personally know each parent and child. Be sensitive to the separation process and follow program philosophy on separating.
- Meet individually with parents as needed.
- Be aware and alert to each child's safety and parent's comfort level.
- Serve as a model for parents when working with young children and share with parents child development ideas verbally or through handouts.

15% of time:

- Assist in outreach and public relations activities as needed.
- Responsible for attending and working at designated family events, community events and fundraisers.
- Responsible for attending scheduled staff meetings during the year.
- Assist in long-range planning for the total program including helping order classroom supplies and materials.
- Ensure confidentiality and data privacy according to district policy.
- Make referrals, as necessary, to the program coordinator for special assistance or community resource information.

10% of time:

- Record work time on payroll sheets and submit when due according to Community Education guidelines.
- Call coordinator at home if you are unable to work due to illness, providing ample time for coordinator to get a substitute.
- Help set up and take down the room at the beginning and end of the year or weekly if space is being used by other programs.
- Assist with planning and implementing field trips as needed.
- Participate in Staff Training.
- Work Community Education Events as scheduled.
- Other duties as assigned.

Working Environment: Work is typically performed in a temperature controlled, inside environment.

Physical Requirement: There may be some lifting and moving of materials or equipment and lifting & holding children, typically < 50 pounds; ability to walk and stand up to 8 hours daily.

Evaluation:

- Annual evaluation and goal setting with the coordinator.
- 6 month check on progress towards goals.



Policy Change

Employee and Staff Program Discounts for Community Education Programs

Date: July 29, 2025

Effective Date of Change: July 1, 2026

Current Policy:

Employees and ISD #100 staff currently receive discounts on various programs offered by the organization, regardless of contractual obligations.

New Policy (Effective July 1, 2026):

Employee discounts will **no longer be available, unless explicitly stated in an at-will agreement**

Rationale for Change

- **Financial Sustainability:** Adjusting discount structures helps ensure that programs remain well-funded and accessible to the broader community.
- **Policy Consistency:** Aligning employee benefits with contract terms creates consistency and avoids discrepancies across departments and school partnerships.
- **Clarity & Transparency:** This change provides clearer guidelines and expectations for employees and program managers.

Communication Plan

- Formal communication will be sent to all staff via email and posted on internal platforms starting August 2025.
- Updated policies will be included in onboarding and annual review materials.

We appreciate the contributions of all staff and thank you for your understanding as we implement this change in support of our mission and long-term program sustainability.

Job Description
ECFE PARENT EDUCATOR
REVISED JULY 2025

Department: Wrenshall Community Education, Part-time position, 5-10 hours per month

Reports to: Elementary Principal (academic, Community Education Coordinator (budget/CE program)

General Description:

The primary role of the Early Childhood Parent Educator is to plan and implement parent discussion and activities for parents in regard to appropriate materials for the families based on their child's developmental age for September 2025 - April 2026

Education/Licensure Needed: B.A. or B.A. in Early Childhood, Current Early Childhood Parent Educator License

Job Qualifications:

- Must possess knowledge of community resources and the ability to successfully interact with parents and children.
- Must have a strong knowledge of early childhood development, family dynamics and current family issues.
- Fulfill missions, goals, and philosophies of Early Childhood programs.
- Knowledge of resources to collaborate services, programming and events.
- Infant and child CPR certified

Job Duties:

75% of time:

- Fulfill mission, goals and philosophies of ECFE/School Readiness programs
- Set up a learning environment for parents and assist with the classroom set-up for the children.
- Prepare and implement a parent curriculum. Gear the program to meet the needs of the parents in accordance with the overall program policies and philosophies.
- Keep coordinator updated on interesting/valuable program items/ideas to expand existing classroom materials or lending library resources.
- Responsible for the ordered arrangement, appearance, décor and learning environment of the classroom/parent education area.
- Take time to personally know each parent and child. Be sensitive to the separation process and follow program philosophy on separating.
- Meet individually with parents as needed.
- Be aware and alert to each child's safety and parent's comfort level.
- Serve as a model for parents when working with young children and share with parents child development ideas verbally or through handouts.

15% of time:

- Assist in outreach and public relations activities as needed.
- Responsible for attending and working at designated family events, community events and fundraisers.
- Responsible for attending scheduled staff meetings during the year.
- Assist in long-range planning for the total program including helping order classroom supplies and materials.
- Ensure confidentiality and data privacy according to district policy.
- Make referrals, as necessary, to the program coordinator for special assistance or community resource information.

10% of time:

- Record work time on payroll sheets and submit when due according to Community Education guidelines.
- Call coordinator at home if you are unable to work due to illness, providing ample time for coordinator to get a substitute.
- Help set up and take down the room at the beginning and end of the year or weekly if space is being used by other programs.
- Assist with planning and implementing field trips as needed.
- Participate in Staff Training.
- Work Community Education Events as scheduled.
- Other duties as assigned.

Working Environment: Work is typically performed in a temperature controlled, inside environment.

Physical Requirement: There may be some lifting and moving of materials or equipment and lifting & holding children, typically < 50 pounds; ability to walk and stand up to 8 hours daily.

Evaluation:

- Annual evaluation and goal setting with the coordinator.
- 6 month check on progress towards goals.

2025 Meeting Schedule

Wrenshall School Board Meetings are usually held in the Library Media Center and begin at 6:00 p.m. Board Book Minutes from each meeting are published after they are approved at the following board meeting. Board Book Agendas for each meeting are posted on the district website prior to the meeting.

8/7/2025 Update: See October 2025, November 2025 and January 2026.

| <u>2025</u> | <u>Work Session</u> | <u>Regular Meeting</u> |
|--------------------|-----------------------------|-------------------------------|
| January | 6 th | 21 st |
| February | 5 th | 10 th |
| March | 5 th | 12 th |
| April | 3 rd | 7 th |
| May | 7 th | 12 th |
| June | 5 th | 9 th |
| July | (none) | 8 th Holyoke |
| August | 7 th | 11 th |
| September | 3 rd | 9 th |
| October | 2 nd (7:00 p.m.) | 7 th |
| November | 6 th | 10 th |
| December | 3 rd | 8 th |

| | |
|--------------------|---|
| <u>2026</u> | <u>Organizational Meeting / Work Session</u> |
|--------------------|---|

| | |
|---------|-----------------|
| January | 6 th |
|---------|-----------------|

Minnesota Statewide Enrollment Options Program Questions and Answers for School Districts

General Questions

1. Are districts required to use the Minnesota Department of Education (MDE) application(s)?

Yes, [Minnesota Statutes, section 124D.03, subdivision 3](#), requires all school districts to use the application (General Application or VPK/SRP Application) provided by the Minnesota Department of Education (MDE). The application may not be modified.

Please note: Minnesota school districts may not solicit information from the families, current schools or others to obtain information about the applicant student that is not on the MDE-provided application. This includes discussions about a student's disciplinary history, special education status or needs, birth date, gender, race, ethnicity, and academic or other student records.

2. What enrollment options form should a family use?

The [General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education](#) (General Application) is the required application for all Minnesota districts. A family should use this application for inter-district K-12 open enrollment and inter-district enrollment in ECSE. Please note that in some districts, Early Childhood Special Education is called Help Me Grow.

The [Statewide Enrollment Options Application for State-funded Voluntary Pre-Kindergarten \(VPK\) or School Readiness Plus \(SRP\) Application](#) (VPK/SRP Application) is the required application for participating Minnesota school districts. Families should use this application for voluntary pre-kindergarten or school readiness plus open enrollment.

The [School District Non-resident Agreement for Inter-district Enrollment](#) (Non-resident Agreement) Districts may use this form, or other formats, to document Non-resident Agreements to allow enrollment when the January 15 deadline is missed and no exception in law applies.

3. What if the district needs more information from the family before enrollment?

School districts may obtain additional information from the family after a classroom seat is offered in writing and before attendance starts.

4. Does a district need to provide application(s) to families if it does not seek open enrollees?

Yes, Minnesota Statutes, section 124D.03, subdivision 10, requires districts make information about the district, school(s), programs, policies and procedures available to all interested people.

5. What are acceptance, rejection and site preference decisions based on?

The board must adopt, by resolution, specific standards for acceptance and rejection of applications. Standards may include the capacity of a program, excluding special education services; class; or school building. The school board may not reject applications for enrollment in a particular grade level if the nonresident enrollment at that grade level does not exceed the limit set by the board under Minnesota Statutes, section 124D.03, subdivision 2. Standards may not include previous academic achievement, athletic or other extracurricular ability, disability conditions, proficiency in the English language, previous disciplinary proceedings, or the student's district of residence, except where the district of residents is directly included in an enrollment options strategy included in an [approved Achievement and Integration program](#). [Minn. Stat. § 124D.03, subd. 6](#)

6. Can a district limit enrollment of nonresident pupils?

Per Minnesota Statutes, section 124D.03, subdivision 2, a board may limit, by resolution, the enrollment of nonresident pupils in its schools or programs according to this section to a number not less than the lesser of:

- One percent of the total enrollment at each grade level in the district; or
- The number of district residents at that grade level enrolled in a nonresident district according to this section.

7. What must a district do when it denies an open enrollment application?

When denying an open enrollment application, the district must notify the parent or guardian in writing of the legal basis for the denial by February 15 or within 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. [Minn. Stat. § 124D.03, subd. 5](#). Further, the district must report to the commissioner of education by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils. [Minn. Stat. § 124D.03, subd. 2](#)

8. Is an open enrollment application valid without a parent or guardian signature?

No, the application must include a signature from at least one parent or guardian. Generally, students age 18 or older can sign their own paperwork. [Minn. Stat. § 124D.03, subd. 3](#)

9. Does the January 15 deadline always apply?

No, deadlines may be waived in two circumstances. First, state law waives all deadlines for students moving in or out of any district that participates in the Achievement and Integration Program. In these districts, students

may apply at any time and start school immediately or in the subsequent school year. Of Minnesota's 327 districts, 116 receive integration revenue and are designated as Achievement and Integration districts. Because this includes almost all large districts, many students have no deadline and may open enroll at any time. [Minn. Stat. § 124D.03, subd. 4](#)

Second, state law also extends deadlines when families have recently moved. [Minn. Stat. § 124D.03, subd. 7](#)
[State-approved online learning providers](#) may agree to enroll full-time online students beyond the deadline. Check directly with the [online providers](#) for enrollment information.

10. How do early childhood special education students access statewide enrollment options?

After a student has been evaluated and found eligible for, and in need of, special education and related services by their resident district, the child's parent uses the General Application ([General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education](#)).

11. Can a district use the VPK/SRP Application for other early childhood initiatives?

No, please do not use the [VPK/SRP Application](#) for any other initiative, even if nonresident students are welcomed.

12. Can open enrollment be terminated?

Open enrolled students who have disciplinary issues are disciplined in the same manner as resident students; enrollment is not revoked. (Minn. Stat. §§ 121A.41-121A.575.) A district may terminate the enrollment of a nonresident student enrolled under Minnesota Statutes, section 124D.03 or section 124D.08 at the end of a year if the student meets the definition of a habitual truant under section 260C.007, subdivision 19, the student has been provided appropriate services under chapter 260A, and the student's case has been referred to juvenile court. A district may also terminate the enrollment of a nonresident student over the age of 17 enrolled under Minnesota Statutes, section 124D.03 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 section 120A.22, subdivision 8. [Minn. Stat. § 124D.03, subd. 12](#) Please note the student's case must be referred to the county attorney before a district may terminate enrollment.

For students with disabilities, the student's IEP team should consider whether the truancy is a behavior that impedes the student's learning and if so, address the student's behavior via the IEP team process. [34 C.F.R. § 300.324\(a\)\(2\)\(i\)](#)

13. How can a resident student that moves out of district during the school year stay enrolled (i.e., change of address, foster care placement, homeless)

If the student moves to a new resident district, the student retains the seat in the nonresident district, but must submit a new General Statewide Enrollment Options application to update the student's information. [Minn. Stat. § 124D.03, subd. 13](#)

An 11th- or 12th-grade student who has been enrolled in a district and whose parent or guardian moves to another district may continue to enroll in the nonresident district upon approval of the board of the nonresident district. The approval of the board of the pupil's resident district is not required. [Minn. Stat. § 124D.08, subd. 3](#)

A student who has been open enrolled in a district, who is identified as homeless and whose parent or legal guardian moves to another 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. [Minn. Stat. § 124D.08, subd. 2a](#)

A student who has been enrolled in a district who is placed in foster care in another district may continue to enroll in the prior district without the approval of the board of the prior district. The approval of the board where the student's foster home is located is not required. [Minn. Stat. § 124D.08, subd. 2b](#)

14. Can a student enrolled in Postsecondary Enrollment Options (PSEO) full-time at a postsecondary institution (no courses at the high school) be denied open enrollment due to their PSEO participation?

No, a student's participation in PSEO can have no bearing in the decision to admit or place a student on a waitlist. Districts must make open enrollment decisions solely on the information on the required General Statewide Enrollment Options application form, which limits denials to situations involving grade level capacity and, in certain situations, to currently expelled students. [Minn. Stat. § 124D.03, subds. 1-2](#)

Civil Rights Questions

15. What legal and human rights issues would arise with a modified application?

Modifying and adding fields to the application(s) presents civil rights concerns. The MDE-approved General and VPK/SRP applications comply with the Minnesota Human Rights Act ([Minn. Stat. § 363A.13, subds. 2-4](#)) which specifically protects the rights of Minnesota students in educational settings, including the ways in which schools select, exclude and admit students related to race, color, creed, religion, national origin, sex, age, material status, status with regard to public assistance, sexual orientation or disability.

16. Can a district limit enrollment or close some special education services to nonresidents?

No, districts may not close special education services. Doing so causes federal civil rights issues related to discrimination against students with disabilities and violates the state open enrollment options law. 29 U.S.C. § 794(a) and [Minn. Stat. § 124D.03, subd. 6](#). Districts may close grade levels at grades kindergarten-12 but may not keep a grade level open and then close off certain special education services for that grade.

17. Can open-enrolled students qualify for homebound instruction?

Open enrolled students may receive homebound instruction when students are placed in the home, such as for medical or disciplinary reasons. At times, the nonresident district may contract with another district to serve the student with appropriately licensed teachers. There are multiple laws that would require a district to continue a student's education when placed at home. For guidance, please contact MDE's [Compliance and Assistance](#) division at mde.compliance-assistance@state.mn.us or 651-582-8689.

18. Can a student's location be reassigned when special needs are identified?

The student may be reassigned to a different location, one where the district routinely serves resident students with the same needs and as determined by district policies. If the district alters the student's education program when reassigning the student, this may constitute a change in placement that must be addressed by the student's IEP team. Placement decisions are made on a case-by-case basis, depending on the unique educational needs and circumstances of the student, and based on the student's IEP. 34 C.F.R. §§ 300.114-300.116; Comments to the federal register, 71 Fed. Reg. 46587-46588.

19. Can we gender balance applications in admission lotteries?

No. Taking into account a student's gender – or even having it on the application – violates the Minnesota Human Rights Act. [Minn. Stat. § 363A.13, subds. 1-4](#).

Capacity Questions

20. Can our district close a school site to open enrollment?

Yes. School boards may set capacities for how many students at a particular grade level may be served by a site. [Minn. Stat. § 124D.03, subd. 6](#). Applications received before capacity is reached must be accepted without regard to the individual characteristics of the student, other than grade level. School boards may not close special education services related to any special needs that open enrolled students have.

21. If our district runs into unexpected crowding issues, could we move already-enrolled open-enrolled students to other sites so that none of our resident students have to change attendance zones?

[Minnesota Statutes, section 124D.03, subd. 3](#), explains that when families open enroll they may do so with the understanding of an assignment and acceptance at a particular school or program. The subdivision reads in part, “. . . A particular school or program may be requested by the parent. Once enrolled in a nonresident district, the pupil may remain enrolled and is not required to submit annual or periodic applications. . .” Districts accept open enrollment applications with a long-term view in mind that the student will be there until graduation from high school. Before accepting the application, the district is planning on the student staying at the school site that was requested. If the district is not confident that space will be available to allow this, then before offering an open enrollment spot the district would go to the *parent* preference for second choice. The assumption is also that these students will matriculate with peers into middle and high schools as if they resided in the attendance zone of the school that served them for the lower grade levels.

22. When are lotteries needed and how do they work?

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 enrollment priority to 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, defined under section 469.1812, subdivision 3, 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 in school district policy, approved by the school board, and posted on the school district's website. [Minn. Stat. § 124D.03, subd. 5a](#)

23. How long can a waiting list last and how soon are students placed on one?

This is a local decision based on the district's board approved policy. The board must adopt, by resolution, specific standards for acceptance and rejection of applications.

Transportation Questions

24. What transportation rights come with open enrollment?

If requested by the parent of a pupil, the nonresident district shall provide transportation within the district. The resident district is not required to provide or pay for transportation between the pupil's residence and the border of the nonresident district. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the pupil is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week.

At the time a nonresident district notifies a parent or guardian that an application has been accepted under Minnesota Statutes, section 124D.03, subdivision 4 or 5, the nonresident district must provide the parent or guardian with information about where it will transport the nonresident student. [Minn. Stat. § 124D.03, subd. 8](#)

If requested, a nonresident district shall transport a nonresident pupil within its borders and may transport a nonresident pupil within the pupil's resident district. If a nonresident district decides to transport a nonresident pupil within the pupil's resident district, the nonresident district must notify the pupil's resident district of its decision, in writing, prior to providing transportation. [Minn. Stat. § 123B.88, subd. 6](#)

For students who have special transportation written in their Individualized Education Program (IEP), students must receive transportation in conformity with the IEP, which may include transporting the student to and from home, over the district boundary. Special education transportation is a related service and an IEP team decision. 34. C.F.R. §§ 300.17, 300.34 and 300.101.

Nonresident Agreements Questions

25. When are nonresident agreements required?

A student may enroll in a district where the pupil is not a resident outside the open enrollment process through a nonresident agreement. [Minn. Stat. §124D.03, subd. 7\(a\)](#) Nonresident agreements differ from regular open enrollment in that a nonresident agreement must be approved first by the school boards of both the resident district and the nonresident district. [Minn. Stat. § 124D.08, subd. 2](#)

MDE provides an optional [Nonresident Agreement form](#). Districts may use the form, or establish a non-resident agreement in another format, such as an e-mail between superintendents [that indicates board approval by both the resident and nonresident districts](#).

Other exceptions to open enrollment pupil application procedures outlined under [Minnesota Statutes, section 124D.03, subdivision 3](#) also apply:

- If, as a result of entering into, modifying, or terminating an agreement between boards, a pupil is assigned after December 1 to a different school for enrollment beginning at any time, the pupil, the

pupil's siblings, or any other pupil residing in the pupil's residence may submit an application to a nonresident district at any time before July 1 for enrollment beginning the following school year.

- A pupil who becomes a resident of a district after December 1 may submit an application to a nonresident district on January 15 or any time after that date for enrollment beginning any time before the following December 1.
- If the commissioner of education and the commissioner of human rights determine that the policies, procedures, or practices of a district are in violation of Title VI of the Civil Rights Act of 1964 (Public Law 88-352) or chapter 363A, any pupil in the district may submit an application to a nonresident district at any time for enrollment beginning at any time.

In the case of these exceptions, the applicant, the applicant's parent or guardian, the district of residence, and the district of attendance must observe open enrollment procedures outlined in Minnesota Statutes, section 124D.03, subdivisions 3 and 5, except that the application and notice deadlines do not apply. [Minn. Stat. § 124D.03, subd. 7](#)

A family is eligible to complete a General or VPK/SRP Open Enrollment application at the same time they submit a Nonresident Agreement; open enrollment would be effective in the school year following the next January 15 deadline. If applications for that school year exceed spots available, then the family's application would be included in the lottery.

26. When are nonresident agreements not used?

Nonresident agreements cannot be used if either the sending or receiving district participates in the Achievement and Integration Program. There are two exceptions. First, if the district makes an exception to allow enrollment of a student who has not kept a one-year enrollment commitment to another district. [Minn. Stat. § 124D.03, subd. 5](#). Second, if the family's – not the district's – stated preference is a short-term open enrollment in the non-resident district with no interest on the part of the family to stay for subsequent school years.

27. Can the nonresident agreement application substitute for the General or VPK/SRP application?

No, if incorrect paperwork is submitted, it should be re-completed on the correct application.

28. Can nonresident agreements circumvent the restrictions on data fields on General or VPK/SRP applications?

No. Minnesota's Human Rights Act, [Minnesota Statutes, section 363A.13, subdivisions 2-4](#), applies to non-resident agreements as well as standard open enrollment. [Minnesota Statutes, section 124D.03, subdivision 6](#), further limits factors that may be considered in a Minnesota inter-district enrollment options program.

29. Can our district limit students enrolled through open enrollment and admit more on Nonresident Agreements?

Based on interpretation, MDE practice is that nonresident agreements are only appropriate for short-term enrollments of a year or less. They may not be used as a way to circumvent the protections and processes outlined in the enrollment options statute or as a means of a year-to-year enrollment of the same student.

[Minn. Stat. § 124D.08](#)

30. What happens if a district enrolls a student without a Nonresident Agreement when one was required?

If the student is not enrolled in the district under any of the listed statutes, e.g., open enrollment, agreements between boards, graduation incentives or being placed by the resident district, the student is not eligible to generate funding for the enrolling district. Please note, there may be funding implications if your district does not have a nonresident agreement yet enrolls a student who missed a deadline that did not have a waiver.

Other Questions

31. Can non-state residents participate in the Minnesota Statewide Enrollment Options Program?

The Statewide Enrollment Options Program is a program that allows transfer of students who reside in one Minnesota school district into another Minnesota district. Please note that student residency is determined by parent residency, regardless of where the student is housed. If the student lives in Minnesota, but the parent does not, then residency is most often not going to be in Minnesota. [Minn. Stat. § 120A.22, subd. 3](#) (Some exceptions exist under the [federal McKinney-Vento Act](#) and [Minnesota Statutes, section 124D.08, subdivision 2a](#), for homeless children and youth.) A student must be a resident of Minnesota to transfer to a Minnesota school district through open enrollment or a Nonresident Agreement. Districts may email marss@state.mn.us with questions.

Iowa and South Dakota residents. Students who live in South Dakota-Minnesota and Iowa-Minnesota border districts may fall under specific border agreements that allow inter-state enrollment other than through the Statewide Enrollment Options Program. See [memorandums of understanding and applications](#) as well as [Minnesota Statutes, sections 124D.04](#) and [124D.05](#).

Tuition Students. Any district may voluntarily choose to admit students who are not Minnesota residents if the family pays tuition. Districts may not allow students, including those of staff, who reside in other states to attend without payment of tuition or a border agreement. [Minn. Stat. § 124D.04, subd. 6](#)

32. Can families who are seeking early entrance to kindergarten open enroll?

Unless a student meets district-established policies for early entrance, children must be age five by September 1 to enroll in Minnesota public school kindergarten programs ([Minn. Stat. § 120A.22, subd. 5](#)). Families who are interested in early entrance need to work with the nonresident district to learn the locally established requirements. Only when the nonresident district determines that those requirements are met, may the General or VPK/SRP application or Nonresident Agreement be used.

33. How does an integration district code a student for MARSS?

All open enrolled students, whether or not either district receives integration funding, are reported with a MARSS State Aid Category (SAC) 01. Students enrolled under a Nonresident Agreement are reported with SAC 11. If the family also completes a General or VPK/SRP application, the students' SAC would change from 11 to 01 in the year that the statewide enrollment option is effective. A student must be a resident of Minnesota to transfer to a Minnesota school district through open enrollment or a Nonresident Agreement. Districts may email marss@state.mn.us with questions.

34. Does Minnesota Statutes, section 124D.03, the Enrollment Options Program statute, apply to charter schools?

No. Charter schools are governed by Minnesota Chapter 124E, "Charter Schools." Minnesota statutes, section 124E.03, specifically identifies Minnesota laws applicable to charter schools, and Minnesota Statutes, section 124D.03, is not included.

124D.03 ENROLLMENT OPTIONS PROGRAM.

Subdivision 1. **Establishment.** (a) An enrollment options program is established to enable any pupil to attend a school or program in a district in which the pupil does not reside, subject to the limitations in this section.

(b) A district may refuse to allow a pupil who is expelled under section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

(1) possessing a dangerous weapon, as defined by United States Code, title 18, section 930, paragraph (g)(2), 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 as described in section 609.223, subdivision 1.

Subd. 2. **Limited enrollment of nonresident pupils.** (a) A board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs according to this section to a number not less than the lesser of:

(1) one percent of the total enrollment at each grade level in the district; or

(2) the number of district residents at that grade level enrolled in a nonresident district according to this section.

(b) A district that limits enrollment of nonresident pupils under paragraph (a) shall report to the commissioner by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

Subd. 3. **Pupil application procedures.** (a) In order that a pupil may attend a school or program in a nonresident district, the pupil's parent or guardian must submit an application to the nonresident district. The pupil's application must identify a reason for enrolling in the nonresident district. The parent or guardian of a pupil must submit a signed application by January 15 for initial enrollment beginning the following school year. The application must be on a form provided by the Department of Education. A particular school or program may be requested by the parent. Once enrolled in a nonresident district, the pupil may remain enrolled and is not required to submit annual or periodic applications. If the student moves to a new resident district, the student retains the seat in the nonresident district, but must submit a new enrollment options form to update the student's information. To return to the resident district or to transfer to a different nonresident district, the parent or guardian of the pupil must provide notice to the resident district or apply to a different nonresident district by January 15 for enrollment beginning the following school year.

(b) A school district may require a nonresident student enrolled in a program under section 125A.13, or in a preschool program, except for a program under 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 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.

Subd. 4. **Achievement and integration district transfers.** (a) This subdivision applies to a transfer into or out of a district that has an achievement and integration plan approved by the commissioner of education under sections 124D.861 and 124D.862.

(b) An application to transfer may be submitted at any time for enrollment beginning at any time.

(c) A pupil enrolled in a nonresident district under an achievement and integration plan approved by the commissioner of education is not required to make annual or periodic application for enrollment but may remain enrolled in the same district. A pupil may transfer to the resident district at any time.

(d) Subdivision 2 applies to a transfer into or out of a district with an achievement and integration plan.

Subd. 5. **Nonresident district procedures.** A district shall notify the parent or guardian in writing by February 15 or within 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 business days whether the pupil intends to enroll in the nonresident district. Notice of intent to enroll in the nonresident district obligates the pupil to attend the nonresident district during the following school year, unless the boards of the resident and the nonresident districts agree in writing to allow the pupil to transfer back to the resident district. If the pupil's parents or guardians change residence to another district, the student does not lose the seat in the nonresident district but the parent or guardian must complete an updated enrollment options form. If a parent or guardian does not notify the nonresident district by the January 15 deadline, if it applies, the pupil may not enroll in that nonresident district during the following school year, unless the boards of the resident and nonresident district agree otherwise. The nonresident district must notify the resident district by March 15 or 30 days later of the pupil's intent to enroll in the nonresident district. The same procedures apply to a pupil who applies to transfer from one participating nonresident district to another participating nonresident district.

Subd. 5a. **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, defined under section 469.1812, subdivision 3, 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 in school district policy, approved by the school board, and posted on the school district's website.

Subd. 6. **Basis for decisions.** The board must adopt, by resolution, specific standards for acceptance and rejection of applications. Standards may include the capacity of a program, excluding special education services; class; or school building. The school board may not reject applications for enrollment in a particular grade level if the nonresident enrollment at that grade level does not exceed the limit set by the board under

subdivision 2. Standards may not include previous academic achievement, athletic or other extracurricular ability, disabling conditions, proficiency in the English language, previous disciplinary proceedings, or 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.

Subd. 7. **Exceptions to deadlines.** Notwithstanding subdivision 3, the following pupil application procedures apply:

(a) Upon agreement of the resident and nonresident districts, a pupil may submit an application to a nonresident district after January 15 for enrollment beginning the following school year.

(b) If, as a result of entering into, modifying, or terminating an agreement between boards, a pupil is assigned after December 1 to a different school for enrollment beginning at any time, the pupil, the pupil's siblings, or any other pupil residing in the pupil's residence may submit an application to a nonresident district at any time before July 1 for enrollment beginning the following school year.

(c) A pupil who becomes a resident of a district after December 1 may submit an application to a nonresident district on January 15 or any time after that date for enrollment beginning any time before the following December 1.

(d) If the commissioner of education and the commissioner of human rights determine that the policies, procedures, or practices of a district are in violation of Title VI of the Civil Rights Act of 1964 (Public Law 88-352) or chapter 363A, any pupil in the district may submit an application to a nonresident district at any time for enrollment beginning at any time.

For exceptions under this subdivision, the applicant, the applicant's parent or guardian, the district of residence, and the district of attendance must observe, in a prompt and efficient manner, the application and notice procedures in subdivisions 3 and 5, except that the application and notice deadlines do not apply.

Subd. 8. **Transportation.** If requested by the parent of a pupil, the nonresident district shall provide transportation within the district.

The resident district is not required to provide or pay for transportation between the pupil's residence and the border of the nonresident district. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the pupil is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week.

At the time a nonresident district notifies a parent or guardian that an application has been accepted under subdivision 4 or 5, the nonresident district must provide the parent or guardian with the following information regarding the transportation of nonresident pupils under section 123B.88, subdivision 6.

Subd. 9. **Credits toward graduation.** A nonresident district shall accept credits toward graduation that were awarded by another district. The nonresident district shall award a diploma to a nonresident pupil if the pupil meets its graduation requirements.

Subd. 10. **Information.** A district shall make information about the district, schools, programs, policies, and procedures available to all interested people.

Subd. 11. **General education aid.** Adjustments to general education aid for the resident and nonresident districts shall be made according to section 127A.47, subdivision 7.

Subd. 12. **Termination of enrollment.** A district may terminate the enrollment of a nonresident student enrolled under this section or section 124D.08 at the end of a school year if the student meets the definition of a habitual truant under section 260C.007, subdivision 19, the student has been provided appropriate services under chapter 260A, and the student's case has been referred to juvenile court. A district may also terminate the enrollment of a nonresident student over the age of 17 enrolled under this section 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 section 120A.22, subdivision 8.

History: 1988 c 718 art 7 s 8; 1989 c 222 s 1,2; 1989 c 329 art 9 s 1-3; 1990 c 562 art 6 s 1,2; 1991 c 130 s 1,2; 1991 c 265 art 2 s 1; art 3 s 38; art 9 s 1; 1992 c 499 art 9 s 1; 1993 c 224 art 2 s 1; art 13 s 1; 1Sp1995 c 3 art 16 s 13; 1997 c 7 art 1 s 43; 1Sp1997 c 4 art 1 s 1; art 5 s 1-4; 1998 c 397 art 1 s 9-14,58; art 11 s 3; 1998 c 398 art 5 s 55; 1999 c 139 art 4 s 2; 1999 c 241 art 9 s 25; 2000 c 489 art 6 s 16; 1Sp2001 c 6 art 2 s 19; 2003 c 130 s 12; 1Sp2003 c 9 art 12 s 8; 2013 c 116 art 3 s 21; 2014 c 272 art 3 s 24-28; 2016 c 189 art 25 s 32; 1Sp2017 c 5 art 2 s 27; 2023 c 55 art 2 s 43,44

Member _____ introduced the following Resolution and moved its adoption:

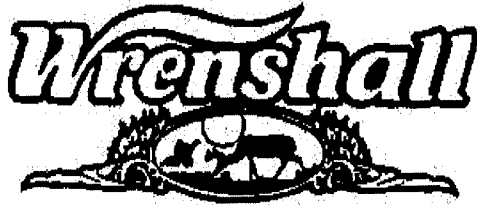
RESOLUTION LIMITING OPEN ENROLLMENT AND ADOPTING STANDARDS FOR ACCEPTING AND REJECTING OPEN ENROLLMENT APPLICATIONS

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

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

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

1. For the 2025-2026 school year, the number of nonresident students who may enroll under the Enrollment Options Program in Grade Three (3) may not cause the total enrollment in Grade Three (3) to exceed 30 students. This restriction shall not be applied in a manner that limits the number of nonresident students who may enroll under the Enrollment Options Program in Grade Three (3) to less than one percent (1%) of the total enrollment Grade Three (3) in District 100, or the number of District 100 residents in Grade Three (3) who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less.
2. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or his/her designee must report to the Minnesota Department of Education (MDE) on the number of nonresident students who are denied admission as a result of the limitations established in the first paragraph of this Resolution. The report must be submitted to the MDE by July 15, 2026.
3. This Resolution is not intended to impact the School District's right to accept or reject nonresident students who seek to enroll in the District pursuant to a non-resident tuition agreement and in compliance with Minnesota Statutes section 124D.08.



P.O. Box 157
Wrenshall, MN 55797
(218) 384-3680

MAYOR
Jeff Bloom
Clerk/Treasurer
Alieca Johnson
Assistant Clerk
Mandie Resberg

Council
Joyce Gvesrude
Kevin House
Duane Ziebarth
Steve Studniski

PROPOSAL FOR EMERGENCY SNOW REMOVAL 2025-2026 SCHOOL YEAR

The City of Wrenshall has experienced staff that have completed snow removal for the city and the Wrenshall Post Office for several years. Last winter they assisted school staff with snow removal at the school.

Equipment Available:

Former DOT State Plow Dump Truck (2000 International) – 11' blade with wing.
2024 John Deere Tractor with Blower
2013 F250 Pickup with 9' Boss V-Plow
2024 John Deere Lawn Tractor with Brush

Access to salt/sand service will be available on demand. Mixture is purchased from Carlton County. We do not have a sand-only option.

City maintenance staff will provide backup-emergency plowing services only when requested by school personnel.

City maintenance staff is aware of the school's plowing schedule:

Bus Garages, CTE Building and circular parking lot by 6:15 AM
Pioneer Drive by 6:30 AM
Main Parking Lot (east of school) by 6:45 AM
Student Parking Lot (north of school) by 7:00 AM

The City of Wrenshall carries the required insurance coverage.

The city will provide EMERGENCY/BACKUP PLOWING SERVICES ONLY at the rate of \$300/hour labor/equipment. Hourly charges will be billed in 15-minute increments. Billing will be sent to the Wrenshall School after services have been provided, and payment will be due upon receipt.

Dated: August 7, 2025

**Carlton-Wrenshall Cooperative
Agreement**

**FOR MINNESOTA STATE HIGH SCHOOL
LEAGUE ACTIVITIES**

**INCLUDING JUNIOR HIGH
ATHLETICS and Co-Curricular
Activities**

April 2025

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**CARLTON-WRENSHALL RAPTORS COOPERATIVE AGREEMENT FOR MINNESOTA
STATE HIGH SCHOOL LEAGUE ACTIVITIES INCLUDING JUNIOR HIGH ATHLETICS AND
THE IDENTIFIED CO-CURRICULAR ACTIVITIES.**

This Agreement is between the Independent School District #93, Carlton, MN and Independent School District #100, Wrenshall, MN to provide a sports and co-curricular cooperative based on the rules and regulations of the Minnesota State High School League under the name of the "Carlton-Wrenshall Raptors".

MISSION STATEMENT: The purpose of the Carlton-Wrenshall activity cooperative is to provide a comprehensive and balanced activity program that will provide more opportunities and experiences for our students that either school may not be able to provide individually.

The mission of each school board is to provide educational based athletic programs to teach sportsmanship, teamwork, respect, responsibility, and achievement in a safe and diverse environment. The school boards are also committed to providing a variety of athletic activities that best meets the needs of our students and be fiscally responsible to our districts.

SECTION 1- DEFINITIONS

Throughout this agreement the following definitions shall be used and interpreted as defined:

Cooperative Committee: The term "Cooperative Committee" refers to a joint meeting of school board Representatives from both Carlton & Wrenshall School Districts, superintendents and athletic director will serve as ex officio members.

Facilities Host: As a Facilities Host of a cooperative sport, the school's responsibility shall be:

Providing a game-ready facility and/or practice facilities as defined in Section IX "Practice and Game Sites for the sport (if applicable); (See exception below)

- A. Provides maintenance for said facilities;
- B. Provides all equipment necessary for games and/or practice;

Administrative/Fiscal Host: As the Administrative/Fiscal Host of a cooperative sport, the school's responsibility shall be:

- A. Pay all bills
- B. Order all supplies necessary
- C. Manage Game funds
- D. Hires and terminates coaches for the sport

- E. Responsible for putting processes and procedures in place.

SECTION II - ADMINISTRATIVE MANAGEMENT

2.1 For the duration of this Agreement, the Carlton School District (ISD #93), hereinafter referred to as "Carlton" will be the Administrative/Fiscal Host.

2.2 The Carlton school board and the Wrenshall school board shall officially act on all matters relative to the terms and conditions of this agreement. The Cooperative Committee shall function as a review body for the purposes of reviewing and supporting the athletic director and make recommendations to the administration of each school. The findings and recommendations will then be presented to each respective school board for action. The athletic director will oversee the implementation and management of the sports cooperative with the support of the Administrative/Fiscal Host

2.3 The Cooperative Committee will meet after fall sports, after winter sports, in July each year and as needed. The chair/co-chairs will schedule the meeting with sufficient notice as to allow the athletic director and Principals to communicate to students, parents and coaches the expectations for the upcoming year. (ie: prices and athletic fees, budgets, etc).

The following format shall be used for the Cooperative Committee Meetings:

- A. Meeting Location: Alternate between schools
- B. Three (3) members from each school board, the athletic director, a superintendent and administration as needed
- C. The meeting location shall provide: adequate room and accommodations, person to take formal minutes; agenda (in conjunction with all members).
- D. Co-Chairs of the meeting shall be determined by the members of the committee.
- E. Recommended changes to the "Carlton-Wrenshall Cooperative Agreement" must be sent back to each school district for a majority vote of the school board. Each board will review at least annually the cooperative agreement.

SECTION III - FISCAL MANAGEMENT

3.1 For the duration of the agreement between Carlton and Wrenshall Public Schools for Administrative/Fiscal Host Duties, Carlton will be the Administrative/Fiscal Host for the sports.

3.2 Responsibilities of the Administrative/Fiscal Host will be to make payment of all valid

claims and bill the other district for the share of the costs subject to this Agreement. Each district will be responsible for purchasing equipment and supplies needed to host games, events, and practices.

3.3 Each School District will have the responsibility to pay their separate internal administrative costs, facility construction costs, and maintenance and equipment costs (specific to their respective facility) of its sports facilities (custodial and maintenance expenses; utilities, storage, practice and game locker rooms).

3.4 It is the responsibility of the Administrative/Fiscal Host to retain fiscal management of those expenses which are to be shared between the School Districts, which shall include but is not limited to the following: coaches' salaries and benefits, supplies including supplies purchased from the MSHSL and supplies relative to a specific sport; officials; event workers; athletic dues and memberships; entry fees; laundry costs.

3.41 Cost of admissions and passes shall be the same for both districts. All revenue will be split 50/50. Passes given in one district will be honored in the other.

3.5 Transportation costs will be split 50/50 between the districts. The athletic director is responsible for arranging transportation. Both district's bus garages will be used for transportation. The athletic director shall be responsible for the coordination of the schedules.

3.6 Any and all cash receivables will be deposited by the Administrative/Fiscal Host weekly or as soon thereafter as practical. All transactions will be approved by the Administrative/Fiscal Host's school board.

3.7 An annual budget for all programs within the jurisdiction of the sports cooperative shall remain the same each year, unless approved by both school boards. The AD and/or Administrative/Fiscal Host can present proposed budget changes during the fall cooperative meeting. Business managers of both host schools shall present an annual budget to their respective school boards for approval before June of each year.

3.8 Shared Costs. Carlton and Wrenshall share the costs based on the following formula:

1. Any costs shall be shared 50/50. Superintendents from both schools must be aware and in agreement of the shared cost before moving forward with any purchases that exceed annual team budget amounts.
2. The athletic director will develop a rotating schedule for uniform purchases, including approximate dates and cost. The athletic director will get approval of

the rotating schedule from both business offices, by February of each year for budgeting purposes. The Administrative/Fiscal Host business manager will budget for uniforms each year.

3.9 Failure to pay their portion of costs associated with the cooperative agreement over the course of one fiscal year would waive the September 1st requirement to dissolve this agreement listed in section 17.1 of this agreement.

3.10 Cooperative Fundraisers: Fundraisers, other than concession stands, conducted by a Cooperative Activity must be done in accordance with the Administrative/Fiscal Host's policy 511.

SECTION IV - LIABILITY INSURANCE

Nothing contained in this Agreement shall relieve any party to this Agreement from liability for its negligence or that of its officers, agents, and employees. Each party shall carry liability insurance in the amount of not less than amounts required by law. The policy shall name the officers, agents and employees of the other party as named insureds. Each party shall provide the other party with a certificate evidencing such insurance coverage on an annual basis.

SECTION V - ELIGIBILITY

5.1 Eligibility requirements shall be minimally set by the Minnesota State High School League.

5.2 Should the members of the Cooperative wish to add requirements above those established by the Minnesota State High School League, those requirements will be mutually arrived upon and approved by the Cooperative Committee.

SECTION VI - ATHLETIC DIRECTOR/PROGRAM MANAGEMENT

6.1 There will be one athletic Director shared by both school districts.

6.2 The athletic Director will provide guidance, direction, supervision and support for the programs within their scope of responsibility.

6.3 The athletic Director will evaluate all head coaches on a yearly basis. Head coaches will evaluate all other program coaches on a yearly basis.

6.4 All head coaches shall be appointed through the process of application, interview and recommendation to the school board of the fiscal host for final approval. The athletic director will set the interview process.

6.5 Coaching renewal contracts are annual appointments based on the recommendation of the athletic Director.

6.7 All coaches will be paid from the fiscal host's schedule C contract.

6.8 Per Minnesota law, the fiscal host must provide written notice to a coach whose contract the school board declines to renew for the following school year no more than 60 days after the end of the regular season for the activity, as established by the high school league under chapter 128C. The notice requirement of this paragraph does not apply if the school board declines to renew the contract based on the coach's misconduct or failure to perform duties, or the district's financial limitations.

SECTION VII - COOPERATIVE EVENTS

7.1 The following activities listed below are within the jurisdiction of the Cooperative:

7.3 Students from each school shall have an equal opportunity to try out.

7.4 Co-Curricular Activities will be combined as soon as possible.

SECTION VIII - GAME SUPPORT SERVICES

8.1 Game supervision and support shall be the responsibility of the facility host and athletic Director.

8.2 Violations of code of conduct shall be reported to the respective building Principal.

SECTION IX FACILITY HOST - PRACTICE AND GAME SITES

9.1 For school years beginning in an odd number the facility host shall be as listed below.

Volleyball - practices in Carlton, games in Carlton

Football - practices in Wrenshall, Varsity games Carlton and JV/JH games Wrenshall

Cross Country - practices in both districts, potentially hosting meets at some point

Girls Basketball - practices at Carlton, games in Carlton

Boys Basketball - practices at Wrenshall, games in Wrenshall

Softball - practices and games at Chub Lake.

Baseball - practices and games at Chub Lake.

Track - practices in both districts, no home meets.

9.2 For school years beginning in an even number the facility host practice and game sites shall be as listed below:

Volleyball - practices in Wrenshall, games in Wrenshall.

Football - practices in Wrenshall, Varsity games Carlton and JV/JH games Wrenshall

Cross Country - practices in both districts, potentially hosting meets at some point

Girls Basketball - practices at Wrenshall, games in Wrenshall.

Boys Basketball - practices at Carlton, games in Carlton.

Softball - practices and games at Chub Lake.

Baseball - practices and games at Chub Lake.

Track - practices in both districts, no home meets.

9.3 The AD has authority to grant temporary site changes due to extenuating circumstances.

SECTION X - TEAM NAME AND COLORS

10.1 The teams shall be called the Carlton-Wrenshall Raptors

10.2 The team colors shall be blue, orange, black, and white.

10.3 The team song shall be determined at a later date.

10.4 The AD and athletic department will maintain a brand guide for all coaches to follow

SECTION XII - EQUIPMENT

11.1 All equipment shall be pooled and accounted for on a common inventory system in each facility host district. Values for equipment shall be identified. Such inventory and

value/depreciation records shall be maintained and updated by the varsity coaches and provided to athletic Director and in accordance with the facility host district's business manager and audit practices. Any specific equipment purchases (i.e. Volleyball posts, Basketball hoops, scoreboards, etc), specific to each building, shall be the responsibility of each separate district.

11.2 All equipment and uniform purchases must meet Raptor branding guidelines and must be approved by the athletic Director prior to purchase.

SECTION XII - CONCESSIONS

12.1 The Facility Host determines concession procedures/protocols for the event. If the host school can not find concession volunteers, they will offer it to the other school.

12.2 Concessions at Chub Lake for Raptors Cooperative games will be managed by the CW Raptors Youth Baseball/Softball Association.

SECTION XIII - RESOLUTION OF DISPUTES

13.1 Refer to "Raptors Communication Flow Chart" approved by both school boards.

SECTION XIV - COMMON LETTER, CERTIFICATES & LETTER JACKET COLOR SCHEME

14.1 Letter winners will receive a common letter certificate.

14.2 The letter shall be "CW".

SECTION XV - TRANSPORTATION

15.1 All transportation costs for practices, home games held at the other school, and away games will be split evenly between both districts.

15.2 All safety and capacity regulations will be followed at all times by both districts.

15.3 Transportation will be arranged by the Administrative/Fiscal Host's athletic Director.

15.4 All students will be offered transportation via school bus or school vehicle to the schools for practice and home games held at the other school. Each school may put transportation practices in place. Only athletes and coaches may ride the school bus.

15.5 Both schools shall keep detailed records of payments made for drivers.

15.6 Overnight Trips: Coaches will be expected to meet with the Athletic Director as soon as an overnight trip is deemed necessary. Coaches will provide the Athletic Director with an itinerary for all overnight trips at least three (3) days prior to departure. The itinerary will include the following: Departure date and time, hotel information, meal plans/schedules, performance schedules, and potential arrival times. The itinerary must be approved by the Athletic Director before departure and should be shared with parents of participating students.

15.7 Regardless of who is the Administrative/Fiscal Host, both district's bus garages will be used for transportation. The split between garages should be as close to 50/50 as possible.

SECTION XVI - TERM OF AGREEMENT

16.1 The term of this Agreement shall be continuous unless one party so determined to terminate such Agreement by majority action of its school board and only when written notice is presented to the participating School District by September 1st of the year preceding the termination school year. Such termination shall be governed or modified in compliance with Minnesota State High School League regulations or legislative mandates.

SECTION XVII - AMENDMENTS

17.1 This Agreement may be altered, amended or repealed and new provisions may be adopted by a majority vote of each school board at any regular or special meeting.

17.2 Should any provision of this Agreement be found unlawful, the other provisions shall remain in full force and effect by doing so, the purpose of this provision(s) taken as a whole can be operative. Should any provision be found unlawful, the provision shall be amended so that the provision is lawful.

Chair, Carlton school board

Date:

Chair, Wrenshall school board

Date:

Clerk, Wrenshall school board

Date:

Clerk, Carlton school board

Date:

JUST KIDS DENTAL
MEMORANDUM OF UNDERSTANDING
2025/2026 AND 2026/2027 SCHOOL YEAR DENTAL SERVICES

This agreement is entered into as of the **1st day of July 2025** between the **Wrenshall School District ISD #100** (“the Organization”) and **Just Kids Dental Inc.**, a Minnesota Non-Profit Corporation (“the Provider”).

1. Relationship of the Parties. Subject to the terms and condition of this Agreement, the Organization hereby engages the Provider as an independent contractor to perform the services set forth herein, and the Provider hereby accepts such engagement. This Agreement shall not render the Provider an employee, partner, agent of, or joint venture with the Organization for any purpose.

2. Statutory Authorization. Minnesota Statute 150A.10 and Wisconsin Statute HFS 105.06(2), Wis. Admin. Code, provides that a dental hygienist may perform dental hygiene services for certain individuals without the patient first being examined by a licensed dentist if the dental hygienist meets certain criteria set forth in the statute.

3. Term. The term of this Agreement is two (2) years with an automatic renewal of one (1) year, unless earlier terminated. Either Party may terminate this Agreement at any time by giving written notice received by the other Party at least sixty (60) days prior to the proposed termination date in the notice. Said notice will be sent by certified mail to the address noted below.

4. Compensation. The Provider shall be responsible for all billing and collections.

5. Written Consent. The Provider shall obtain a signed consent to treatment form from parent/legal guardian prior to dental services being provided. The consent to treatment form shall include a statement that the dental hygiene services provided are not a substitute for a dental examination by a licensed dentist.

6. Scheduling. Organization may work cooperatively with Provider to schedule appointments and/or determine availability and classroom release of qualified individuals during school hours for Provider’s services.

Just Kids Dental provides two programs to students: school-based dental sealant program to low-income uninsured children and children enrolled in State Medicaid, and school-wide oral health education program to all enrolled students in grades 4K-3.

7. Space. Organization will make available to Provider adequate office space, to carry out dental hygiene services.

8. Dental Record. The Provider shall create and maintain a dental record for the patients that are treated by Provider.

9. **Confidentiality.** The Provider acknowledges that no private or confidential data collected, maintained, or used in the course of performance of this Agreement shall be disseminated by Provider or its employees except as authorized by statute during the period of this Agreement of thereafter.

10. **Non-hire Provision.** For a period of one year following the termination of any of Provider's employees or termination of this Agreement, the Organization shall not, directly or indirectly hire, or solicit such employees for the provision of dental services.

11. **Insurance.** The Provider will carry professional liability insurance coverage (including malpractice insurance, if warranted) relative to any service that it performs for the Organization. Organization shall maintain premises liability insurance for its property.

12. **Successors and Assigns.** All the provisions of this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, if any, successors, and assigns.

13. **Choice of Law.** The laws of the state of Wisconsin shall govern that validity of this Agreement, the construction of its terms and the interpretation of the rights and duties of the parties hereto.

14. **Notices.** All notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party is personally served, or is deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand or other communication is given by mail, such notice shall be conclusively deemed given five days after deposit thereof in the United States mail addressed to the party to whom such notice, demand or other communication is to be given as follows:

If to the Organization:

**Mr. Frank Schill
Superintendent
Wrenshall School District ISD #100
207 Pioneer Drive
Wrenshall, MN 55797
fschill@isd100.org**

If to the Provider:

**Just Kids Dental
1313 Fairgrounds Rd
Two Harbors, MN 55616**

Any party hereto may change its address for the purposes of this paragraph by written notice given in the manner provided above.

15. **Modification or Amendment.** No amendment, change or modification of this Agreement shall be valid unless in writing signed by the parties hereto.

16. **Entire Understanding.** This document and any exhibit attached constitute the entire understanding and agreement of the parties, and any and all prior agreements, understandings, and representations are hereby terminated and canceled in their entirety and are no further force and effect.

17. **Unenforceability of Provision.** If any provision of this Agreement, or any portion thereof, is held to be invalid and unenforceable, then the remainder of this Agreement shall nevertheless remain in full force and effect.

IN WITNESS WHEREOF the undersigned have executed this Agreement as of the day and year first written above. The parties hereto agree that facsimile signatures shall be as effective as if originals.

ORGANIZATION: Wrenshall School District ISD #100

By: Mr. Frank Schill

Its: Superintendent

By: _____ Date: _____
Signature

By: Ms. Mary Carlson
marycarlson@isd100.org

Its: Board of Education, Chairperson

By: _____ Date: _____
Signature

PROVIDER: Just Kids Dental

By: Ms. Laura Borud

Its: Executive Director

By: _____ Date: _____

By: Mr. Michael Lattery

Its: Board of Directors, Chair

By: _____ Date: _____

Just Kids Dental School-Based Sealant Program

Just Kids Dental partners with schools in Lake, St. Louis, Carlton and Douglas Counties to provide preventative oral health services to low-income children who lack access to regular dental care. The goal of the program is to decrease the incidence of long-term, untreated decay and urgent dental care needs.

JUST KIDS DENTAL SCHOOL PARTICIPATION CRITERIA

Physical Environment for Dental Care

REQUIREMENTS

- Classroom-size space
- Power supply must be grounded double wall outlets in the room
- Overhead lighting to illuminate all areas of room
- Working telephone, intercom or two-way radio in room
- Locking door(s)
- (2) 6-foot, sturdy tables
- One large (barrel-type) trash can and daily trash removal

PREFERRED BUT NOT REQUIRED

- Running water in room

Administrative Support

REQUIREMENTS

- School administrators supportive of program
- Able to comply with all deadlines for paperwork collection and processing
- Provide lunch schedule and any other special scheduling considerations for the time Just Kids Dental will be in the school
- School designated liaison person available for communication when Just Kids Dental is in building (during both screening and treatment visits)

PREFERRED BUT NOT REQUIRED

- Promotion of Just Kids Dental within the school (i.e. among staff, parents and children) to ensure a high participation rate
- Dedicated runner(s), such as parent helper, to escort students to and from clinic to classrooms (i.e. a person or persons who are available during the entire time Just Kids Dental is in the school treating children)



Northern Lights Special Education Cooperative

16 E Hwy 61, P.O. Box 40, Esko, MN 55733

Phone 218-655-5018 FAX 218-451-4511

www.nlsec.org

Billie Jo Steen ~ Executive Director

August 2025

CONTRACT FOR SPEECH LANGUAGE THERAPIST

This agreement entered this 30th day of July, 2025 by and between Wrenshall ISD #100 (herein referred to as the District), and Ceilo Mooney (hereinafter referred to as Contractor) witnesses that:

Whereas, the District has determined that it is necessary to retain the services of a qualified Speech Language Therapist to provide services to children ages birth through age 3, to attain the following objectives:

- 1. To meet the needs of students with disabilities, as defined under the Individuals with Disabilities Education Act. Speech Language services are deemed necessary by the child study process and documented in the students' individual education plans (IEP), Individual Family Service Plans (IFSP), or Individual Interagency Intervention Plans (IIIP).**
- 2. The services provided are necessary for the students to make progress on IEP, IIIP or IFSP goals.**

WHEREAS, the Contractor is duly qualified to perform these services and whereas personnel will hold appropriate licensure by the MN Professional Educator Licensing and Standards Board for the necessary service for which they provide. If neither issue a license for the necessary service, the professionals will be members of good standing in their professional organization. Furthermore, a copy of the licensure or appropriate board certification for each person who will be providing services will be submitted to the District prior to the initiation date of the contract and on an annual basis thereafter.

NOW, THEREFORE, the parties agree as follows:

- 1. The Contractor shall provide a qualified Speech Language Therapist to meet the objectives stated above.**
- 2. The Contractor shall provide services to students with disabilities as defined in the Individuals with Disabilities Education Act.**

Contract #6S

3. **Services will be provided in a classroom or space at the public-school building, essentially equivalent to the regular education program, or in the students' home.**
4. **The District shall provide an atmosphere that is conducive to learning and shall meet the needs of the students' special physical, sensory and emotional needs.**
5. **Starting August 1, 2025, the Contractor will provide approximately 15 hours of SLP services during August 2025 at an hourly rate of \$62.00, plus mileage at the current IRS rate.**
6. **The Contractor will submit an invoice monthly that will reflect service hours by date and initials of the students receiving the service.**
7. **The District shall make payments for services based on receipt of invoice.**
8. **The Contractor shall maintain appropriate liability coverage commensurate with the services provided and submit a copy of the policy upon request to the District.**
9. **The Director of Special Education shall be responsible for the oversight of the contracted services contained within this agreement.**
10. **This agreement shall be in force from August 1, 2025 to August 31, 2025. Either party shall provide written notice regarding reduction/discontinuation of services hours with a 30-day prior written notice.**

Ceilo Mooney

Wrenshall ISD #100
207 Pioneer Drive
Wrenshall, MN 55797

By: _____

By: _____

Date: _____

Date: _____



Annual Superintendent Goals and Priorities – FY26

1. District Finances

- Maintain a positive fund balance and sufficient cash flow without incurring new debt.
- Identify and implement fiscal best practices in budgeting, forecasting, and expenditure management, with regular reporting to the Board.

2. Technology

- Implement and monitor best practices in technology management, including:
 - i. Developing and maintaining a comprehensive inventory tracking system.
 - ii. Establishing and executing a cyclic replacement plan for outdated devices.
 - iii. Creating administrative procedures for replacing damaged one-to-one devices and other technology hardware.
 - iv. Conducting a needs assessment for potential technology outsourcing and negotiating service agreements aligned with district goals.
 - v. Finalizing and implementing a cybersecurity incident response protocol in alignment with state and federal guidance.

3. Student Behavior and Conduct

- Enforce and monitor the consistent application of school board policies and administrative rules, particularly those related to:
 - i. Appropriate cell phone use during instructional time.
 - ii. Student behavioral expectations, interventions, and discipline.

4. Athletics – Sports Cooperative

- Provide leadership and oversight of the athletics co-op by:
 - • Ensuring adherence to the co-op agreement,
 - • Monitoring compliance with policies and league rules,
 - • Facilitating communication between participating districts and stakeholders.

5. **Governance and Board Relations**

- Fulfill responsibilities as the District's Chief Executive Officer and ex-officio member of the Board of Education.
- Prepare and distribute agendas and official minutes for all school board meetings in accordance with Minnesota Open Meeting Law.
- Support the Board in effective governance practices by:
 - Providing policy guidance and relevant training opportunities,
 - Offering informed recommendations,
 - Ensuring communication is timely, transparent, and strategic.

Superintendent Goals Evaluation Rubric – FY26

| Goal Area | Exceeds Expectations (4) | Meets Expectations (3) | Partially Meets (2) | Does Not Meet (1) |
|------------------------------|---|---|--|--|
| District Finances | Maintains a strong fund balance; identifies and applies multiple fiscal best practices; provides clear reports monthly. | Maintains fund balance and cash flow; some best practices applied and shared. | Minor cash flow concerns; few best practices adopted; inconsistent reporting. | Fund balance or cash flow at risk; lacks strategy or transparency. |
| Technology Management | All practices fully implemented with documentation and training; tech plan aligns with instruction and budget. | Key practices (inventory, replacement cycle, cyber protocol) implemented; outsourcing reviewed. | Partial implementation or unclear protocols; limited progress on outsourcing review. | Few or no practices implemented; no protocols or outsourcing plan in place. |
| Student Behavior & Conduct | Policies enforced consistently with data-driven adjustments; positive trends in behavior metrics. | Policies enforced; routine oversight in place; behavior addressed proactively. | Inconsistent enforcement; some policy confusion; limited behavior data use. | Little or no enforcement; major concerns in policy or behavior trends. |
| Sports Cooperative Oversight | Co-op agreement fully upheld; strong communication with all stakeholders; issues resolved quickly. | Agreement monitored and enforced; communication occurs regularly. | Some co-op responsibilities delayed or not enforced; minor communication gaps. | Co-op mismanaged or agreement violated; significant communication breakdowns. |
| Governance and Board Support | CEO role clearly demonstrated; agendas, minutes, and support are timely, strategic, and highly effective. | CEO role fulfilled; meeting materials are prepared and board is supported. | Some delays or issues with agendas, communication, or policy guidance. | Lacks visibility as CEO; significant lapses in board support or meeting preparation. |

Scoring Guide (Optional)

- 18–20 = Outstanding Performance
- 15–17 = Meets All Expectations
- 12–14 = Progressing Toward Goals
- Below 12 = Needs Improvement