

REGULAR SCHOOL BOARD AGENDA

International Falls Public Schools, ISD #361
Monday, December 16, 2019 at 5:00 PM
FHS Cafeteria, 1515 11th Street, International Falls, MN
District Website: www.isd361.k12.mn.us

Mission Statement: *In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.*

This is a meeting notice for a regularly scheduled School Board meeting. A full agenda will be published and available prior to the meeting.

Call to Order

1. Roll Call:

Mike Holden___	Michelle Hebner___
Toni Korpi___	Jennifer Windels___
Ted Saxton___	Terry Murray___
Roxanne Skogstad-Ditsch___	Kevin Grover___
Ella Bahr-Jeffries, Student Rep_____	

2. Pledge of Allegiance

Approval of Agenda

1. Approve agenda as presented. Motion by __, second by __. Motion carried / failed.

Open Forum

1. Presentation of Elk's November Students of the Month: Tessa Frederickson and Bradyn Dremmel
2. Presentation of Elk's December Students of the Month: Macey Marcotte and Anthony Saari
3. Presentation of diploma to Dominic Zappia, recent graduate of the ALC.
4. Public Open Forum

Consent Agenda

Approve the Consent Agenda as presented. Motion by _____; second by _____. Motion carried / failed.

1. Approve past meeting minutes for the regular School Board meeting on November 18, 2019. 4
2. Approve past meeting minutes for special School Board meeting on December 2, 2019. 6
3. Approve current accounts payable due in amount of \$556,537.88. 7
4. Approve payroll in the amount of \$410,425.87 for pay periods November 22nd and December 6th.
5. Second reading of School Board Policy 416 - Drug and Alcohol Testing 35

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6. Second reading of School Board Policy 417 - Chemical Use and Abuse 60
7. Second reading of School Board Policy 516 - Student Medication 68
8. Second reading of School Board Policy 532 - Use of Peace Officers and Crisis Teams 73
9. Second reading of School Board Policy 807 - Health and Safety Policy 79
10. Second reading of School Board Policy 905 - Advertising 84
11. First reading of School Board Policy 101 - Legal Status of the School District 86
12. First reading of School Board Policy 508 - Extended School Year for Students with IEP's 89
13. First reading of School Board Policy 514 - Bullying Prohibition Policy 91
14. First reading of School Board Policy 522 - Student Sex Nondiscrimination 102
15. First reading of School Board Policy 501 - School Weapons Policy 107
16. First reading of School Board Policy 526 - Hazing Prohibition 112
17. First reading of School Board Policy 502 - Search of Student Lockers, Person, Possessions 118
18. First reading of School Board Policy up for Review 413 - Harassment and Violence 121
19. First reading of School Board Policy 701.1 - Modification of School District Budget 132
20. First reading of School Board Policy 534 - Unpaid Meal Charges. 134
21. Accept resignation of Kevin Boorman, Assistant Cook, effective 11/27/19.
22. Acknowledge Cory Miggins as a volunteer coach for Girls' Basketball for 2019-2020 school year.
23. Accept resignation of Tina Besch, Payroll Clerk, effective December 20, 2019.
24. Receive first draft of International Falls Public Schools Employee Handbook. 139
25. Approve Mindy Meyer and Justin Meyer as Robotics Team Advisers for the 2019-2020 school year.
26. Acknowledge Colt Dahlgren, Evan Johnson, and Jacob Clarity as Volunteer Robotics Advisor's for 2019-2020 school year.
27. Approve increase of Colten Carlson, Custodian, to full time effective December 9, 2019.
28. Approve hire of Erin Gavin, Assistant Cook, effective December 10, 2019.
29. Approve hire of Trella Nicodemus as a Paraprofessional effective December 3, 2019.
30. Approve hire of Tom Fuller as regular route bus driver effective 12/17/2019.
31. Approve hire of Abby Rousseau as a Paraprofessional effective November 25, 2019.

Action Items

1. Resolution Acceptance of Gifts and Donations. Motion by __, second by __. Motion carried / 181 failed.
2. Set School Board organizational meeting for Monday, January 6, 2020 at 5:00 pm. Motion by

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- ___, second by ___. Motion carried / failed.
3. Approve Worlds Best Work Force Plan 2019/2020 and Summary of 2018/2019. Motion by ___, 182
second by ___. Motion carried / failed.
 4. Approve option "A" from Board facility committee for FES Boiler/Air Exchange project. Motion 237
by ___, second by ___. Motion carried / failed.
 5. Approve collective bargaining agreement between Local #331 Education Minnesota and 240
International Falls Public Schools for July 1, 2019 to June 30, 2021. Motion by ___, second by
___. Motion carried / failed.

Administrative Reports

1. Melissa Tate, Elementary Principal
2. Tim Everson, Secondary Principal
3. Kevin Grover, Superintendent:
4. Committee Reports:
 4. 1. Community Ed Advisory Board
 4. 2. Recreation Commission

Strategic Planning Discussion (no action)

**Note: will recess discussion to start TNT meeting.*

1. Strategic Plan discussion. Motion by ___, second by ___. Motion carried / failed.

Adjournment

Motion by ___, second by ___ to adjourn meeting at ___ pm. Motion carried / failed.

MINUTES
REGULAR MEETING OF THE BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT NO. 361
Monday, November 18, 2019 at 5:00 p.m.
Falls High School Library-Relocated to Arena Lobby

A Regular Meeting of the Board of Trustees of Independent School District #361 was held Monday, November 18, 2019, beginning at 5:00 PM in the Arena Lobby.

Ted Saxton, Board Chair, called the meeting to order at 5:00 pm. Members present were: Jennifer Windels, Toni Korpi, Ted Saxton, Terry Murray, Roxanne Skogstad-Ditsch, and Michelle Hebner, Kevin Grover and student representative Ella Bahr-Jefferis. Member absent: Mike Holden.

Pledge of Allegiance.

Approval of Agenda:

Motion by Michelle Hebner then second by Toni Korpi to approve agenda as presented. Motion carried 6-0.

Open Forum:

1. **MOVE TO DECEMBER MEETING:** Presentation of Elk's November Students of the Month: Tessa Frederickson and Bradyn Dremmel
2. Presentation of diploma to Ciara LaBelle, recent graduate of the ALC.
3. **MOVE TO END OF MEETING:** Public Open Forum

MOVE TO DECEMBER MEETING: Presentation and Acceptance of Fiscal Year 2019 Audit:

1. Presentation of the fiscal year 2019 Audit by Mary Reedy, CPA, CGFM of Clifton LarsonAllen. Motion by __, second by __. Motion carried / failed.
2. Approve the fiscal year 2019 ISD 361 Financial Statement Report and ISD 361 Student Activity Financial Statement Report. Motion by __, second by __. Motion carried / failed.

Consent Agenda

Motion by Michelle Hebner then second by Toni Korpi to accept Consent Agenda as presented: Motion carried 6-0.

1. Approve past meeting minutes for the regular School Board meeting on October 21st.
2. Approve current accounts payable due in amount of \$862,829.15 .
3. Approve payroll in the amount of \$421,850.08 for pay periods 10/25/19 and 11/08/19.
4. Second reading of School Board Policy 806 - Crisis Management Policy
5. Second reading of School Board Policy 529 - Staff Notification of Violent Behavior by Students
6. Second reading of School Board Policy 208 - Development, Adoption, and Impl. of Policies
7. Second reading of School Board Policy 402 - Disability Nondiscrimination Policy
8. Second reading of School Board Policy 410 - Family and Medical Leave Policy
9. Second reading of School Board Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults
10. Second reading of School Board Policy 420 - Students and Employees with Infectious Diseases
11. First reading of School Board Policy 416 - Drug and Alcohol Testing
12. First reading of School Board Policy 417 - Chemical Use and Abuse
13. First reading of School Board Policy 516 - Student Medication
14. First reading of School Board Policy 532 - Use of Peace Officers and Crisis Teams
15. First reading of School Board Policy 807 - Health and Safety Policy
16. First reading of School Board Policy 905 - Advertising
17. Accept resignation of Cory Miggins, Girls' Asst. Basketball Coach.
18. Approve the hire of Tawnya Porter for the position of fireman at Falls Elementary effective November 11.
19. Accept the resignation of Bill Shrader, custodian, effective 12/6/19.

20. Approve the hire of Brandon Vang for Student Council Advisor for the remainder of the school year.
21. Grant Superintendent Grover permission to sign agreements with the Department of Human Services with regards to Life Skills Grant.
22. Approve contract with K & K Meyers for demo and construction of softball dugouts not to exceed \$20,450.
23. Approve contract with Apptegy for hosting website, access to Thrillshare, and development of district app.
24. Approve the hire of Steve Joslyn as Boys' Swim Coach for the 2019-2020 season.
25. Approve the hire of Josh Sobkowicz as Ass't Boys' Swim Coach for the 2019-2020 season.
26. Approve 2019-20 Concurrent Enrollment Agreement with Hibbing Community College
27. Approve the hire of Jeff Trask for fireman at Falls Elementary effective December 2.

Action Items:

1. Motion by Jennifer Windels then second by Toni Korpi to approve the Resolution Acceptance of Gifts and Donations. Voting in favor: Terry Murray, Jennifer Windels, Toni Korpi, Roxanne Skogstad-Ditsch, Michelle Hebner and Ted Saxton. Voting against: None; whereas, resolution was declared adopted.
2. Motion by Jennifer Windels then second by Terry Murray to approve the Local 510 2019-2021 Contract. Motion carried 6-0.
3. Motion by Toni Korpi then second by Roxanne Skogstad-Ditsch to approve Superintendent goals for 2019-20 school year. Motion carried 6-0.
4. Motion by Terry Murray then second by Jennifer Windels to approve the following volunteer wrestling coaches for 2019-20 school year: Chris Thoresen, Dan Schermerhorn and Mike Holden. Motion carried 6-0.
5. **New Item:** Motion by Michelle Hebner then second by Toni Korpi to approve hire of Daniel McGonigle as Community Education Director effective January 1, 2020. Year one of contract will be \$55,000 prorated based on FTE for January 1, 2020 to June 30, 2020. Year two of contract will be July 1, 2020 to June 30, 2021 at a .95 FTE with annual wage of \$56,100.

Administrative Reports:

1. Melissa Tate, Elementary Principal: Staff of month awarded to: Gail Rasmussen, Paul Peterson, Angel Boe, Kim McDonald and Nicci Wood. Shared early out Wednesday and LSI topics.
2. Tim Everson, Secondary Principal: FHS Enrollment down by 6, working on reading strategy, and shared early out Wednesday topics, and Beth Slatinski to give presentation on vaping.
3. Kevin Grover, Superintendent: FES Boiler Project planning is moving forward, December 2nd there is a School Board Work Session planned at 5:00 pm for strategic planning.
4. Committee Reports:
 - 4.1. Community Ed Advisory Board – No report.
 - 4.2. Recreation Commission. Meeting Wednesday, reviewing committee member seats.

REMOVED from Agenda:

1. The meeting was closed as permitted by Minnesota Statutes, section 13D.03 to discuss the Districts labor negotiation strategy related to negotiations with L510 and L331.

Adjourn Meeting:

Motion by Roxanne Skogstad-Ditsch then second by Michell Hebner to adjourn meeting at 5:24 pm. Motion carried 6-0.

Approved Minutes:

District Clerk	Date	Board Chair	Date
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**MINUTES
SPECIAL MEETING OF THE BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT NO. 361
Monday, December 2, 2019 at 5:00 p.m.
FHS Library**

A Special Meeting of the Board of Trustees of Independent School District #361 was held Monday, December 2, 2019, beginning at 5:00 PM in the FHS Library.

Ted Saxton, Board Chair, called the meeting to order at 5:00 pm. Members present were: Jennifer Windels, Toni Korpi, Ted Saxton, Terry Murray, Roxanne Skogstad-Ditsch (left meeting at 6:35), and Michelle Hebner, and Kevin Grover. Absent student representative Ella Bahr-Jefferis.

Pledge of Allegiance.

Approval of Agenda:

Motion by Michelle Hebner then second by Roxanne Skogstad-Ditsch to approve agenda as presented. Motion carried 7-0.

Presentation and Acceptance Of Fiscal Year 2019 Audit:

1. Motion by Mike Holden then second Jennifer Windels to receive the presentation of the fiscal year 2019 Audit by Mary Reedy, CPA, CGFM of Clifton Larson Allen. Motion carried 7-0.
2. Motion by Terry Murray then second by Toni Korpi to approve the fiscal year 2019 ISD 361 Financial Statement Report and ISD 361 Student Activity Financial Statement Report. Motion carried 7-0.

Work Session Agenda

Motion by Roxanne Skogstad-Ditsch then second by Jennifer Windels to begin work session and discussion. Motion carried 7-0.

1. District Strategic Plan

Adjourn Meeting:

Motion by Michelle Hebner then second by Toni Korpi to adjourn meeting at 6:41 pm. Motion carried 6-0.

Approved Minutes:

District Clerk	Date	Board Chair	Date
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Payables Summary
December 16, 2019

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
7143	Further	11/19/2019	39232639	Medical FSA: 11/08/2019 - 11/15/2019 Dep Care FSA: 11/12/2019		0 \$ 580.63
7144	Village Inn	11/19/2019	Ifalls Stu Co Sales	IFalls Stu Co Pie Sales		0 \$ 2,178.00
7145	AFSCME Council 65	11/22/2019	20191122ADAFS9	Payroll accrual		0 \$ 860.90
	AFSCME Council 65	11/22/2019	20191122ADAFS9	Payroll accrual		0 \$ 284.87
	AFSCME Council 65	11/22/2019	20191122ADAFS9	Payroll accrual		0 \$ 12.51
	AFSCME Council 65	11/22/2019	20191122ADAFSL	Payroll accrual		0 \$ 16.67
	AFSCME Council 65	11/22/2019	20191122ADAFSL	Payroll accrual		0 \$ 10.00
	AFSCME Council 65	11/22/2019	20191122ADAFSL	Payroll accrual		0 \$ 0.33
7146	AFT Local #331	11/22/2019	20191122ADDUE	Payroll accrual		0 \$ 3,007.80
	AFT Local #331	11/22/2019	20191122ADDUE	Payroll accrual		0 \$ 93.66
7147	Falls Education Foundation	11/22/2019	20191122ADFEF	Payroll accrual		0 \$ 50.00
7148	MN Child Support Payment Center - Sch	11/22/2019	20191122ADcsp1	Payroll accrual		0 \$ 325.05
7149	Para Local #4798	11/22/2019	20191122ADDUE	Payroll accrual		0 \$ 726.15
	Para Local #4798	11/22/2019	20191122ADDUE	Payroll accrual		0 \$ 16.40
7150	Range Credit Bureau, Inc.	11/22/2019	20191122ADGAR	Payroll accrual		0 \$ 214.54
	Range Credit Bureau, Inc.	11/22/2019	20191122ADGRN	Payroll accrual		0 \$ 248.38
7151	United Way of Northeastern MN	11/22/2019	20191122ADUW/	Payroll accrual		0 \$ 8.00
7152	AFSCME Council 65	11/21/2019	20191121ADAFS9	Payroll accrual		0 \$ 27.73
	AFSCME Council 65	11/21/2019	20191121ADAFSL	Payroll accrual		0 \$ 1.00
7153	NCPERS Group Life Ins.	11/21/2019	1.64913E+11	PERA Life Insurance -Dec-19		0 \$ 144.00
7154	Further	11/21/2019	1425020	Participant Fees: November 2019		0 \$ 258.00
7155	BORDERBOXES	11/22/2019	110719	Hockey Arena Banners		0 \$ 271.90
7156	DEPT OF HUMAN SERVICES	11/22/2019	575040	SFY 19 IEP Admin Fee		0 \$ 191.00
7157	Educator Benefit Consultants, LLC	11/22/2019	11980	403b Third Party Admin Svc	1102000007	\$ 161.88
7158	KOOCHICHING COUNTY	11/22/2019	110719	Oct Tipping Fees		0 \$ 27.50
7159	Marco Technologies LLC	11/22/2019	399459155	FHS; B & W Copy Machine 754E	3002000009	\$ 1,559.23
	Marco Technologies LLC	11/22/2019	399459338	Comm Ed; Canon 1025N Copier	5002000001	\$ 256.42
7160	MN ENERGY RESOURCES CORP	11/22/2019	110419	Natural Gas Services	8102000013	\$ 1,186.92
	MN ENERGY RESOURCES CORP	11/22/2019	110419	Natural Gas Services	8102000013	\$ 1,824.20
	MN ENERGY RESOURCES CORP	11/22/2019	110419	Natural Gas Services	8102000013	\$ 608.06
	MN ENERGY RESOURCES CORP	11/22/2019	110419	Natural Gas Services	8102000013	\$ 400.16

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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
7161	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 495.40
	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 3,749.16
	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 1,792.87
	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 2,908.52
	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 5,678.60
	MN POWER	11/22/2019	110819	Electricity Bill	8102000012	\$ 358.97
7162	MN TELECOMMUNICATIONS	11/22/2019	5874	Monthly Broadband Services	6052000013	\$ 1,512.50
7163	SCHMITT MUSIC CENTERS	11/22/2019	3157731	Trumpet repairs	2582000006	\$ 55.79
	SCHMITT MUSIC CENTERS	11/22/2019	3157731	Trumpet repairs	2582000006	\$ 28.21
	SCHMITT MUSIC CENTERS	11/22/2019	3158673	Trumpet repairs	2582000006	\$ 56.45
	SCHMITT MUSIC CENTERS	11/22/2019	3158673	Trumpet repairs	2582000006	\$ 28.55
	SCHMITT MUSIC CENTERS	11/22/2019	3160136	Trumpet repairs	2582000006	\$ 63.09
	SCHMITT MUSIC CENTERS	11/22/2019	3160136	Trumpet repairs	2582000006	\$ 31.91
7164	Small Town Tech Inc.	11/22/2019	7903	Installed Fire Alarms and Wood Shop Module	0	\$ 1,370.00
7165	SOFTCHOICE	11/22/2019	5242643	Windows Software License	6052000056	\$ 5,472.22
7166	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 1,056.00
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 213.00
7166	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 47.50
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 47.50
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 85.00
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 248.40
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 61.80
	The Sport Shop	11/22/2019	110819	GIRLS HOCKEY UNIFORMS / EQUIPMENT	2922000025	\$ 61.80
	The Sport Shop	11/22/2019	111219	BOYS HOCKEY SUPPLIES	2922000028	\$ 876.00

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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
7167	TRAVELERS INSUR AGENCIES	11/22/2019	3557D8195-1111	Auto Policy		0 \$ 1,099.00
7168	KGHS-AM	11/25/2019	1145V	Vaping Advertising		0 \$ 5,280.00
7169	DELTA DENTAL	11/22/2019	7814476	Dental Insurance - December 2019		0 \$ 1,703.38
	DELTA DENTAL	11/22/2019	7814476	Dental Insurance - December 2019		0 \$ 4,585.34
	DELTA DENTAL	11/22/2019	7814476	Dental Insurance - December 2019		0 \$ 88.98
	DELTA DENTAL	11/22/2019	7814476	Dental Insurance - December 2019		0 \$ 15.06
7170	Madison National Life	11/22/2019	1370046	LTD Insurance - December 2019		0 \$ 146.77
7171	Madison National Life	11/22/2019	1370045	Life Insurance - December 2019		0 \$ 63.50
	Madison National Life	11/22/2019	1370045	Life Insurance - December 2019		0 \$ 1,603.00
7172	Rousseau, Jeff	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 70.00
	Rousseau, Jeff	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 70.00
7173	SCOTT, TROY	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 97.00
7174	Shikowsky, Chad	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 70.00
7175	Zuehlke, Bob	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 97.00
	Zuehlke, Bob	11/22/2019	11/22/2019	B. HOCKEY VARSITY VS. LITTLE FALLS		0 \$ 136.80
7176	Rousseau, Jeff	11/22/2019	11/23/2019	G. HOCKEY VARSITY VS. FORT FRANCES		0 \$ 97.00
7177	Shikowsky, Chad	11/22/2019	11/23/2019	G. HOCKEY VARSITY VS. FORT FRANCES		0 \$ 97.00
7178	Further	11/25/2019	39241781	Medical FSA: 11/18/2019 - 11/20/2019		0 \$ 631.53
7179	Drouillard, Darryl	11/26/2019	GIRLS BB 11/26/1 G BB OFFICIAL 11/26/19			0 \$ 120.00
7180	Erickson, Rod	11/26/2019	GIRLS BB 11/26/1 G BB OFFICIAL 11/26/19			0 \$ 262.57

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Payables Summary
December 16, 2019

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7181	SANDERS, KRYSTA	11/26/2019	GIRLS BB 11/26/1	G BB OFFICIAL 11/26/19		0 \$ 120.00
7182	AMERICAN TIME & SIGNAL COMPANY	11/29/2019	824932	Time Clock Repairs	6052000067	\$ 2,211.63
7183	BLICK ART MATERIALS	11/29/2019	2460307	FES Supplies	1302000122	\$ 206.82
7184	BSN SPORTS	11/29/2019	906862243	BASKETBALLS	2922000021	\$ 149.98
7185	COCA-COLA BOTTLING CO	11/29/2019	23624	FHS; Beverages for Meal Service		0 \$ 254.50
	COCA-COLA BOTTLING CO	11/29/2019	23518	FHS; Beverages for Meal Service		0 \$ 176.75
	COCA-COLA BOTTLING CO	11/29/2019	23654	Stu Cou Concession		0 \$ 1,423.50
7186	GUARDIAN PEST CONTROL INC	11/29/2019	2075651	Pest Control Service	8102000016	\$ 64.65
7187	Inland Leasing	11/29/2019	58953761	Cafeteria Vending Rental	7702000001	\$ 182.13
7188	International Falls Rotary Club	11/29/2019	691	Membership Dues for K Grover		0 \$ 320.00
7189	Marco Technologies LLC	11/29/2019	7000632	Bus Office Copy Per Copy	1102000004	\$ 36.02
	Marco Technologies LLC	11/29/2019	70003985	FES; Canon 1025N Copier	1302000020	\$ 185.30
	Marco Technologies LLC	11/29/2019	7000631	Guid Office Cost per Copy	7102000000	\$ 17.86
7190	MSHSL	11/29/2019	71	RULES	2922000031	\$ 188.00
				BOOKS/SCOREBOOKS/CHEERLEADER MANUALS		
7191	NORTHEAST SERVICE COOPERATIVE	11/29/2019	1939	Jr Varsity Knowledge Bowl Meet		0 \$ 720.00
7192	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FES; Bread for Meal Service		0 \$ 170.38
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FES; Bread for Meal Service		0 \$ 21.00
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FHS; Bread for Meal Service		0 \$ 58.38
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FES; Bread for Meal Service		0 \$ 70.00
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FES; Bread for Meal Service		0 \$ 85.28
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+13	FHS; Bread for Meal Service		0 \$ 18.72
	PAN O GOLD BAKING CO	11/29/2019	1.00099E+14	FHS; Bread for Meal Service		0 \$ 29.21
7193	PEARSON EDUCATION	11/29/2019	7027004296	FEF for Kim McDonald	1302000118	\$ 56.18
7194	SANDSTROM'S INC	11/29/2019	283629	FES; Milk for Meal Service		0 \$ 376.00
	SANDSTROM'S INC	11/29/2019	283628	FHS; Milk for Meal Service		0 \$ 301.76
	SANDSTROM'S INC	11/29/2019	284630	FES; Milk for Meal Service		0 \$ 429.00
	SANDSTROM'S INC	11/29/2019	284580	FHS; Milk for Meal Service		0 \$ 193.00
	SANDSTROM'S INC	11/29/2019	282705	FES; Milk for Meal Service		0 \$ 539.50
7195	SCHOOL NURSE SUPPLY INC	11/29/2019	0765682-IN	Nursing supplies	7202000000	\$ 264.30
7196	Sonova USA Inc.	11/29/2019	5130622396	FES Special Ed Equipment	1302000081	\$ 3,646.81
7197	SPINLIFE	11/29/2019	INV75358	SPED EQUIPMENT HEIDI THOMPS	3002000048	\$ 1,099.00

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Payables Summary
December 16, 2019

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
7198	SUPER ONE	11/29/2019	110119	Food for Meal Service	0	\$ 168.31
7198	SUPER ONE	11/29/2019	103119	AWD Pals Food & Beverages	5002000017	\$ 51.49
7199	TIERNEY BROTHERS INC	11/29/2019	811642	Supplies	6052000066	\$ 264.60
7200	UHL	11/29/2019	13001	FHS; New Actuator	0	\$ 1,726.90
7201	ZIEGLER INC	11/29/2019	PC030521650	Bus Parts	0	\$ 57.45
7202	ZIEMBA, BERNIE	11/29/2019	111219	LUMBER FOR WOODS CLASSES PINE/CEDAR-RESALE LUMBER	2552000004	\$ 750.00
7203	US FOODSERVICE	11/29/2019	4562724	FES; Food for Meal Service	0	\$ 104.90
	US FOODSERVICE	11/29/2019	4562723	FHS; Food for Meal Service	0	\$ 101.57
	US FOODSERVICE	11/29/2019	4486253	FHS; Food for Meal Service	0	\$ 1,570.02
	US FOODSERVICE	11/29/2019	4562702	FHS; Food for Meal Service	0	\$ 2,469.70
	US FOODSERVICE	11/29/2019	5977851	FHS; Food for Meal Service	0	\$ (19.92)
	US FOODSERVICE	11/29/2019	4620051	FHS; Food for Meal Service	0	\$ 1,932.36
	US FOODSERVICE	11/29/2019	4685678	FHS; Food for Meal Service	0	\$ 271.20
	US FOODSERVICE	11/29/2019	4754058	FHS; Food for Meal Service	0	\$ 1,722.35
	US FOODSERVICE	11/29/2019	5907877	FHS; Food for Meal Service	0	\$ (14.43)
	US FOODSERVICE	11/29/2019	4829695	FHS; Food for Meal Service	0	\$ 785.24
	US FOODSERVICE	11/29/2019	5925395	FES; Food for Meal Service	0	\$ (27.30)
	US FOODSERVICE	11/29/2019	4428465	Preschool Snacks	0	\$ 22.70
	US FOODSERVICE	11/29/2019	4428468	FES; Food for Meal Service	0	\$ 881.79
	US FOODSERVICE	11/29/2019	4486261	Preschool Snacks	0	\$ 69.23
	US FOODSERVICE	11/29/2019	4486267	FES; Food for Meal Service	0	\$ 1,273.90
	US FOODSERVICE	11/29/2019	4562717	FES; Food for Meal Service	0	\$ 1,134.02
	US FOODSERVICE	11/29/2019	4581467	FES; Food for Meal Service	0	\$ 168.81
	US FOODSERVICE	11/29/2019	4620052	FES; Food for Meal Service	0	\$ 1,357.65
	US FOODSERVICE	11/29/2019	4620061	FES; Food for Meal Service	0	\$ 209.43
	US FOODSERVICE	11/29/2019	4754064	Preschool Snacks	0	\$ 257.03
	US FOODSERVICE	11/29/2019	4754069	FES; Food for Meal Service	0	\$ 1,343.46
	US FOODSERVICE	11/29/2019	4829697	FES; Supplies for Meal Service	0	\$ 1,535.05
7204	Further	12/2/2019	39246949	Medical FSA: 11/22/2019 - 11/26/2019 Dep Care FSA: 11/26/2019	0	\$ 521.82

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7205	MAXWELL MEDALS & AWARDS	12/3/2019	11/25/2019	TROPHIES FOR QUIZ BOWL TOM VOLLUM		0 \$ 225.00
7206	NED	12/3/2019	Fall 2019	Student Council Meeting		0 \$ 72.00
7207	OLSON, JACK	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 120.00
	OLSON, JACK	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ (120.00)
7208	POEGEL, Marvin	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 299.52
	POEGEL, Marvin	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ (299.52)
7209	YODER, KYLE	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 120.00
	YODER, KYLE	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ (120.00)
7210	OLSON, JACK	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 120.00
7211	POEGEL, Marvin	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 299.52
7212	YODER, KYLE	12/3/2019	BOYS BB 12/3/19	BOYS BB OFFICIAL 12/3/19		0 \$ 120.00
7213	AFT Local #331	12/6/2019	20191206ADDUE	Payroll accrual		0 \$ 3,007.80
	AFT Local #331	12/6/2019	20191206ADDUE	Payroll accrual		0 \$ 93.66
7214	Falls Education Foundation	12/6/2019	20191206ADFEF	Payroll accrual		0 \$ 50.00
7215	MN Child Support Payment Center - Sch	12/6/2019	20191206ADcsp1	Payroll accrual		0 \$ 325.05
7216	Para Local #4798	12/6/2019	20191206ADDUE	Payroll accrual		0 \$ 726.15
	Para Local #4798	12/6/2019	20191206ADDUE	Payroll accrual		0 \$ 16.40
7217	Range Credit Bureau, Inc.	12/6/2019	20191206ADGAR	Payroll accrual		0 \$ 191.08
	Range Credit Bureau, Inc.	12/6/2019	20191206ADGRN	Payroll accrual		0 \$ 223.12
7218	United Way of Northeastern MN	12/6/2019	20191206ADUW/	Payroll accrual		0 \$ 8.00
7219	Gjertson, John	12/5/2019	12/5/2019	Early Retirement Incentive - John Gjertson		0 \$ 284.20
7220	AUTO-JET MUFFLER CORP	12/6/2019	448886	Transp; Tubes & Clamps		0 \$ 194.65
7221	BEMIDJI STEEL COMPANY	12/6/2019	157037	IND. ART SUPPLIES	2552000008	\$ 1,831.05
7222	BEMIDJI WELDERS SUPPLY	12/6/2019	10023089	SUPPLIES FOR METAL SHOP	2552000007	\$ 320.90
7223	CXTec	12/6/2019	7009544	Dell Driver	6052000069	\$ 1,248.04
7224	Falls Advanced Chiropractic Center	12/6/2019	112019	DOT Physicals (T.P & K.B)		0 \$ 180.00
7225	FRONTIER	12/6/2019	111619	Monthly Telephone Service	8102000019	\$ 35.12
	FRONTIER	12/6/2019	111619	Monthly Telephone Service	8102000019	\$ 1,172.91
	FRONTIER	12/6/2019	111619	Monthly Telephone Service	8102000019	\$ 11.75
7226	GOPHER SPORT	12/6/2019	9669236	FHS; PHY. ED. SUPPLIES	2402000001	\$ 1,685.11
7227	HAWKINS INC	12/6/2019	4618657	Pool Chemicals	8102000039	\$ 53.49

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	HAWKINS INC	12/6/2019	4620832	Pool Chemicals	8102000039	\$ 365.39
7228	HILLYARD HUTCHINSON	12/6/2019	603669106	FHS supplies	8102000042	\$ 143.99
	HILLYARD HUTCHINSON	12/6/2019	603650867	FHS supplies	8102000042	\$ 155.30
	HILLYARD HUTCHINSON	12/6/2019	603663972	FHS supplies Hillyard	8102000073	\$ 748.67
7229	INTERQUEST DETECTION CANINES	12/6/2019	Nov-19	Canine Detection Services	3002000021	\$ 315.00
7230	K&K MEYERS INC	12/6/2019	247	Mn Twins Grant--Softball Dugout Cement		0 \$ 6,310.00
	K&K MEYERS INC	12/6/2019	248	FHS; Lock Repair		0 \$ 85.00
	K&K MEYERS INC	12/6/2019	22048	FES; Window Repair		0 \$ 129.39
	K&K MEYERS INC	12/6/2019	22051	FES; Cut New Keys		0 \$ 50.58
7231	KANTOR ELECTRIC INC	12/6/2019	15584	FES; Fix Light Ballast		0 \$ 104.23
	KANTOR ELECTRIC INC	12/6/2019	15563	Pool; Fix Chlorinator		0 \$ 95.77
	KANTOR ELECTRIC INC	12/6/2019	15577	Pool; New Chlorinator		0 \$ 369.79
7232	Karsnia, John	12/6/2019	120419	Assembly of L Ross Memorial Cabinet		0 \$ 1,400.00
7233	KOOCH COUNTY DIESEL INC	12/6/2019	1780	Computer Diagnostics		0 \$ 80.00
7234	Marco Technologies LLC	12/6/2019	400173894	FES; Color Copier and FHS; Mailroom Copier	3002000010	\$ 890.90
	Marco Technologies LLC	12/6/2019	400173894	FES; Color Copier and FHS; Mailroom Copier	3002000010	\$ 1,273.43
7235	MN ENERGY RESOURCES CORP	12/6/2019	111919	Bus Garage; Natural Gas Services	8102000013	\$ 377.87
7236	MR FAITH SOUND & LIGHT INC	12/6/2019	111419	Mr. Faith DJ service	5002000066	\$ 412.86
	MR FAITH SOUND & LIGHT INC	12/6/2019	92619	PALS Sept Dance	5002000066	\$ 443.85
	MR FAITH SOUND & LIGHT INC	12/6/2019	120319	Mr. Faith DJ service	5002000066	\$ 400.00
7237	PERMA BOUND	12/6/2019	1841764-01	FEF Library Books	3002000046	\$ 190.57
7238	RAINY RIVER COMMUNITY COLLEGE	12/6/2019	Fall 2019	Fall 2019 PSEO Tuition		0 \$ 74,081.00
7239	SCHOLASTIC	12/6/2019	204689886	FEF Book for FES Library		0 \$ 14.70
	SCHOLASTIC	12/6/2019	20335240	FEF Book for FES Library		0 \$ 8.33
7240	Screen Surgeons	12/6/2019	4237	Chromebook Screen	6052000065	\$ 114.00
7241	TAYLOR'S PLUMBING & HEATING LLC	12/6/2019	1546	Clearing FHS Kitchen Drain		0 \$ 490.00
	TAYLOR'S PLUMBING & HEATING LLC	12/6/2019	1546	Clearing FHS Kitchen Drain		0 \$ 27.98
7242	TW Maintenance	12/6/2019	208	Straighten Salt Spreader &		0 \$ 175.00

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				Machine Dove Tails for Mr Olson		
	TW Maintenance	12/6/2019	208	Straighten Salt Spreader & Machine Dove Tails for Mr Olson		0 \$ 30.00
7243	Tyson Foods Inc.	12/6/2019	25795400	Commodity Beef Processing		0 \$ 106.80
7244	WATER DEPT	12/6/2019	112019	Water Usage	8102000014	\$ 824.98
	WATER DEPT	12/6/2019	112019	Water Usage	8102000014	\$ 2,110.26
	WATER DEPT	12/6/2019	112019	Water Usage	8102000014	\$ 1,932.98
	WATER DEPT	12/6/2019	112019	Water Usage	8102000014	\$ 50.44
	WATER DEPT	12/6/2019	112019	Water Usage	8102000014	\$ 69.67
7245	ESTEY, STEVE	12/7/2019		GIRLS HOCKEY 12 G HOCKEY OFFICIAL 12/7/19		0 \$ 207.74
7246	LASKY, Austin	12/7/2019		GIRLS HOCKEY 12 G HOCKEY OFFICIAL 12/7/19		0 \$ 97.00
7247	Shikowsky, Chad	12/7/2019		GIRLS HOCKEY 12 G HOCKEY OFFICIAL 12/7/19		0 \$ 70.00
7248	Further	12/6/2019	12/6/2019	Participant Fees - December 2019		0 \$ 258.00
7249	Further	12/10/2019	39251683	Invoice for flex plan employee payments		0 \$ 96.16
	Further	12/10/2019	39251683	Invoice for flex plan employee payments		0 \$ 1,137.92
	Further	12/10/2019	39251683	Invoice for flex plan employee payments		0 \$ 1,275.95
7250	MCB	12/10/2019	1	Second year Certification Fee		0 \$ 95.00
7251	Toninato, Megan	12/10/2019	Corbin's Lunch	Corbin's Lunch Acct Refund		0 \$ 22.50
7252	ADVANCED FIRST AID INC	12/17/2019	1119-794	Service plan For our AED's	8102000076	\$ 1,236.00
7253	Annie's Frozen Yogurt	12/17/2019	24182	Frozen Yogurt Machine Rental	7702000000	\$ 100.00
7254	Apptegy	12/17/2019	3037	New Website Host	6052000063	\$ 11,716.00
7255	ARROWHEAD LIBRARY SYSTEM	12/17/2019	7229	Library Catalog System	6202000000	\$ 625.00
7256	Cedulie's Photography LLC	12/17/2019	2818	CD of Trophies for Touch Screen Project		0 \$ 350.00
7257	CITIZENS FOR BACKUS	12/17/2019	122019	ALC Lease Agreement	3002000015	\$ 703.73
7258	DOMINO'S PIZZA	12/17/2019	120319	Student Co Concessions	9012000001	\$ 90.98
	DOMINO'S PIZZA	12/17/2019	112619	Student Co Concessions	9012000001	\$ 76.98

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7259	Education Innovation Partners	12/17/2019	1293	Supplies	6052000001	\$ 206.25
7260	Educator Benefit Consultants, LLC	12/17/2019	12316	403b Third Party Admin Svc	1102000007	\$ 161.88
7261	EWALD ENTERPRISES	12/17/2019	4981	FOB Controller	0	\$ 830.00
7262	FRIENDS GARBAGE SERVICE, LLC	12/17/2019	9169113	Garbage Pickups	8102000034	\$ 1,703.52
7263	ISD #712 MIB PUBLIC SCHOOLS	12/17/2019	19678	10/22 Footbal Field Rental	0	\$ 550.00
7264	KBA COACH	12/17/2019	191077	BASKETBALL WATER COOLERS	2922000019	\$ 349.98
7265	KGHS-AM	12/17/2019	113019	School Matters	102000000	\$ 198.00
7266	KOOCHICHING COUNTY	12/17/2019	36428	November Tipping Fee	0	\$ 5.50
7267	KOOCHICHING COUNTY TREASURER	12/17/2019	2019	Tax Notices	0	\$ 1,892.55
7268	Learning Sciences International	12/17/2019	SIN028651	Staff Development	0	\$ 12,550.00
7269	MIDCONTINENT COMMUNICATIONS	12/17/2019	112719	ALC Phone & Data	3002000007	\$ 167.92
7270	MN GRADUATE SERVICES LTD	12/17/2019	4552625	Diploma	0	\$ 16.91
7271	NORTH STAR PUBLISHING	12/17/2019	45302	KAPE Posters	0	\$ 207.51
7272	RATWIK ROSZAK & MALONEY PA	12/17/2019	103119	Attorney Consultations	0	\$ 1,452.00
7273	ROCHE'S TOWING	12/17/2019	282017	Winch Tan Van	0	\$ 80.00
7274	ROCHESTER TELECOM SYSTEMS INC	12/17/2019	112219	Long Distance Phone Calls	8102000033	\$ 47.24
	ROCHESTER TELECOM SYSTEMS INC	12/17/2019	112219	Long Distance Phone Calls	8102000033	\$ 47.24
7275	THE JOURNAL	12/17/2019	113019	Advertising Local Newspaper	1102000000	\$ 265.50
7276	Thompson, Sara	12/17/2019	120619	P & I Grant Marketing Consultant	7902000008	\$ 1,230.00
7277	THYSSENKRUPP ELEVATOR	12/17/2019	3004946641	Yearly Elevator Maintenance	0	\$ 1,286.21
7278	TIMBERPINS	12/17/2019	421407	AWD Pals Bowling	5002000016	\$ 205.82
7279	TONINATO JOSEPHINE	12/17/2019	111219	Postage Reimbursement	0	\$ 7.45
7280	US School Supply	12/17/2019	431044A	FES PBIS School Store	1302000116	\$ 358.20
7281	NED	12/10/2019	12102019	Division Dues for 2019-2020 School Year	0	\$ 50.00
7282	Rousseau, Jeff	12/10/2019	G HOCKEY 12/10/	G HOCKEY OFFICIAL 12/10/19	0	\$ 167.00
7283	Shikowsky, Chad	12/10/2019	G HOCKEY 12/10/	G HOCKEY OFFICIAL 12/10/19	0	\$ 167.00
192000033	Anderson, Charles	12/17/2019	112719	Nov Mileage Reimbursement	0	\$ 10.44
192000034	Awe, William	12/17/2019	120619	Mileage Reimbursement to MMS. Conf	0	\$ 264.88
	Awe, William	12/17/2019	120419	Meal Reimbursement to MMSA Conf	0	\$ 48.03

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192000035	Biles, Zane	12/17/2019	111719	Mileage Reimbursement	0	\$ 284.66
192000036	Blesi, Michael	12/17/2019	110619	Mileage Reimbursement	0	\$ 136.74
192000037	Boe, Angel	12/17/2019	103119	Oct Mileage Reimbursement	0	\$ 16.24
	Boe, Angel	12/17/2019	112719	Nov Mileage Reimbursement	0	\$ 20.30
192000038	Bragg, Brittany	12/17/2019	112719	Nov Mileage Reimbursement	0	\$ 27.26
192000039	Christianson, Rosa	12/17/2019	112619	Nov Mileage Reimbursement	0	\$ 4.93
192000040	Cipriano, Ariana	12/17/2019	102619	Mileage Reimbursement to GR Swim Meet	0	\$ 101.48
192000041	Goff, Ashley	12/17/2019	110919	Mileage Reimbursement to Swim Meet	0	\$ 43.43
192000042	Koenig, Joshua	12/17/2019	111819	Meals & Mileage Reimbursement	0	\$ 156.90
192000043	LaVigne, Sandra	12/17/2019	112019	Reimbursement for PALS C Party Supplies	0	\$ 54.00
192000044	Slatinski, BethAnne	12/17/2019	122019	Cell Phone Reimbursement	0	\$ 360.00
192000045	Tessier, Wyatt	12/17/2019	112719	Nov Mileage Reimbursement	0	\$ 41.76
192000046	Wilson, June	12/17/2019	112719	Nov Mileage Reimbursement	0	\$ 19.72
201900533	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSAI	Payroll accrual	0	\$ 53.08
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSAI	Payroll accrual	0	\$ 196.17
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSAI	Payroll accrual	0	\$ 1,528.62
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSEC	Payroll accrual	0	\$ 2,576.39
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSEC	Payroll accrual	0	\$ 51.16
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSFR	Payroll accrual	0	\$ 2,408.14
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSGI	Payroll accrual	0	\$ 430.78
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSHI	Payroll accrual	0	\$ 150.51
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSMI	Payroll accrual	0	\$ 181.62
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSSY	Payroll accrual	0	\$ 250.00
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSVI	Payroll accrual	0	\$ 3,410.05
	Educator Benefit Consultants, LLC	11/22/2019	20191122ADTSVI	Payroll accrual	0	\$ 65.39
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSAI	Payroll accrual	0	\$ 196.17
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSAS	Payroll accrual	0	\$ 361.64
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSEC	Payroll accrual	0	\$ 1,374.66
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSEC	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSFR	Payroll accrual	0	\$ 709.95

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	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSGR	Payroll accrual	0	\$ 111.55
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSHC	Payroll accrual	0	\$ 52.18
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSMC	Payroll accrual	0	\$ 141.71
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSST	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSVA	Payroll accrual	0	\$ 1,409.04
	Educator Benefit Consultants, LLC	11/22/2019	20191122AFTSVA	Payroll accrual	0	\$ 65.39
201900534	ING	11/22/2019	20191122ADG-45	Payroll accrual	0	\$ 10.89
	ING	11/22/2019	20191122ADG-45	Payroll accrual	0	\$ 20.69
	ING	11/22/2019	20191122AFDEFM	Payroll accrual	0	\$ 10.89
	ING	11/22/2019	20191122AFDEFM	Payroll accrual	0	\$ 20.69
	ING	11/22/2019	20191122AFHCSF	Payroll accrual	0	\$ 2,824.41
	ING	11/22/2019	20191122AFHCSF	Payroll accrual	0	\$ 6.92
201900535	Internal Revenue Service	11/22/2019	20191122ADFICA	Payroll accrual	0	\$ 17,903.79
201900535	Internal Revenue Service	11/22/2019	20191122ADFICA	Payroll accrual	0	\$ 534.19
	Internal Revenue Service	11/22/2019	20191122ADFICA	Payroll accrual	0	\$ 700.99
	Internal Revenue Service	11/22/2019	20191122ADFICA	Payroll accrual	0	\$ 21.86
	Internal Revenue Service	11/22/2019	20191122ADFTA	Payroll accrual	0	\$ 200.00
	Internal Revenue Service	11/22/2019	20191122ADFTA	Payroll accrual	0	\$ 10.00
	Internal Revenue Service	11/22/2019	20191122ADFTP	Payroll accrual	0	\$ 110.92
	Internal Revenue Service	11/22/2019	20191122ADFTX	Payroll accrual	0	\$ 21,815.67
	Internal Revenue Service	11/22/2019	20191122ADFTX	Payroll accrual	0	\$ 599.30
	Internal Revenue Service	11/22/2019	20191122ADFTX	Payroll accrual	0	\$ 612.38
	Internal Revenue Service	11/22/2019	20191122ADFTX	Payroll accrual	0	\$ -
	Internal Revenue Service	11/22/2019	20191122ADMDC	Payroll accrual	0	\$ 4,187.22
	Internal Revenue Service	11/22/2019	20191122ADMDC	Payroll accrual	0	\$ 124.92
	Internal Revenue Service	11/22/2019	20191122ADMDC	Payroll accrual	0	\$ 163.93
	Internal Revenue Service	11/22/2019	20191122ADMDC	Payroll accrual	0	\$ 5.11
	Internal Revenue Service	11/22/2019	20191122AFFICA	Payroll accrual	0	\$ 17,903.79
	Internal Revenue Service	11/22/2019	20191122AFFICA	Payroll accrual	0	\$ 534.19
	Internal Revenue Service	11/22/2019	20191122AFFICA	Payroll accrual	0	\$ 700.99
	Internal Revenue Service	11/22/2019	20191122AFFICA	Payroll accrual	0	\$ 21.86
	Internal Revenue Service	11/22/2019	20191122AFMDC	Payroll accrual	0	\$ 4,187.22
	Internal Revenue Service	11/22/2019	20191122AFMDC	Payroll accrual	0	\$ 124.92

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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Internal Revenue Service	11/22/2019	20191122AFMDC	Payroll accrual		0 \$ 163.93
	Internal Revenue Service	11/22/2019	20191122AFMDC	Payroll accrual		0 \$ 5.11
201900536	MINNESOTA REVENUE	11/22/2019	20191122ADSITA	Payroll accrual		0 \$ 60.00
	MINNESOTA REVENUE	11/22/2019	20191122ADSITA	Payroll accrual		0 \$ 5.00
	MINNESOTA REVENUE	11/22/2019	20191122ADSITA	Payroll accrual		0 \$ 20.00
	MINNESOTA REVENUE	11/22/2019	20191122ADSITM	Payroll accrual		0 \$ 10,396.23
	MINNESOTA REVENUE	11/22/2019	20191122ADSITM	Payroll accrual		0 \$ 294.25
	MINNESOTA REVENUE	11/22/2019	20191122ADSITM	Payroll accrual		0 \$ 315.97
	MINNESOTA REVENUE	11/22/2019	20191122ADSITM	Payroll accrual		0 \$ -
	MINNESOTA REVENUE	11/22/2019	20191122ADSITP	Payroll accrual		0 \$ 152.84
201900537	MN Teachers Retirement Association	11/22/2019	20191122ADTRAC	Payroll accrual		0 \$ 14,102.18
	MN Teachers Retirement Association	11/22/2019	20191122ADTRAC	Payroll accrual		0 \$ 380.26
	MN Teachers Retirement Association	11/22/2019	20191122ADTRAC	Payroll accrual		0 \$ 44.85
	MN Teachers Retirement Association	11/22/2019	20191122AFTRAC	Payroll accrual		0 \$ 14,891.89
	MN Teachers Retirement Association	11/22/2019	20191122AFTRAC	Payroll accrual		0 \$ 401.54
	MN Teachers Retirement Association	11/22/2019	20191122AFTRAC	Payroll accrual		0 \$ 47.36
201900538	Public Employees Retirement Associatio	11/22/2019	20191122ADPERA	Payroll accrual		0 \$ 6,474.16
	Public Employees Retirement Associatio	11/22/2019	20191122ADPERA	Payroll accrual		0 \$ 153.08
	Public Employees Retirement Associatio	11/22/2019	20191122ADPERA	Payroll accrual		0 \$ 696.11
	Public Employees Retirement Associatio	11/22/2019	20191122ADPERA	Payroll accrual		0 \$ 22.91
	Public Employees Retirement Associatio	11/22/2019	20191122AFPERA	Payroll accrual		0 \$ 7,470.17
	Public Employees Retirement Associatio	11/22/2019	20191122AFPERA	Payroll accrual		0 \$ 176.62
	Public Employees Retirement Associatio	11/22/2019	20191122AFPERA	Payroll accrual		0 \$ 803.22
	Public Employees Retirement Associatio	11/22/2019	20191122AFPERA	Payroll accrual		0 \$ 26.44
201900539	Public Employees Retirement-DCP	11/22/2019	20191122ADDCP	Payroll accrual		0 \$ 24.00
	Public Employees Retirement-DCP	11/22/2019	20191122AFDCP	Payroll accrual		0 \$ 24.00
201900540	Internal Revenue Service	11/21/2019	20191121ADFICA	Payroll accrual		0 \$ 292.98
	Internal Revenue Service	11/21/2019	20191121ADFICA	Payroll accrual		0 \$ 2.47
	Internal Revenue Service	11/21/2019	20191121ADFICA	Payroll accrual		0 \$ 126.72
	Internal Revenue Service	11/21/2019	20191121ADFTX	Payroll accrual		0 \$ 10.86
	Internal Revenue Service	11/21/2019	20191121ADFTX	Payroll accrual		0 \$ -
	Internal Revenue Service	11/21/2019	20191121ADFTX	Payroll accrual		0 \$ -
	Internal Revenue Service	11/21/2019	20191121ADMDC	Payroll accrual		0 \$ 68.51

Payables Summary
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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Internal Revenue Service	11/21/2019	20191121ADMDC	Payroll accrual	0	\$ 0.58
	Internal Revenue Service	11/21/2019	20191121ADMDC	Payroll accrual	0	\$ 29.62
	Internal Revenue Service	11/21/2019	20191121AFFICA	Payroll accrual	0	\$ 292.98
	Internal Revenue Service	11/21/2019	20191121AFFICA	Payroll accrual	0	\$ 2.47
	Internal Revenue Service	11/21/2019	20191121AFFICA	Payroll accrual	0	\$ 126.72
	Internal Revenue Service	11/21/2019	20191121AFMDC	Payroll accrual	0	\$ 68.51
	Internal Revenue Service	11/21/2019	20191121AFMDC	Payroll accrual	0	\$ 0.58
	Internal Revenue Service	11/21/2019	20191121AFMDC	Payroll accrual	0	\$ 29.62
201900541	MINNESOTA REVENUE	11/21/2019	20191121ADSITM	Payroll accrual	0	\$ 6.63
	MINNESOTA REVENUE	11/21/2019	20191121ADSITM	Payroll accrual	0	\$ -
	MINNESOTA REVENUE	11/21/2019	20191121ADSITM	Payroll accrual	0	\$ -
201900542	Public Employees Retirement Associatio	11/21/2019	20191121ADPER/	Payroll accrual	0	\$ 307.11
	Public Employees Retirement Associatio	11/21/2019	20191121ADPER/	Payroll accrual	0	\$ 2.59
	Public Employees Retirement Associatio	11/21/2019	20191121ADPER/	Payroll accrual	0	\$ 132.85
	Public Employees Retirement Associatio	11/21/2019	20191121AFPERA	Payroll accrual	0	\$ 354.41
	Public Employees Retirement Associatio	11/21/2019	20191121AFPERA	Payroll accrual	0	\$ 2.99
	Public Employees Retirement Associatio	11/21/2019	20191121AFPERA	Payroll accrual	0	\$ 153.27
201900543	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSAI	Payroll accrual	0	\$ 53.08
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSAI	Payroll accrual	0	\$ 196.17
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSA5	Payroll accrual	0	\$ 1,528.62
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSEC	Payroll accrual	0	\$ 2,576.39
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSEC	Payroll accrual	0	\$ 51.16
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSFR	Payroll accrual	0	\$ 2,408.14
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSGf	Payroll accrual	0	\$ 430.78
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSH(Payroll accrual	0	\$ 150.51
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSM	Payroll accrual	0	\$ 181.62
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSSY	Payroll accrual	0	\$ 250.00
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSV/	Payroll accrual	0	\$ 3,410.05
	Educator Benefit Consultants, LLC	12/6/2019	20191206ADTSV/	Payroll accrual	0	\$ 65.39
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSAN	Payroll accrual	0	\$ 196.17
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSAS	Payroll accrual	0	\$ 361.64
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSEC	Payroll accrual	0	\$ 1,374.66
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSEC	Payroll accrual	0	\$ 46.16

Payables Summary
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Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSFR	Payroll accrual	0	\$ 709.95
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSGR	Payroll accrual	0	\$ 111.55
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSHC	Payroll accrual	0	\$ 52.18
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSMC	Payroll accrual	0	\$ 141.71
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSST	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSVA	Payroll accrual	0	\$ 1,409.04
	Educator Benefit Consultants, LLC	12/6/2019	20191206AFTSVA	Payroll accrual	0	\$ 65.39
201900544	ING	12/6/2019	20191206ADG-45	Payroll accrual	0	\$ 10.89
	ING	12/6/2019	20191206ADG-45	Payroll accrual	0	\$ 20.69
	ING	12/6/2019	20191206AFDEFM	Payroll accrual	0	\$ 10.89
	ING	12/6/2019	20191206AFDEFM	Payroll accrual	0	\$ 20.69
	ING	12/6/2019	20191206AFHCSF	Payroll accrual	0	\$ 2,824.41
	ING	12/6/2019	20191206AFHCSF	Payroll accrual	0	\$ 6.92
201900545	Internal Revenue Service	12/6/2019	20191206ADFICA	Payroll accrual	0	\$ 16,547.72
	Internal Revenue Service	12/6/2019	20191206ADFICA	Payroll accrual	0	\$ 486.69
	Internal Revenue Service	12/6/2019	20191206ADFICA	Payroll accrual	0	\$ 616.45
	Internal Revenue Service	12/6/2019	20191206ADFICA	Payroll accrual	0	\$ 14.88
	Internal Revenue Service	12/6/2019	20191206ADFTA	Payroll accrual	0	\$ 200.00
	Internal Revenue Service	12/6/2019	20191206ADFTA	Payroll accrual	0	\$ 10.00
	Internal Revenue Service	12/6/2019	20191206ADFTP	Payroll accrual	0	\$ 85.23
	Internal Revenue Service	12/6/2019	20191206ADFTX	Payroll accrual	0	\$ 20,397.83
201900545	Internal Revenue Service	12/6/2019	20191206ADFTX	Payroll accrual	0	\$ 519.05
	Internal Revenue Service	12/6/2019	20191206ADFTX	Payroll accrual	0	\$ 502.27
	Internal Revenue Service	12/6/2019	20191206ADFTX	Payroll accrual	0	\$ -
	Internal Revenue Service	12/6/2019	20191206ADMDC	Payroll accrual	0	\$ 3,870.01
	Internal Revenue Service	12/6/2019	20191206ADMDC	Payroll accrual	0	\$ 113.82
	Internal Revenue Service	12/6/2019	20191206ADMDC	Payroll accrual	0	\$ 144.16
	Internal Revenue Service	12/6/2019	20191206ADMDC	Payroll accrual	0	\$ 3.48
	Internal Revenue Service	12/6/2019	20191206AFFICA	Payroll accrual	0	\$ 16,547.72
	Internal Revenue Service	12/6/2019	20191206AFFICA	Payroll accrual	0	\$ 486.69
	Internal Revenue Service	12/6/2019	20191206AFFICA	Payroll accrual	0	\$ 616.45
	Internal Revenue Service	12/6/2019	20191206AFFICA	Payroll accrual	0	\$ 14.88
	Internal Revenue Service	12/6/2019	20191206AFMDC	Payroll accrual	0	\$ 3,870.01

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Payables Summary
December 16, 2019

Check No	Vendor	Check Date	Invoice No	Invoice Description	PO No	Amount
	Internal Revenue Service	12/6/2019	20191206AFMDC	Payroll accrual		0 \$ 113.82
	Internal Revenue Service	12/6/2019	20191206AFMDC	Payroll accrual		0 \$ 144.16
	Internal Revenue Service	12/6/2019	20191206AFMDC	Payroll accrual		0 \$ 3.48
201900546	MINNESOTA REVENUE	12/6/2019	20191206ADSITA	Payroll accrual		0 \$ 60.00
	MINNESOTA REVENUE	12/6/2019	20191206ADSITA	Payroll accrual		0 \$ 5.00
	MINNESOTA REVENUE	12/6/2019	20191206ADSITA	Payroll accrual		0 \$ 20.00
	MINNESOTA REVENUE	12/6/2019	20191206ADSITV	Payroll accrual		0 \$ 9,683.45
	MINNESOTA REVENUE	12/6/2019	20191206ADSITV	Payroll accrual		0 \$ 256.88
	MINNESOTA REVENUE	12/6/2019	20191206ADSITV	Payroll accrual		0 \$ 261.09
	MINNESOTA REVENUE	12/6/2019	20191206ADSITV	Payroll accrual		0 \$ -
	MINNESOTA REVENUE	12/6/2019	20191206ADSITP	Payroll accrual		0 \$ 125.67
201900547	MN Teachers Retirement Association	12/6/2019	20191206ADTRAC	Payroll accrual		0 \$ 13,436.34
	MN Teachers Retirement Association	12/6/2019	20191206ADTRAC	Payroll accrual		0 \$ 376.71
	MN Teachers Retirement Association	12/6/2019	20191206ADTRAC	Payroll accrual		0 \$ 49.72
	MN Teachers Retirement Association	12/6/2019	20191206AFTRAC	Payroll accrual		0 \$ 14,188.80
	MN Teachers Retirement Association	12/6/2019	20191206AFTRAC	Payroll accrual		0 \$ 397.80
	MN Teachers Retirement Association	12/6/2019	20191206AFTRAC	Payroll accrual		0 \$ 52.51
201900548	Public Employees Retirement Associatio	12/6/2019	20191206ADPERA	Payroll accrual		0 \$ 6,153.83
	Public Employees Retirement Associatio	12/6/2019	20191206ADPERA	Payroll accrual		0 \$ 159.24
	Public Employees Retirement Associatio	12/6/2019	20191206ADPERA	Payroll accrual		0 \$ 610.42
	Public Employees Retirement Associatio	12/6/2019	20191206ADPERA	Payroll accrual		0 \$ 15.60
	Public Employees Retirement Associatio	12/6/2019	20191206AFPERA	Payroll accrual		0 \$ 7,100.55
	Public Employees Retirement Associatio	12/6/2019	20191206AFPERA	Payroll accrual		0 \$ 183.75
	Public Employees Retirement Associatio	12/6/2019	20191206AFPERA	Payroll accrual		0 \$ 704.33
201900548	Public Employees Retirement Associatio	12/6/2019	20191206AFPERA	Payroll accrual		0 \$ 18.00
201900549	Public Employees Retirement-DCP	12/6/2019	20191206ADDCP	Payroll accrual		0 \$ 24.00
	Public Employees Retirement-DCP	12/6/2019	20191206AFDCP	Payroll accrual		0 \$ 24.00
201900550- 201900679	BMO	12/6/2019		See Credit Card Detail Report		\$ 26,954.34
TOTAL						\$ 556,537.88

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8327	11/25/2019	5328	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	12/02/2019		Invoiced	A	4.67
	2	Blanket PO for Science Dept.			2602000003	Tim's C/C00000	12/06/2019	4.67			
	11/18/2019	5214	HEISSVIC000	Heiss Victoria L	Guldens, Saint Paul, MN, 55109,		11/25/2019		Invoiced	A	16.00
	1	FOOD CHOIR ZANE BILES				Tim's C/C00001	12/06/2019	16.00			
	11/18/2019	5215	HEISSVIC000	Heiss Victoria L	Carbone's Pizza, Saint Paul, MN		11/25/2019		Invoiced	A	18.24
	1	FOOD CHOIR ZANE BILES				Tim's C/C00001	12/06/2019	18.24			
					3 transaction(s) for XXXXXXXXXXXX8327. Total Amount ==>						38.91
XXXXXXXXXXXX8335	11/27/2019	5330	SteelEug000	Steele Eugene L	Oreilly Auto Parts 39, Internat	O'REILLY000	12/02/2019		Invoiced	A	51.20
	2	Transportation			8102000011	Gene's C/C00000	12/06/2019	51.20			
	11/25/2019	5329	SteelEug000	Steele Eugene L	Cenex Randy S 09899071, Interna	RANDY'S 000	12/02/2019		Invoiced	A	519.08
	2	Set of tires for blue full size van			7602000012	Gene's C/C00001	12/06/2019	519.08			
	11/18/2019	5219	SteelEug000	Steele Eugene L	Kwik Trip 92800009282, Princeto		11/25/2019		Invoiced	A	50.00
	1	Fuel for XC bus (girls Hockey)				Gene's C/C00002	12/06/2019	50.00			
	11/15/2019	5218	SteelEug000	Steele Eugene L	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	37.94
	2	Transportation			8102000011	Gene's C/C00003	12/06/2019	37.94			
	11/08/2019	5217	SteelEug000	Steele Eugene L	Forestland Sales & Ser, Interna	FORESTLA000	11/25/2019		Invoiced	A	21.00
	1	Repair tire				Gene's C/C00004	12/06/2019	21.00			
	11/04/2019	5216	SteelEug000	Steele Eugene L	Forestland Sales & Ser, Interna	FORESTLA000	11/25/2019		Invoiced	A	26.00
	1	Mount and balance tires				Gene's C/C00004	12/06/2019	26.00			
	10/30/2019	5220	SteelEug000	Steele Eugene L	Napa Falls Suply 00229, Interna	NAPA FAL000	11/25/2019		Invoiced	A	66.94
	2	Transportation			8102000027	Gene's C/C00005	12/06/2019	66.94			
					7 transaction(s) for XXXXXXXXXXXX8335. Total Amount ==>						772.16
XXXXXXXXXXXX7362	11/26/2019	5332			Midco, 800-888-1300, MN, 55435,	MIDCONTI000	12/02/2019		Invoiced	A	85.00
	2	Internet Service for Bus Garage			7612000000	Stacy's C/C00000	12/03/2019	85.00			
	11/25/2019	5331			Cts Frontier Onlinepay, 800-921	FRONTIER000	12/02/2019		Invoiced	A	182.78
	2	Arena Phone Service			8102000019	Stacy's C/C00001	12/03/2019	182.78			
	11/21/2019	5229			Amzn Mktp US F105h1vt3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	47.52
	2	60 Pcs Premium Velvet Hair Scrunchies Hair Ban			1302000131	Stacy's C/C00002	12/03/2019	9.55			
	3	60 Pcs Silk Satin Hair Scrunchies Set for Wome			1302000131	Stacy's C/C00002	12/03/2019	14.99			
	4	Chloven 45 Pcs Hair Scrunchies Velvet Elastics			1302000131	Stacy's C/C00002	12/03/2019	7.99			
	5	SUBANG 50 Pieces Satin Flowers Scrunchies Hair			1302000131	Stacy's C/C00002	12/03/2019	14.99			
	11/15/2019	5226			Studio 53, International, MN, 5	STUDIO 5000	11/25/2019		Invoiced	A	309.41
	1	Propane fore Zamboni				Stacy's C/C00003	12/03/2019	309.41			
	11/15/2019	5227			Hometown Hobby & Craft, Interna	HOMETOWN000	11/25/2019		Invoiced	A	26.23
	2	TAGS			5002000059	Stacy's C/C00004	12/03/2019	26.23			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX7362	continued...										
	11/15/2019	5228			Studio 53, International, MN, 5	STUDIO 5000	11/25/2019		Invoiced	A	199.45
	1	Supplies for TAGS group				Stacy's C/C00003	12/03/2019	199.45			
	11/14/2019	5225			Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	822.37
	1	Washer/Dryer FHS cafeteria				Stacy's C/C00005	12/03/2019	822.37			
	11/13/2019	5224			Ferrellgas L P, 800-8747699, MO	FERRELLG000	11/25/2019		Invoiced	A	151.45
	1	Propane for Zamboni				Stacy's C/C00006	12/03/2019	151.45			
	11/12/2019	5223			Lamar Media Corp, 225-237-1068,	LAMAR C0000	11/25/2019		Invoiced	A	965.00
	2	Billboard Contract Services.			7902000021	Stacy's C/C00007	12/03/2019	965.00			
	11/11/2019	5222			Usps.Com Postal Store, 800-275-	POSTMAST000	11/25/2019		Invoiced	A	3,573.00
	2	Regular Envelopes			1102000017	Stacy's C/C00008	12/03/2019	1,933.80			
	3	Window Envelopes			1102000017	Stacy's C/C00008	12/03/2019	1,622.75			
	4	Shipping			1102000017	Stacy's C/C00008	12/03/2019	16.45			
	11/08/2019	5221			Amzn Mktp Us, Amzn.Com/Bill, WA	AMAZON B000	11/25/2019		Invoiced	A	-24.49
	1	Refund from Po #1102000017				Stacy's C/C00009	12/03/2019	-24.49			
	11/01/2019	5232			Paul Bunyan Communicat, 2184441	PAUL BUN000	11/25/2019		Invoiced	A	650.00
	2	36 Month Contract for 1000Mbps, Midnight-4pm/5			6052000003	Stacy's C/C00010	12/03/2019	650.00			
	10/31/2019	5231			Ups 1z27v3e70395871703, 800-811	UPS 000	11/25/2019		Invoiced	A	31.50
	1	Return Duplicate Order placed by Laurie Humber				Stacy's C/C00011	12/03/2019	31.50			
	10/30/2019	5230			Simplystamps.Com, 9043962291, F	SIMPLY S000	11/25/2019		Invoiced	A	22.94
	2	Notary Public Stamp			1102000015	Stacy's C/C00012	12/03/2019	18.95			
	3	Shipping and Handling			1102000015	Stacy's C/C00012	12/03/2019	3.99			
	14 transaction(s) for XXXXXXXXXXXX7362. Total Amount ==>										7,042.16
XXXXXXXXXXXX7124	11/27/2019	5335	BLESIMIC000	Blesi Michael E	Apple.Com/Bill, 866-712-7753, C	AMAZON B000	12/02/2019		Invoiced	A	33.40
	2	Itunes Music for Athletic Ipads			6052000076	Mike's C/C00000	12/06/2019	33.40			
	11/25/2019	5334	BLESIMIC000	Blesi Michael E	Amzn Mktp US J83wo2w23, Amzn.Co	AMAZON B000	12/02/2019		Invoiced	A	264.95
	2	New Genuine Dell Latitude E5440 E5540 65Wh 11.			6052000074	Mike's C/C00001	12/06/2019	264.95			
	11/22/2019	5252	BLESIMIC000	Blesi Michael E	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	15.94
	2	5' Wire Channel			6052000073	Mike's C/C00002	12/06/2019	15.94			
	11/21/2019	5251	BLESIMIC000	Blesi Michael E	Amazon.Com Cq7fa2ul3, Amzn.Com/	AMAZON B000	11/25/2019		Invoiced	A	320.17
	2	Brother Genuine TN660 High Yield Black Toner C			6052000068	Mike's C/C00003	12/06/2019	53.99			
	3	ViewSonic TD2421 24 Inch 1080p Dual-Point Opti			6052000068	Mike's C/C00003	12/06/2019	266.18			
	11/20/2019	5250	BLESIMIC000	Blesi Michael E	Full Compass Sys Vt, 6088317330		11/25/2019		Invoiced	A	338.99
	2	PRO-LITE-2.0-DSP Amp 300W 8ohms w/DSP			6052000072	Mike's C/C00004	12/06/2019	338.99			
	11/18/2019	5248	BLESIMIC000	Blesi Michael E	Apple.Com/Bill, 866-712-7753, C	AMAZON B000	11/25/2019		Invoiced	A	47.73
	2	Itunes Music for Athletic Ipads			6052000076	Mike's C/C00005	12/06/2019	47.73			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX7124	continued...										
	11/18/2019	5249	BLESIMIC000	Blesi Michael E	Apple.Com/Bill, 866-712-7753, C	AMAZON B000	11/25/2019		Invoiced	A	5.24
	2	Itunes Music for Athletic Ipads			6052000076	Mike's C/C00006	12/06/2019	5.24			
	10/30/2019	5255	BLESIMIC000	Blesi Michael E	Amzn Mktp US 8b0zn9cw3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	30.88
	2	USB C Extension Cable(6FT/1.84M)I%eStouchi 10G			6052000062	Mike's C/C00007	12/06/2019	14.90			
	3	HDMI Switch 4K HDMI Splitter-Techole Aluminum			6052000062	Mike's C/C00007	12/06/2019	9.99			
	4	Shipping - Cost of shipping, not including shi			6052000062	Mike's C/C00007	12/06/2019	5.99			
	10/29/2019	5254	BLESIMIC000	Blesi Michael E	Amzn Mktp US 8m2ev8nm3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	58.99
	2	10 Ports Charging Station for Multiple Device,			6052000058	Mike's C/C00008	12/06/2019	58.99			
	10/28/2019	5253	BLESIMIC000	Blesi Michael E	Amzn Mktp US 9k1395dc3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	169.90
	2	Soke iPad 7th Generation Case, New iPad 10.2 C			6052000057	Mike's C/C00009	12/06/2019	169.90			
					10 transaction(s) for XXXXXXXXXXXX7124. Total Amount ==>						1,286.19
XXXXXXXXXXXX7132	11/25/2019	5336	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	12/02/2019		Invoiced	A	9.97
	2	Transportation			8102000011	Jeremy's C/C00000	12/06/2019	9.97			
	11/13/2019	5259	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	-10.00
	2	Transportation			8102000011	Jeremy's C/C00001	12/06/2019	-10.00			
	11/13/2019	5260	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	38.68
	2	Transportation			8102000011	Jeremy's C/C00002	12/06/2019	38.68			
	11/12/2019	5258	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	13.98
	2	Transportation			8102000011	Jeremy's C/C00003	12/06/2019	13.98			
	11/06/2019	5256	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	11.97
	2	Transportation			8102000011	Jeremy's C/C00004	12/06/2019	11.97			
	11/06/2019	5257	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	3.99
	2	Transportation			8102000011	Jeremy's C/C00005	12/06/2019	3.99			
	11/01/2019	5262	ANDERJER000	Anderson Jeremy R	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	4.96
	2	Transportation			8102000011	Jeremy's C/C00006	12/06/2019	4.96			
	10/29/2019	5261	ANDERJER000	Anderson Jeremy R	Northern Lumber Yard I, Intl Fa	NORTHERN005	11/25/2019		Invoiced	A	35.98
	2	Transportation			8102000024	Jeremy's C/C00007	12/06/2019	35.98			
					8 transaction(s) for XXXXXXXXXXXX7132. Total Amount ==>						109.53
XXXXXXXXXXXX7648	11/27/2019	5340	SLATIBET000	Slatinski BethAnne K	Kmart 9689, International, MN,	KMART 000	12/02/2019		Invoiced	A	59.29
	2	Youth Group Activities (12i)			7902000055	Beth's C/C00000	12/06/2019	59.29			
	11/27/2019	5341	SLATIBET000	Slatinski BethAnne K	Sp Eleven Seventy-On, Internati	11-71 CL000	12/02/2019		Invoiced	A	116.00
	2	Youth Group Activities (12i) Holiday Parade			7902000054	Beth's C/C00001	12/06/2019	116.00			
	11/27/2019	5342	SLATIBET000	Slatinski BethAnne K	Dollar Tree, Intl Falls, MN, 56	DOLLAR T000	12/02/2019		Invoiced	A	15.00
	2	Youth Group Activities(12i)			7902000057	Beth's C/C00002	12/06/2019	15.00			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	11/26/2019	5338	SLATIBET000	Slatinski BethAnne K	Amazon.Com B54rf5kc3, Amzn.Com/	AMAZON B000	12/02/2019		Invoiced	A	43.80
	2	Crave Coffee Flavored Coffee Variety Pack, Com			7902000049	Beth's C/C00003	12/06/2019	33.00			
	3	Keurig Brewer Care Kit, Includes Descaling Sol			7902000049	Beth's C/C00003	12/06/2019	10.80			
	11/26/2019	5339	SLATIBET000	Slatinski BethAnne K	Battalion Distributing, Interna	BATTALIO000	12/02/2019		Invoiced	A	26.45
	2	Youth Group Activities (12i)			7902000056	Beth's C/C00004	12/06/2019	26.45			
	11/25/2019	5337	SLATIBET000	Slatinski BethAnne K	Super One, International, MN, 5	SUPER ON000	12/02/2019		Invoiced	A	40.00
	2	(Volunteer Recognition(12e)			7902000050	Beth's C/C00005	12/06/2019	40.00			
	11/22/2019	5272	SLATIBET000	Slatinski BethAnne K	Cke Riverfront Bar And, Intl Fa	RIVERFRO000	11/25/2019		Invoiced	A	125.00
	2	Coalition Refreshments (12g)			7902000053	Beth's C/C00006	12/06/2019	125.00			
	11/21/2019	5270	SLATIBET000	Slatinski BethAnne K	Battalion Distributing, Interna	BATTALIO000	11/25/2019		Invoiced	A	45.70
	3	Youth Group Activity (12i)			7902000051	Beth's C/C00007	12/06/2019	45.70			
	11/21/2019	5271	SLATIBET000	Slatinski BethAnne K	Dollar Tree, Intl Falls, MN, 56	DOLLAR T000	11/25/2019		Invoiced	A	19.00
	2	Youth Group Activity (12i)			7902000052	Beth's C/C00008	12/06/2019	19.00			
	11/15/2019	5269	SLATIBET000	Slatinski BethAnne K	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	63.54
	2	Coalition Refreshments (12h)			7902000048	Beth's C/C00009	12/06/2019	63.54			
	11/13/2019	5267	SLATIBET000	Slatinski BethAnne K	Usps Po 2647200549, Intl Falls,	POSTMAST000	11/25/2019		Invoiced	A	55.00
	2	Stamps (9c)			7902000047	Beth's C/C00010	12/06/2019	55.00			
	11/13/2019	5268	SLATIBET000	Slatinski BethAnne K	Amzn Mktp US Vv3kd31q3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	23.99
	2	Shindigz Christmas Fireplace Cardboard Cutout			7902000046	Beth's C/C00011	12/06/2019	23.99			
	11/11/2019	5266	SLATIBET000	Slatinski BethAnne K	Fairfield Inn-Fd, Alexandria, M		11/25/2019		Invoiced	A	251.66
	1				Beth's C/C00012	12/06/2019	251.66				
	11/08/2019	5265	SLATIBET000	Slatinski BethAnne K	Holiday Stations 0177, Alexandr		11/25/2019		Invoiced	A	30.97
	1				Beth's C/C00012	12/06/2019	30.97				
	11/07/2019	5263	SLATIBET000	Slatinski BethAnne K	Old No 1 Bar & Grill, Morris, M		11/25/2019		Invoiced	A	26.55
	1				Beth's C/C00012	12/06/2019	26.55				
	11/07/2019	5264	SLATIBET000	Slatinski BethAnne K	Boulder Tap House Alex, Alexand		11/25/2019		Invoiced	A	25.69
	1				Beth's C/C00012	12/06/2019	25.69				
	11/01/2019	5285	SLATIBET000	Slatinski BethAnne K	Dollar Tree, Intl Falls, MN, 56	DOLLAR T000	11/25/2019		Invoiced	A	17.00
	2	Coalition Directed Activities (Supporting Alco			7902000045	Beth's C/C00013	12/06/2019	17.00			
	10/31/2019	5283	SLATIBET000	Slatinski BethAnne K	7380 Dominos Pizza, 218-324-036	DOMINO'S000	11/25/2019		Invoiced	A	77.48
	1				Beth's C/C00014	12/06/2019	77.48				
	10/31/2019	5284	SLATIBET000	Slatinski BethAnne K	Dominos 7380, 218-324-0367, MN,	DOMINO'S000	11/25/2019		Invoiced	A	71.49
	1				Beth's C/C00014	12/06/2019	71.49				
	10/30/2019	5279	SLATIBET000	Slatinski BethAnne K	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	65.55
	2	Office Supplies (12m)			7902000041	Beth's C/C00015	12/06/2019	65.55			
	10/30/2019	5280	SLATIBET000	Slatinski BethAnne K	Dollar Tree, Intl Falls, MN, 56	DOLLAR T000	11/25/2019		Invoiced	A	14.00
	2	Coalition Directed Activities (Supporting Alco			7902000044	Beth's C/C00016	12/06/2019	14.00			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	10/30/2019	5281	SLATIBET000	Slatinski BethAnne K	Dairy Queen #11342, Internation	DAIRY QU000	11/25/2019		Invoiced	A	30.00
	2	12i (Youth Group Activity)			7902000043	Beth's C/C00017	12/06/2019	30.00			
	10/30/2019	5282	SLATIBET000	Slatinski BethAnne K	Amazon.Com 9475j3y33, Amzn.Com/	AMAZON B000	11/25/2019		Invoiced	A	27.44
	2	The Energy Bus for Kids: A Story about Staying			7902000042	Beth's C/C00018	12/06/2019	14.98			
	3	The Energy Bus: 10 Rules to Fuel Your Life, Wo			7902000042	Beth's C/C00018	12/06/2019	12.46			
	10/28/2019	5273	SLATIBET000	Slatinski BethAnne K	310 Pub Duluth, Duluth, MN, 558		11/25/2019		Invoiced	A	64.41
	1					Beth's C/C00012	12/06/2019	64.41			
	10/28/2019	5274	SLATIBET000	Slatinski BethAnne K	Canal Park Brewing Co, Duluth,		11/25/2019		Invoiced	A	59.44
	1					Beth's C/C00012	12/06/2019	59.44			
	10/28/2019	5275	SLATIBET000	Slatinski BethAnne K	Inn On Lake Superior, Duluth, M		11/25/2019		Invoiced	A	365.98
	1					Beth's C/C00012	12/06/2019	365.98			
	10/28/2019	5276	SLATIBET000	Slatinski BethAnne K	Inn On Lake Superior, 888668435		11/25/2019		Invoiced	A	292.78
	1					Beth's C/C00012	12/06/2019	292.78			
	10/28/2019	5277	SLATIBET000	Slatinski BethAnne K	Inn On Lake Superior, Duluth, M		11/25/2019		Invoiced	A	296.36
	1					Beth's C/C00012	12/06/2019	296.36			
	10/28/2019	5278	SLATIBET000	Slatinski BethAnne K	Inn On Lake Superior, Duluth, M		11/25/2019		Invoiced	A	335.24
	1					Beth's C/C00012	12/06/2019	335.24			
											29 transaction(s) for XXXXXXXXXXXX7648. Total Amount ==>>
											2,684.81
XXXXXXXXXXXX2314	11/27/2019	5344	OLSONKAR000	Olson-Line Karla A	Cine 5 Mn, Britt, MN, 55710, US	CINE 5 000	12/02/2019		Invoiced	A	40.00
	2	Movie Pass for Cine 5 PBIS Drawing			2502000009	Karla's C/C00000	12/06/2019	40.00			
	11/25/2019	5343	OLSONKAR000	Olson-Line Karla A	Studio 53, International, MN, 5	STUDIO 5000	12/02/2019		Invoiced	A	182.65
	1	Materials for Class FCS				Karla's C/C00001	12/06/2019	182.65			
	11/22/2019	5303	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	56.89
	1	PBIS				Karla's C/C00002	12/06/2019	56.89			
	11/19/2019	5301	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Fc3p78r83, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	74.25
	2	Snyder's of Hanover Mini Pretzels, 1 Pound Bul			2502000008	Karla's C/C00003	12/06/2019	15.36			
	3	Ocean Spray Craisins Dried Cranberries, 24 Oun			2502000008	Karla's C/C00003	12/06/2019	5.88			
	4	M&M's Minis Milk Chocolate Candy, 10.8 oz			2502000008	Karla's C/C00003	12/06/2019	33.39			
	5	Apple Cinnamon Cheerios Cereal, Gluten Free ,			2502000008	Karla's C/C00003	12/06/2019	3.64			
	6	Goodtimes 5oz. All-Purpose Bathroom/Kitchen Pa			2502000008	Karla's C/C00003	12/06/2019	15.98			
	11/19/2019	5302	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Ie0rj72v3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	40.95
	2	ArtCreativity 4 Inch Handheld Cell Phone Water			2502000007	Karla's C/C00004	12/06/2019	17.97			
	3	CurÃ© Daily Healing Body Lotion for Dry Skin,			2502000007	Karla's C/C00004	12/06/2019	22.98			
	11/18/2019	5298	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	24.14
	1	Food for class				Karla's C/C00002	12/06/2019	24.14			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2314	continued...										
	11/18/2019	5299	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	72.23
	1	PBIS				Karla's C/C00002	12/06/2019	72.23			
	11/18/2019	5300	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	11.42
	1	Food for class				Karla's C/C00002	12/06/2019	11.42			
	11/15/2019	5297	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US M23js3w73, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	11.98
	1	Food Service				Karla's C/C00005	12/06/2019	11.98			
	11/14/2019	5294	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	108.71
	1	Food for class				Karla's C/C00002	12/06/2019	108.71			
	11/14/2019	5295	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	13.31
	1	Food for class				Karla's C/C00002	12/06/2019	13.31			
	11/14/2019	5296	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Sw8vi5cf3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	119.81
	2	EXTRA Spearmint Sugarfree Chewing Gum, 15 Coun			2502000006	Karla's C/C00006	12/06/2019	14.98			
	3	Artlicious 6 Sketch Books Classroom Pack - 5.5			2502000006	Karla's C/C00006	12/06/2019	47.97			
	4	Welch's Fruit Snacks Rolls Variety Pack, Straw			2502000006	Karla's C/C00006	12/06/2019	28.78			
	5	Extra Classic Bubble Sugarfree Gum (Pack of 10			2502000006	Karla's C/C00006	12/06/2019	14.94			
	6	Extra Peppermint Sugarfree Gum 15 Count (Pack			2502000006	Karla's C/C00006	12/06/2019	13.14			
	11/13/2019	5293	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Rd5y66023, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	144.57
	1	PBIS				Karla's C/C00005	12/06/2019	144.57			
	11/12/2019	5292	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Un9gm87w3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	25.98
	14	Heat Resistant Pot Holder 6.5" Square Solid Co			7702000006	Karla's C/C00007	12/06/2019	25.98			
	11/11/2019	5290	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	101.72
	1	Food for class				Karla's C/C00002	12/06/2019	101.72			
	11/11/2019	5291	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US G68du9nz3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	70.49
	1	Food service				Karla's C/C00005	12/06/2019	70.49			
	11/06/2019	5289	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	65.47
	1					Karla's C/C00002	12/06/2019	65.47			
	11/04/2019	5286	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	61.71
	1	Minnesota Honors Society				Karla's C/C00002	12/06/2019	61.71			
	11/04/2019	5287	OLSONKAR000	Olson-Line Karla A	Amazon.Com 7583d7dk3, Amzn.Com/	AMAZON B000	11/25/2019		Invoiced	A	18.37
	2	Curad Alcohol Prep Pads , Thick Alcohol Swabs			7702000005	Karla's C/C00008	12/06/2019	12.38			
	3	Shipping - Cost of shipping, not including shi			7702000005	Karla's C/C00008	12/06/2019	5.99			
	11/04/2019	5288	OLSONKAR000	Olson-Line Karla A	Amzn Mktp US Kb5yk77j3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	46.99
	2	Colonial Needle 45mm Rotary Blade Sharpener			2502000004	Karla's C/C00009	12/06/2019	17.00			
	3	Tonsiki 50 Pcs 45mm Rotary Cutter Blades Patch			2502000004	Karla's C/C00009	12/06/2019	29.99			
	11/04/2019	5309	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	12.33
	1	Food for class				Karla's C/C00002	12/06/2019	12.33			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description	PO Number	Invoice Number	Invoice Dt	Amount					
XXXXXXXXXXXX2314	continued...										
	11/01/2019	5307	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	48.99
	1	PBIS			Karla's C/C00002	12/06/2019	48.99				
	11/01/2019	5308	OLSONKAR000	Olson-Line Karla A	Up North Quilt Shop -, Intl Fal	UP NORTH001	11/25/2019		Invoiced	A	169.51
	3	FEF funded quilts for class			2502000003 Karla's C/C00010	12/06/2019	169.51				
	10/30/2019	5306	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	54.14
	1	Food for class			Karla's C/C00002	12/06/2019	54.14				
	10/28/2019	5304	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	79.68
	1	Food for class			Karla's C/C00002	12/06/2019	79.68				
	10/28/2019	5305	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	36.83
	1	Food for class			Karla's C/C00002	12/06/2019	36.83				
					26 transaction(s) for XXXXXXXXXXXX2314. Total Amount ==>					1,693.12	
XXXXXXXXXXXX2322	11/25/2019	5345	HEISSVIC000	Heiss Victoria L	Menards Intl Falls, Intl Falls	MENARDS 000	12/02/2019		Invoiced	A	57.37
	2	MISC SUPPLIES GEORGE MCDONALD			2552000005 George's C/C00000	12/06/2019	57.37				
	11/05/2019	5310	HEISSVIC000	Heiss Victoria L	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	102.82
	2	MISC SUPPLIES GEORGE MCDONALD			2552000005 George's C/C00001	12/06/2019	102.82				
					2 transaction(s) for XXXXXXXXXXXX2322. Total Amount ==>					160.19	
XXXXXXXXXXXX2330	11/25/2019	5346	OLSONDAV000	Olson David W	Menards Intl Falls, Intl Falls	MENARDS 000	12/02/2019		Invoiced	A	68.32
	3	DAVE OLSON BLANKET PO			2552000000 Dave's C/C00000	12/06/2019	68.32				
	11/25/2019	5347	OLSONDAV000	Olson David W	Menards Intl Falls, Intl Falls	MENARDS 000	12/02/2019		Invoiced	A	49.98
	2	DAVE OLSON BLANKET PO			2552000000 Dave's C/C00001	12/06/2019	49.98				
					2 transaction(s) for XXXXXXXXXXXX2330. Total Amount ==>					118.30	
XXXXXXXXXXXX2348	11/01/2019	5314	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	13.87
	1	TAGS			Rachel's C/C00000	12/03/2019	13.87				
	10/31/2019	5313	AMDAHRAC000	Amdahl Rachel J	County Mkt. #574, International	COUNTY M000	11/25/2019		Invoiced	A	48.28
	1	TAGS			Rachel's C/C00001	12/03/2019	48.28				
	10/29/2019	5312	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	6.98
	1	Age to Age Supplies			Rachel's C/C00000	12/03/2019	6.98				
	10/28/2019	5311	AMDAHRAC000	Amdahl Rachel J	Marriott Minneapolis N, Brookly		11/25/2019		Invoiced	A	307.26
	1	Stu Co MCEA Conf Hotel			Rachel's C/C00002	12/03/2019	307.26				
					4 transaction(s) for XXXXXXXXXXXX2348. Total Amount ==>					376.39	
XXXXXXXXXXXX3600	11/27/2019	5323	HUMBELAU002	Humbert Laurie A	Menards Intl Falls, Intl Falls	MENARDS 000	12/02/2019		Invoiced	A	107.01
	2				Laurie's C/C00000	12/03/2019	107.01				

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX3600	continued...										
	11/27/2019	5324	HUMBELAU002	Humbert Laurie A	Amzn Mktp US Jk11v41p3, Amzn.Co	AMAZON B000	12/02/2019		Invoiced	A	24.50
	2					Laurie's C/C00001	12/03/2019	24.50			
	11/27/2019	5325	HUMBELAU002	Humbert Laurie A	Asha 3, 8004982071, MD, 20850,		12/02/2019		Invoiced	A	253.00
	1					Laurie's C/C00002	12/03/2019	253.00			
	11/27/2019	5326	HUMBELAU002	Humbert Laurie A	Amzn Mktp US 4085f1433, Amzn.Co	AMAZON B000	12/02/2019		Invoiced	A	27.04
	2					Laurie's C/C00001	12/03/2019	27.04			
	11/22/2019	5186	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	184.42
	2	FILM,R0LL,500',2/BX			1302000133	Laurie's C/C00003	12/03/2019	184.42			
	11/15/2019	5185	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	383.96
	2	TAPE,CARTRIDGE,1/2,BK/CLR			1302000128	Laurie's C/C00004	12/03/2019	30.92			
	3	PAPER,LTR 500 24/60#,VL			1302000128	Laurie's C/C00004	12/03/2019	63.48			
	4	PAPER,CNST,9X12,50PK,WE			1302000128	Laurie's C/C00004	12/03/2019	13.08			
	5	PAPER,CNST,9X12,50PK,EVG			1302000128	Laurie's C/C00004	12/03/2019	12.72			
	6	PAPER,CNST,12X18,50PK,EVG			1302000128	Laurie's C/C00004	12/03/2019	12.90			
	7	PAPER,CONST,9X12,50/PK,BE			1302000128	Laurie's C/C00004	12/03/2019	14.88			
	8	PAPER,CONST,9X12,50PK,LBE			1302000128	Laurie's C/C00004	12/03/2019	17.04			
	9	PAPER,CONST,9X12,50/PK,BN			1302000128	Laurie's C/C00004	12/03/2019	16.20			
	10	PAPER,CONST,12X18,50PK,BN			1302000128	Laurie's C/C00004	12/03/2019	33.96			
	11	PAPER,CNST,9X12,50PK,HYR			1302000128	Laurie's C/C00004	12/03/2019	14.88			
	12	PAPER,CONST,9X12,50/PK,PK			1302000128	Laurie's C/C00004	12/03/2019	17.04			
	13	PAPER,CNST,12X18,50PK,HPK			1302000128	Laurie's C/C00004	12/03/2019	26.88			
	14	PAPER,CONST,9X12,DKBN			1302000128	Laurie's C/C00004	12/03/2019	24.72			
	15	TAPE,SCOTCH&MASK 1 1/2"			1302000128	Laurie's C/C00004	12/03/2019	85.26			
	11/14/2019	5178	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	553.43
	2	RING,BOOK,1 IN,100/BX			1302000126	Laurie's C/C00005	12/03/2019	17.52			
	3	HOOK,LARGE, 3 PK,WE			1302000126	Laurie's C/C00005	12/03/2019	6.73			
	4	HOOK,MEDIUM, 6 PK,WE			1302000126	Laurie's C/C00005	12/03/2019	6.73			
	5	TAPE,VLCO,STKY-BCK,5YD,BK			1302000126	Laurie's C/C00005	12/03/2019	15.89			
	6	BATTERY,INDST,ALK,C,12PK			1302000126	Laurie's C/C00005	12/03/2019	9.16			
	7	ENVELOPE,#10,WE,WOVE,24#			1302000126	Laurie's C/C00005	12/03/2019	23.22			
	8	CLIP,STIKKICLPS,20/PK,WHT			1302000126	Laurie's C/C00005	12/03/2019	38.16			
	9	WIPES,NATURAL,GGN			1302000126	Laurie's C/C00005	12/03/2019	401.04			
	10	STAPLER,ECON,FULL			1302000126	Laurie's C/C00005	12/03/2019	24.96			
	11	MARKER,SHARPIE,ULTRAFN,BK			1302000126	Laurie's C/C00005	12/03/2019	10.02			
	11/14/2019	5182	HUMBELAU002	Humbert Laurie A	Amzn Mktp US D06xj8s23, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	239.97
	2					Laurie's C/C00001	12/03/2019	239.97			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	11/14/2019	5183	HUMBELAU002	Humbert Laurie A	Usps Po 2647200549, Intl Falls,	POSTMAST000	11/25/2019		Invoiced	A	9.80
	2	2 mailings at FES			1302000134	Laurie's C/C00006	12/03/2019	9.80			
	11/14/2019	5184	HUMBELAU002	Humbert Laurie A	Etsy.Com - Multiple Sh, Brookly	ETSY 000	11/25/2019		Invoiced	A	461.71
	2					Laurie's C/C00007	12/03/2019	461.71			
	11/13/2019	5179	HUMBELAU002	Humbert Laurie A	Amzn Mktp US G13uh4713, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	86.14
	2					Laurie's C/C00001	12/03/2019	86.14			
	11/13/2019	5180	HUMBELAU002	Humbert Laurie A	Amazon.Com 7dlj94fa3 A, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	61.76
	2	Sterilite 17531712 15 Quart/14 Liter ClearView			1302000127	Laurie's C/C00008	12/03/2019	61.76			
	11/13/2019	5181	HUMBELAU002	Humbert Laurie A	Amzn Mktp US N81w484z3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	19.31
	2					Laurie's C/C00001	12/03/2019	19.31			
	11/11/2019	5177	HUMBELAU002	Humbert Laurie A	Amazon.Com 6c3oflrw3, Amzn.Com/	AMAZON B000	11/25/2019		Invoiced	A	134.93
	2	A Moving Child Is a Learning Child: How the Bo			1302000124	Laurie's C/C00009	12/03/2019	34.99			
	3	Move, Play, and Learn with Smart Steps: Sequen			1302000124	Laurie's C/C00009	12/03/2019	34.99			
	4	S.M.A.R.T. Pre-K: Program Guide: Get to the CO			1302000124	Laurie's C/C00009	12/03/2019	24.95			
	5	S.M.A.R.T. Curriculum Guide: Elementary School			1302000124	Laurie's C/C00009	12/03/2019	40.00			
	11/07/2019	5176	HUMBELAU002	Humbert Laurie A	Amazon.Com 3elx90kf3, Amzn.Com/	AMAZON B000	11/25/2019		Invoiced	A	9.48
	45	Wrecking Ball (Diary of a Wimpy Kid Book 14)			1302000094	Laurie's C/C00010	12/03/2019	9.48			
	11/06/2019	5175	HUMBELAU002	Humbert Laurie A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	31.60
	2	Snacks for ECFE for Mandi Baron			1302000125	Laurie's C/C00011	12/03/2019	31.60			
	11/05/2019	5174	HUMBELAU002	Humbert Laurie A	Teacherspayteachers.Co, 6465880	TEACHERS007	11/25/2019		Invoiced	A	262.68
	2					Laurie's C/C00012	12/03/2019	262.68			
	11/04/2019	5172	HUMBELAU002	Humbert Laurie A	Hometown Hobby & Craft, Interna	HOMETOWN000	11/25/2019		Invoiced	A	23.97
	2	#13148 Chenille Stems Asst Pkg			1302000121	Laurie's C/C00013	12/03/2019	9.99			
	3	#6340 Wood Craft Sticks			1302000121	Laurie's C/C00013	12/03/2019	13.98			
	11/04/2019	5173	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	260.64
	2	PAD,POST-IT 3X3 12,CAYW			1302000112	Laurie's C/C00014	12/03/2019	77.22			
	3	PAD,2X2,SPR STCKY,8PK,AST			1302000112	Laurie's C/C00014	12/03/2019	22.80			
	4	CLIP,STIKKICLPS,20/PK,WHT			1302000112	Laurie's C/C00014	12/03/2019	38.16			
	5	CARD,INDEX,RULED,3X5,WE			1302000112	Laurie's C/C00014	12/03/2019	8.40			
	6	STAPLES,CHSEL PT,25TH/PK			1302000112	Laurie's C/C00014	12/03/2019	14.46			
	7	PAPER,CNST,9X12,50PK,OE			1302000112	Laurie's C/C00014	12/03/2019	12.60			
	8	PAPER,CNST,12X18,50PK,OE			1302000112	Laurie's C/C00014	12/03/2019	12.90			
	9	FOLDER,REIN,1/3CT,MLA,LTR			1302000112	Laurie's C/C00014	12/03/2019	61.48			
	10	FILE,INDX CRD3X5BK/WE AGT			1302000112	Laurie's C/C00014	12/03/2019	12.62			
	10/30/2019	5192	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	100.26
	1	PO # 8102000068				Laurie's C/C00015	12/03/2019	100.26			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	10/29/2019	5191	HUMBELAU002	Humbert Laurie A	Bureau Of Education An, 800-736	BUREAU 0000	11/25/2019		Invoiced	A	279.00
	2	St. Thomas Title II Conference Registration			1302000115	Laurie's C/C00016	12/03/2019	279.00			
	10/28/2019	5187	HUMBELAU002	Humbert Laurie A	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	13.40
	2					Laurie's C/C00017	12/03/2019	13.40			
	10/28/2019	5188	HUMBELAU002	Humbert Laurie A	Amzn Mktp US 181kw7cq3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	77.75
	2	Kekow Plastic Storage Baskets for Bathroom, Be			1302000110	Laurie's C/C00018	12/03/2019	77.75			
	10/28/2019	5189	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	83.71
	1	PO # 1102000014				Laurie's C/C00015	12/03/2019	83.71			
	10/28/2019	5190	HUMBELAU002	Humbert Laurie A	Amzn Mktp US 3j46a4az3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	77.75
	2	Kekow Plastic Storage Baskets for Bathroom, Be			1302000109	Laurie's C/C00019	12/03/2019	77.75			
											25 transaction(s) for XXXXXXXXXXXX3600. Total Amount ==>> 3,767.22
XXXXXXXXXXXX2606	11/06/2019	5236	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	2,379.22
	2	6x5 welded black kennel panel			8102000069	Tom's C/C00000	12/06/2019	2,219.26			
	3	6x5 gate black powder coat			8102000069	Tom's C/C00000	12/06/2019	159.96			
	11/05/2019	5234	HOLT THO000	Holt Thomas T	Tessman Company Fargo, Fargo, N	TESSMAN 000	11/25/2019		Invoiced	A	1,168.39
	2	Ice Prof, 50# bags			8102000070	Tom's C/C00001	12/06/2019	1,025.00			
	3	shipping			8102000070	Tom's C/C00001	12/06/2019	143.39			
	11/05/2019	5235	HOLT THO000	Holt Thomas T	Grainger, 877-2022594, IL, 6004	GRAINGER000	11/25/2019		Invoiced	A	77.62
	2	Ear plugs			8102000071	Tom's C/C00002	12/06/2019	77.62			
	10/29/2019	5237	HOLT THO000	Holt Thomas T	Paypal Edgeprotech, 4029357733,		11/25/2019		Invoiced	A	170.00
	1	Ice picks for holding goals (Arena)				Tom's C/C00003	12/06/2019	170.00			
											4 transaction(s) for XXXXXXXXXXXX2606. Total Amount ==>> 3,795.23
XXXXXXXXXXXX5690	11/25/2019	5327	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	12/02/2019		Invoiced	A	112.88
	2	GROCERIES FOR COOKING-SPED HEIDI THOMPSON			3002000035	Vicki's C/C00000	12/06/2019	112.88			
	11/18/2019	5197	HEISSVIC000	Heiss Victoria L	Hk Grand Casino Hotel, Hinckley		11/25/2019		Invoiced	A	118.00
	1	LODGING QUIZ BOWL TOM VOLLOM				Vicki's C/C00001	12/06/2019	118.00			
	11/18/2019	5198	HEISSVIC000	Heiss Victoria L	Hk Grand Casino Hotel, Hinckley		11/25/2019		Invoiced	A	118.00
	1	LODGING QUIZ BOWL TOM VOLLOM				Vicki's C/C00001	12/06/2019	118.00			
	11/18/2019	5199	HEISSVIC000	Heiss Victoria L	Hk Grand Casino Hotel, Hinckley		11/25/2019		Invoiced	A	118.00
	1	LODGING QUIZ BOWL TOM VOLLOM				Vicki's C/C00001	12/06/2019	118.00			
	11/18/2019	5200	HEISSVIC000	Heiss Victoria L	Hk Grand Casino Hotel, Hinckley		11/25/2019		Invoiced	A	118.00
	1	LODGING QUIZ BOWL TOM VOLLOM				Vicki's C/C00001	12/06/2019	118.00			
	11/18/2019	5201	HEISSVIC000	Heiss Victoria L	Hk Grand Casino Hotel, Hinckley		11/25/2019		Invoiced	A	118.00
	1	LODGING QUIZ BOWL TOM VOLLOM				Vicki's C/C00001	12/06/2019	118.00			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	11/15/2019	5203	HEISSVIC000	Heiss Victoria L	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	550.99
	2	WIPES,DSNFT,80/CNSTR,3/PK			3002000054	Vicki's C/C00002	12/06/2019	67.65			
	3	PAPER,250SH,90#EXINDEX,CA			3002000054	Vicki's C/C00002	12/06/2019	109.70			
	4	PAPER,LTR 250SH 65#,PE			3002000054	Vicki's C/C00002	12/06/2019	143.60			
	5	PAPER,8.5X11,XBRT,50#,PP			3002000054	Vicki's C/C00002	12/06/2019	94.40			
	6	TISSUE,FACIAL,BOUТИQ,6/PK			3002000054	Vicki's C/C00002	12/06/2019	57.25			
	7	RING,BOOK,1",100/BX			3002000054	Vicki's C/C00002	12/06/2019	13.39			
	8	RING,BOOK,1.5",100/BX			3002000054	Vicki's C/C00002	12/06/2019	15.88			
	9	RING,BOOK,2",50/BX			3002000054	Vicki's C/C00002	12/06/2019	10.43			
	10	PAD,NRW RULD,PERF,5X8,WH			3002000054	Vicki's C/C00002	12/06/2019	20.34			
	11	PEN,VELOCITY,BOLD,36PK,BK			3002000054	Vicki's C/C00002	12/06/2019	18.35			
	11/13/2019	5202	HEISSVIC000	Heiss Victoria L	Amzn Mktp US Mu9d06av3, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	75.99
	2	Abstract Wall Art,Horse Wall Art,Pop Art Funny			6202000005	Vicki's C/C00003	12/06/2019	75.99			
	11/11/2019	5196	HEISSVIC000	Heiss Victoria L	Amzn Mktp US Lv8qi5t23, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	124.99
	2	Banksy Canvas Wall Art Abstract Graffiti Stree			6202000005	Vicki's C/C00004	12/06/2019	75.00			
	3	Canvas Wall Art Decor for bedroomThinking Monk			6202000005	Vicki's C/C00004	12/06/2019	49.99			
	11/07/2019	5194	HEISSVIC000	Heiss Victoria L	Otc Brands Inc, Omaha, NE, 6813		11/25/2019		Invoiced	A	15.85
	2	12 DECKS OF PLAYING CARDS			2302000001	Vicki's C/C00005	12/06/2019	15.85			
	11/07/2019	5195	HEISSVIC000	Heiss Victoria L	Otc Brands Inc, Omaha, NE, 6813		11/25/2019		Invoiced	A	16.17
	2	DAY OF THE DEAD BANNER			2302000001	Vicki's C/C00006	12/06/2019	16.17			
	11/06/2019	5193	HEISSVIC000	Heiss Victoria L	Intercontinental Minne, 6127250		11/25/2019		Invoiced	A	168.11
	1	LODGING LISA WEST				Vicki's C/C00001	12/06/2019	168.11			
	11/01/2019	5204	HEISSVIC000	Heiss Victoria L	Innovative Office Solu, 952-237	INNOVATI000	11/25/2019		Invoiced	A	-41.52
	1					Vicki's C/C00007	12/06/2019	-41.52			
	10/29/2019	5207	HEISSVIC000	Heiss Victoria L	Amazon.Com Obliq5be3 A, Amzn.Co	AMAZON B000	11/25/2019		Invoiced	A	108.55
	2	School Smart Colored Pencil Classroom Pack, As			2302000002	Vicki's C/C00008	12/06/2019	52.47			
	3	Colorations Washable Classic Markers Classroom			2302000002	Vicki's C/C00008	12/06/2019	41.13			
	4	Learning Resources Student Grouping Pencils			2302000002	Vicki's C/C00008	12/06/2019	14.95			
	10/28/2019	5205	HEISSVIC000	Heiss Victoria L	Delta 00624044575206, Delta.Com		11/25/2019		Invoiced	A	309.70
	1	TRANSPORTATION LISA WEST				Vicki's C/C00001	12/06/2019	309.70			
	10/28/2019	5206	HEISSVIC000	Heiss Victoria L	Minnesota Historical S, 651-259	MN HISTO001	11/25/2019		Invoiced	A	85.00
	1	NORTHERN LIGHTS ACADEMY LISA WEST				Vicki's C/C00009	12/06/2019	85.00			
16 transaction(s) for XXXXXXXXXXXX5690. Total Amount ==>>											2,116.71
XXXXXXXXXXXX6650	11/27/2019	5349	JORGELOR000	Jorgenson Lori R	Discountsch 8006272829, 800-482	DISCOUNT003	12/02/2019		Invoiced	A	-7.18
	1	Tax credit				Lori's C/C00000	12/06/2019	-7.18			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX6650	continued...										
	11/27/2019	5350	JORGELOR000	Jorgenson Lori R	Discountsch 8006272829, 800-482	DISCOUNT003	12/02/2019		Invoiced	A	98.32
	2	ROLL OF PURPLE PAPER			2922000032	Lori's C/C00001	12/06/2019	91.14			
	3	Tax will be credited for \$7.18				Lori's C/C00000	12/06/2019	7.18			
	11/26/2019	5348	JORGELOR000	Jorgenson Lori R	Battalion Distributing, Interna	BATTALIO000	12/02/2019		Invoiced	A	279.95
	3	Food for concessions			9012000000	Lori's C/C00002	12/06/2019	279.95			
	11/12/2019	5316	JORGELOR000	Jorgenson Lori R	Omni Cheer, 800-299-7822, CA, 9	OMNI CHE001	11/25/2019		Invoiced	A	167.84
	1					Lori's C/C00003	12/06/2019	167.84			
	11/04/2019	5315	JORGELOR000	Jorgenson Lori R	Holiday Inn & Suites M, 9524691		11/25/2019		Invoiced	A	580.37
	1					Lori's C/C00004	12/06/2019	580.37			
	11/01/2019	5317	JORGELOR000	Jorgenson Lori R	Speedousa.Com, 8884773336, NJ,	SPEEDO S000	11/25/2019		Invoiced	A	576.95
	2	LZR RACER PRO RECORD BREAKER 26L			2922000024	Lori's C/C00005	12/06/2019	506.96			
	3	LZR RACER PRO RECORD BREAKER 26L			2922000024	Lori's C/C00005	12/06/2019	69.99			
					6 transaction(s) for XXXXXXXXXXXX6650. Total Amount ==>						1,696.25
XXXXXXXXXXXX8814	11/20/2019	5213	HEISSVIC000	Heiss Victoria L	Paypal Mmsa, 4029357733, CA, 95		11/25/2019		Invoiced	A	330.00
	1	CONF. MN MIDDLE SCHOOL ASSOC.				FHS Travel C/C00000	12/06/2019	330.00			
	11/18/2019	5212	HEISSVIC000	Heiss Victoria L	Country Inn & Suites, 651483162		11/25/2019		Invoiced	A	121.33
	1	LODGING CHOIR ZANE BILES				FHS Travel C/C00000	12/06/2019	121.33			
	11/15/2019	5209	HEISSVIC000	Heiss Victoria L	Grand Buffet Hinckley, Hinckley		11/25/2019		Invoiced	A	207.98
	1	FOOD QUIZ BOWL TOM VOLLOM				FHS Travel C/C00000	12/06/2019	207.98			
	11/15/2019	5210	HEISSVIC000	Heiss Victoria L	Holiday Stations 0041, Virginia		11/25/2019		Invoiced	A	34.62
	1	FUEL QUIZ BOWL TOM VOLLOM				FHS Travel C/C00000	12/06/2019	34.62			
	11/15/2019	5211	HEISSVIC000	Heiss Victoria L	Holiday Stations 0041, Virginia		11/25/2019		Invoiced	A	6.54
	1	FUEL QUIZ BOWL TOM VOLLOM				FHS Travel C/C00000	12/06/2019	6.54			
	11/14/2019	5208	HEISSVIC000	Heiss Victoria L	Grand Casino Stories D, Hinckle		11/25/2019		Invoiced	A	174.01
	1	FOOD QUIZ BOWL TOM VOLLOM				FHS Travel C/C00000	12/06/2019	174.01			
					6 transaction(s) for XXXXXXXXXXXX8814. Total Amount ==>						874.48
XXXXXXXXXXXX8848	11/04/2019	5233	HOLT THO000	Holt Thomas T	Holiday Stations 3552, Lakevill		11/25/2019		Invoiced	A	66.00
	1	Fuel staff travel				Fuel 1 C/C00000	12/06/2019	66.00			
XXXXXXXXXXXX8863	11/25/2019	5333	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	12/02/2019		Invoiced	A	31.74
	2	FHS blanket			8102000009	Custod's C/C00000	12/06/2019	31.74			
	11/22/2019	5243	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	122.50
	2	FHS blanket			8102000009	Custod's C/C00001	12/06/2019	122.50			
	11/18/2019	5242	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	9.46
	2	FHS blanket			8102000009	Custod's C/C00002	12/06/2019	9.46			

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	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8863	continued...										
	11/14/2019	5241	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	36.97
	2	FHS blanket			8102000009	Custod's C/C00003	12/06/2019	36.97			
	11/07/2019	5240	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	6.65
	2	FHS blanket			8102000009	Custod's C/C00004	12/06/2019	6.65			
	11/04/2019	5238	HOLT THO000	Holt Thomas T	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	21.13
	2	Transportation			8102000011	Custod's C/C00005	12/06/2019	21.13			
	11/04/2019	5239	HOLT THO000	Holt Thomas T	Oreilly Auto Parts 39, Internat	O'REILLY000	11/25/2019		Invoiced	A	19.98
	2	Transportation			8102000011	Custod's C/C00006	12/06/2019	19.98			
	10/30/2019	5245	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	26.89
	2	FHS blanket			8102000009	Custod's C/C00007	12/06/2019	26.89			
	10/30/2019	5246	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	-24.48
	2	FHS blanket			8102000009	Custod's C/C00008	12/06/2019	-24.48			
	10/28/2019	5244	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	34.95
	2	FHS blanket			8102000009	Custod's C/C00009	12/06/2019	34.95			
					10 transaction(s) for XXXXXXXXXXXX8863. Total Amount ==>						285.79
XXXXXXXXXXXX9077	11/14/2019	5320	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	8.95
	1	Egg Noodles			FHS Cafe C/C00000		12/06/2019	8.95			
	11/11/2019	5319	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	1.56
	1	Mustard			FHS Cafe C/C00000		12/06/2019	1.56			
	11/07/2019	5318	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	7.52
	1	FHS; Sugar			FHS Cafe C/C00000		12/06/2019	7.52			
	10/30/2019	5322	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	23.48
	1	FHS; Cauliflower & Celery			FHS Cafe C/C00000		12/06/2019	23.48			
	10/28/2019	5321	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	11/25/2019		Invoiced	A	11.56
	1	Milk			FHS Cafe C/C00000		12/06/2019	11.56			
					5 transaction(s) for XXXXXXXXXXXX9077. Total Amount ==>						53.07
XXXXXXXXXXXX7691	11/18/2019	5247	HOLT THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	11/25/2019		Invoiced	A	17.86
	2	FHS blanket			8102000009	FES Cust C/C00000	12/06/2019	17.86			
					179 transaction(s). Total Amount ==>						26,954.37

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***** End of report *****

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 416
Drug and Alcohol Testing**

Adopted ___ By Reference ___

Revised ___ August 2019 ___

[Note: Drug and Alcohol Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional but can be done under state law only if a policy containing provisions such as the provisions of Part IV. of this policy are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will not only be safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950 - 181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950 - 181.957.

- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950 - 181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed, including medical cannabis, regardless of whether it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.
- E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy.

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions.

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.

2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the (EBT).
4. “Commercial motor vehicle” (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.”
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
8. “Evidential Breath Testing Device” (EBT) means ~~EBT~~ a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
9. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
10. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a

confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

11. "Safety-sensitive functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
12. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
13. "Stand Down" means to temporarily remove an employee from performing safety-sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the MRO completes the verification process.
14. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing and aftercare.

C. Policy and Educational Materials.

[Note: The federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 C.F.R. § 382.601. Almost all of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of this Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she has received a copy of these materials. 49 C.F.R. § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager.

[Note: School districts are required by the federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 C.F.R. § 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers.

[Note: The specific prohibitions for drivers are contained, in large part, in 49 C.F.R. §§ 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.

2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct.

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 C.F.R. § 382.505.]

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least 24 hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test

results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

G. Prescription Drugs.

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry.

H. Testing Requirements.

1. Pre-Employment Testing

[Note: 49 C.F.R. § 382.301 details the requirements for pre-employment testing.]

- a. A driver applicant shall undergo testing for alcohol and controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is now permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.] ~~modify this subparagraph and test all applicants uniformly.]~~

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or ~~greater~~ higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

[Note: The federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety sensitive functions, if feasible. 49 C.F.R. §

382.413 and 49 C.F.R. § 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.

2. Post-Accident Testing

[Note: 49 C.F.R. § 382.303 governs post-accident testing of drivers.]

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

3. Random Testing

[Note: 49 C.F.R. § 382.305 governs random testing of drivers.]

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[Note: The Federal Highway Administration [FHWA] lowered the random alcohol selection and testing rate from 25% of the average number of driver positions to 10% for 1998 and evaluates this minimum percentage each year. School districts can elect to stay at 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

[Note: 49 C.F.R. § 382.307 governs reasonable suspicion testing of drivers.]

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.

- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.
- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within **twenty-four (24)** hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[Note: 49 C.F.R. §§ 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

- 5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

[Note: 49 C.F.R. §§ 382.311, 40.307, and 40.309 govern follow-up testing.]

- 6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

- 7. Refusal to Submit and Attendant Consequences

[Note: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 C.F.R. §§ 40.191, 40.261, and 382.211. They are more specifically addressed in 49 C.F.R. §§ 382.501-382.507 and in 49 U.S.C. § 521(b).]

~~8. Right to Refuse and Consequence~~

- a. A driver or driver applicant ~~has the right to~~ may refuse to ~~undergo~~ ~~submit to~~ drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing ~~will~~ establishes a presumption that the driver or driver applicant would test positive if a test were conducted and, ~~therefore,~~ makes the driver or driver applicant ~~is~~ subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- f. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures.

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 C.F.R. § 40.45.]

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER

shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has **seventy-two (72)** hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within **seventy-two (72)** hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Service - SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within **seventy-two (72)** hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within **seventy-two (72)** hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results; ~~or~~

- (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; ~~or~~
- (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test.]

- a. The federal alcohol testing ~~rules regulations~~ require ~~breath~~ testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. ~~For initial screening tests, non-evidential test devices are approved. The school district may use these devices for screening purposes, and the STT will perform the test.~~ If the screening test results shows alcohol concentration of 0.02 or higher , a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights.

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[Note: The limitation on discharge in paragraph 2., below, is contained soley in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minn. Stat. § 221.031, Subd. 10. Nevertheless, school districts

may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory.

The testing laboratory for controlled substances will be [Dr. Gary Potter, 1322 Third St., Int'l Falls, MN., 218-283-2243](#), **which is** a laboratory certified by the Department of Health and Human Services - SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results.

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Record-keeping Requirements and Retention of Records.

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations 49 C.F.R. §§ 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records 5 years

“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Collection records	2 years
Negative and cancelled drug tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

N. Training.

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least **sixty (60)** minutes of training on alcohol misuse and at least **sixty (60)** minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement.

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.
2. Referral, Evaluation, and Treatment
 - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 C.F.R. § 40.289.]

- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP’s evaluation recommendations (education, treatment,

follow-up evaluations(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

- c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.
- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing.

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be

conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950 through 181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of “other employees” covered by Section IV of this policy.

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minn. Stat. §§ 181.950-181.957. See Minn. Stat. § 221.031, Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug Or Alcohol Testing May Be Requested or Required:

1. General Limitations

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory which participates in one of the programs listed in Minn. Stat. § 181.953, Subd. 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver’s license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver’s license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant’s passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently

withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test.

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions.

1. "Drug" means a controlled substance as defined in Minnesota Statutes including medical cannabis, regardless of enrollment in the state registry program.
2. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" mean analysis of a body component sample according to the standards established under one of the programs listed in Minn. Stat. § 181.953, Subd. 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
5. "Positive test result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn. Stat. § 181.953, Subd. 1.
6. "Random selection basis" means a mechanism for selection of employees that:

- a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. “Reasonable suspicion” means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
 8. “Safety-sensitive position” means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal.

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver’s license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section D.

2. Consequences of an Employee’s Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver’s license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant’s Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver’s license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards.

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver’s license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment **E D** to this policy on which to acknowledge that the employee or job applicant has received the school district’s drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.
- d. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or

job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform him or her of other rights provided under Sections F. or G. below, whichever is applicable.

Attachments ~~F E~~ and ~~G F~~ to this policy provides the Notices described in paragraphs 2. through 6. of this section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License.

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

- b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire, **or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.**
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License.

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures.

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards.

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees.

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment **H G** to this policy.

V. **POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)

Cross-References: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 417
Chemical Use and Abuse**

Adopted ___ By Reference ___

Revised ___ August 2019 ___

[Note: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use of controlled substances, medical cannabis, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The policy of this school district is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. The school district shall establish and maintain in every school a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district.
- E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

[Note: Comprehensive drug prevention programs are required to be adopted and carried out by school districts pursuant to the Safe and Drug-Free Schools and Communities Act. In addition, school districts are required by the Drug-Free Workplace Act to establish drug-free awareness programs for school district employees. Further, state law authorizes school districts to provide instructional programs in chemical abuse and the prevention of chemical 417-2 dependency.]

III. DEFINITIONS

- A. “Chemical abuse” means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student’s normal function in academic, school, or social activities is chronically impaired.
- B. “Chemicals” includes, but is not limited to, alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district’s Drug-Free Workplace/Drug-Free School policy.
- C. “Use” includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. “School location” includes any school building or on any school premises; on 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 schoolsponsored 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.

IV. STUDENTS

- A. Instruction
 - 1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.

[Note: The Safe and Drug-Free Schools and Communities Act requires school districts to adopt and carry out a comprehensive drug and violence prevention program with funds received. Since a comprehensive drug prevention program is required and a school district is specifically authorized by state law to provide instructional programs in chemical abuse and the prevention of chemical dependency, this should be a component of each school district’s mandatory program. In addition, the Safe and Drug-Free Schools and Communities Act specifies additional items which may be included as part of the mandatory comprehensive drug prevention program. Some of the suggested items relating to instruction or training are detailed in Paragraphs 2. through 6. below and a

school district may wish to adopt one or all of the listed components as part of its mandatory program.]

2. Each school shall have age-appropriate and developmentally based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.

- c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
- d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
- e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use and Abuse

- 1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:
 - a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
 - b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.
 - c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.
 - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.
 - e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
- 2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:

- a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.
 - b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
3. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56, and proposed for expulsion.
 4. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

C. Preassessment Team

1. Every school shall have a chemical abuse preassessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law 417-6 and regulations.
2. Destruction of Records
 - a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
 - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
 - c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. School and Community Advisory Team

1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.
2. The advisory team shall:
 - a. build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and

- b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.

V. EMPLOYEES

- A. The superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students, and others about:
 1. The dangers and health risks of chemical abuse in the workplace/school.
 2. The school district's drug-free workplace/drug-free school policy.
 3. Any available drug or alcohol counseling, treatment, rehabilitation, reentry, and/or assistance programs available to employees and/or students.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.

[Note: Notification to the federal granting agency within ten (10) days is required by the Drug Free Workplace Act. 41 U.S.C. § 8103.]

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 138.163 (Records Management Act)
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, 417-8 Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 516
Student Medication**

Adopted ___ By Reference ___

Revised ___ August 2019 ___

[Note: The necessary provisions for complying with Minn. Stat. §§ 121A.22, Administration of Drugs and Medicine, and 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students age 18 and over or other nonprescription medications. Please note that §121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications except any form of medical cannabis, in accordance with law and school district procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.

- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 - 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 - 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;

4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the School District employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:
 - a. that are used off school grounds;
 - b. that are used in connection with athletics or extracurricular activities; or
 - c. that are used in connection with activities that occur before or after the regular school dayare not governed by this policy.

[Note: The provisions of paragraph 6 are optional and the school board may choose to include or exclude any of the provisions specified.]

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to

self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

[Note: School districts should consult with licensed medical and nursing personnel to address whether nonprescription medications will be allowed at elementary schools and whether and under what conditions school personnel will participate in storing or administering nonprescription medications.]

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
 - a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

9. *A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.*

K. "Parent" for students 18 years old or older is the student.

L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free,

or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
20 U.S.C. 1400, *et seq.* (~~IDEA~~ Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. 794, *et seq.* (~~Section 504~~ Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 532
Use of Peace Officers and Crisis Teams to Remove Students with
IEP's From School Grounds**

Adopted ___ By Reference ___

Revised ___ August 2019 ___

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

[Note: Minnesota Laws 2009, Chapter 96, made a number of changes to the laws and rules governing the use of “conditional procedures” with respect to special education students. Specifically, Chapter 96 repealed, EFFECTIVE AUGUST 1, 2011, Minn. Stat. §§ 121A.66, 121A.67, Subd. 1, as well as Minn. Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp.5. These laws and rules were replaced effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the restrictive procedures law contains a significant staff training component, found at Minn. Stat. § 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use these procedures.]

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a

student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. ~~or to prevent serious property damage.~~
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. §121A.58;
2. Requiring child to assume and maintain a specified physical position, activity, or posture that induces physical pain
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting the child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the **equipment or** device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. §626.556;
6. Physical holding (as defined in Minn. Stat. §125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat. §125A.0942, Subd. 5, and otherwise comply with the requirements of §125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of ~~prone restraints~~ ~~seclusion~~. By ~~June 30~~ ~~January 15, April 15, July 15, and October 15~~ of each year, districts must report ~~summary data on the use of restrictive procedures to the MDE~~, in a form and manner determined by the Commissioner, ~~about individual students who have been secluded~~. ~~By July 15 each year, districts must report summary data~~. The summary data must include information ~~about~~ on the use of restrictive procedures ~~for the prior school year, July 1 through June 30~~, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. § 13.~~01~~, ~~et seq.~~ (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67 Subd. 2 (Aversive and Deprivation Procedures)
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 807
Health and Safety Policy**

Adopted___ By Reference_____

Revised___April 2016_____

[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. This policy has been approved by the Minnesota Department of Education.]

The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with

specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe 807-2 work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

III. PROCEDURES

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools 807-3
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and

corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify 807-4 potential hazards and safety concerns.
- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Applicability)

Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 905
Advertising**

Adopted ___ By Reference ___

Revised ___ April 2015 _____

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained ~~on school district property or~~ within 100 feet of a school that is visible to and primarily intended to advertise

and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

- C. Donations which include or carry advertisements must be approved by the school board.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 702 (Accounting)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 101
Legal Status of the School District**

Adopted ___ By Reference ___

Revised ___ April 2016 ___

I. PURPOSE

A primary principle of this nation that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school ~~district's~~ board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

- A. Funds

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.
2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.
3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.64 (Rights, Powers, Duties of Political Subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA/MASA Model Policy 201 (Legal Status of School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA Service Manual, Chapter 3, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin “F” (Contract and Bidding Procedures)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 508
Extended School Year For Certain Students With Individualized
Education Programs (IEPS)**

Adopted ___ By Reference ___

Revised ___ April 2016 ___

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

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.

- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;
 2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.
 5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
~~Individuals with Disabilities Education Act, U.S.C., Title 20, § 1401 et seq.~~
20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (IDEA Regulations)

Cross References:

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 514
Bullying Prohibition Policy**

Adopted ___ By Reference ___

Revised ___ April 2016 ___

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

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a

student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with school district's policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental **ages** and maturity levels of the parties involved:
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

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

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For the purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 - 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer or a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
 - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, ~~or~~ at school related functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
 - F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
 - G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
 - H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the **target or** victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, ~~or~~ the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to one of the following individuals:

1. **Building Principals:**
Melissa Tate; Falls Elementary School; 218-283-2571 ext.1232
Tim Everson, Head Principal: Falls High School; 218-283-2571 ext. 1104
Marc Glowack, Dean of Students: Falls High School; 218-283-2571 ext. 1110
2. **Title IX Officer: Kevin Grover, Superintendent of Schools ISD #361 District Office; 1515 11th Street; International Falls, MN 56649 218-283-2571 ext. 1112 or alternate Tim Everson, Falls High School Principal at 218-283-2571 ext. 1104.**
3. **Human Rights Officers: Tim Everson, Falls High School Principal at 218-283-2571 ext. 1104 or alternate Melissa Tate, Falls Elementary School Principal at 218-283-2571 ext. 1232.**

If the complaint involves the building report taker, the complaint shall be made or filed directly with the ~~superintendent or the~~ school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

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

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will

not be disclosed except as permitted by law. **The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.**

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of the investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

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

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training

materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. §122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct. .
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The ~~school district~~ **administration** is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.

- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat.Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.05 Subds. 9, 11, 13 and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § ~~124D.10~~ Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 – 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (~~Videotaping~~ Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 522
Student Sex Nondiscrimination**

Adopted ___ By Reference ___

Revised ___ April 2016 _____

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

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. ~~It is the responsibility of~~ Every school district employee shall be responsible for ~~to~~ complying with this policy.

C. The school board hereby designates the Superintendent as the Title IX coordinator and Tim Everson, Falls High School Principal as the alternate. These employees coordinate the school district's efforts to comply with and carry out its responsibilities under Title IX. Contact information is as follows:

Kevin Grover, Superintendent of Schools
1515 11th Street
International Falls, MN 56649
218-283-2571 ext 1184
Kgrover@isd361.org

Principal Tim Everson
1515 11th Street
International Falls, MN 56649
218-283-2571 ext 1104
teverson@isd361.org

D. Any student, parent or guardian having questions regarding the application of

Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination ~~by district staff, student or third party~~, by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent. **A grievance procedure for complaints of discrimination may be found in the District Office and on the District website at www.isd361.k12.mn.us under “School Board”; policies; Policy #401 Procedure.**
- B. **In Each School Building.** The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates ~~its district human rights officer(s)~~ **Tim Everson, 1515 11th St., Int'l Falls, MN 56649, 218-283-2571 x1104, teverson@isd361.org, as the school district human rights officer** to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed

directly with the superintendent.

[Note: In some school districts, the Title IX coordinator and human rights officer may be the same. If so, a school district need only insert “its Title IX coordinator” in the blank without designating a name, office address, telephone number, and work email address, which are provided elsewhere in the policy. If they are different, or if more than one human rights officer is designated, this information should be inserted and kept up to date. Also, in some school districts, the superintendent may be the designated human rights officer. If so, an alternative individual should be designated by the school board for complaints involving the superintendent.]

- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office ~~mailing~~ addresses, telephone numbers, and work email addresses.
- F. Submission of a good faith complaint, grievance, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter’s future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district’s legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint, or grievance alleging unlawful sex discrimination toward a student, shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.

- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 501
School Weapons Policy**

Adopted ___ By Reference _____

Revised ___ Dec 2014 _____

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law)]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to,

weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minn. Stat., **Section §§ 624.714**, while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat., **Sections §§ 624.714 or 624.715**, or other firearms in accordance with **Section § 97B.045**;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”

- b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with **Sections §§ 624.714 and 624.715.**
- 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
- 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
- 7. a gun or knife show held on school property;
- 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
- 9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district ~~takes a firm “Zero Tolerance” position on~~ does not allow the possession, use or distribution of weapons by students, ~~and a similar position with regard to~~ or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat., §624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION /USE /DISTRIBUTION

A. The school district ~~takes a position of “Zero Tolerance” in regard to~~ **does not allow** the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district ~~takes a “Zero Tolerance” position on~~ **does not allow** the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 526
Hazing Prohibition**

Adopted ___ By Reference ___

Revised ___ April 2014 ___

526 HAZING PROHIBITION

[Note: School districts are required by statute to have a policy addressing these issues. The Minnesota Department of Education (MDE) will maintain and make available a model policy on student and staff hazing in accordance with Minn. Stat. § 121A.69. The MDE model policy differs from the MSBA/MASA model policy as it incorporates state and federal requirements related to harassment and discrimination which extends beyond the mandate of Minn. Stat. § 121A.69. Topics of harassment and discrimination are addressed in other MSBA/MASA policies. While school districts are required to adopt a policy governing student and staff hazing, school districts are not required to adopt any particular policy. MSBA recommends this policy.]

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into 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, or for any other **school-related** purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the

student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. “Student” means a student enrolled in a public school or a charter school.
- F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal , the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who **witnesses, observes**, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building principal immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district’s legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.

- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

[Note: Proper reference should be made to the appropriate handbooks in each school district.]

This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

Legal References:

Minn. Stat. § 121A.031 (Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 502
Search of Student Lockers, Desks, Personal Possessions, and
Student's Person**

Adopted ___ By Reference ___

Revised ___ April 2014 ___

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

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

- D. ~~It shall be~~ A violation of this policy ~~occurs when for~~ students ~~to~~ use lockers and desks for unauthorized purposes or to store contraband. ~~It shall be~~ A violation ~~for~~ ~~occurs when~~ students ~~to~~ carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U.S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. §121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use/Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace / Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 413
Harassment and Violence**

Adopted ___ By Reference ___

Revised ___ June 2018 ___

413 HARASSMENT AND VIOLENCE

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

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

[Note: The Minnesota Human Rights Act defines “sexual orientation” to include “having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness.” Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with

regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance,

sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

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

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an

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

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

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

F. Sexual Harassment; Definition

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

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

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

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

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

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

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

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

- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute

harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates [Tim Everson, High School Principal](#), as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint

involves a human rights officer, the complaint shall be filed directly with the Alternate, Melissa Tate, Falls Elementary School Principal.

Contact information is as follows:

1. Human Rights Officer: Tim Everson, Falls High School Principal
Falls High School; 1515 11th Street; International Falls, MN 56649
218-283-2571 ext. 1104 or Melissa Tate, Falls Elementary Principal
(alternate) at 218-283-2571 ext. 1232.
 2. Title IX Officer: Kevin Grover, Superintendent of Schools
ISD #361 District Office; 1515 11th Street; International Falls, MN 56649
218-283-2571 ext. 1112 or Tim Everson, Falls High School Principal at 218-
283-2571 ext. 1104.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

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

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

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

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may

include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.

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

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. §121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

**INTERNATIONAL FALLS PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 701.1
Modification of School District Budget**

Adopted___By Reference_____

Revised___December 2014_____

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

~~It is~~ The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the

school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: ~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding

INTERNATIONAL FALLS PUBLIC SCHOOLS INDEPENDENT SCHOOL DISTRICT #361

School Board Policy: 534 – Unpaid Meal Charges

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. GENERAL STATEMENT OF POLICY

- A. The goal of Independent School District No. 361 is to provide nutritious meals to students to promote healthy eating habits and enhance learning, as well as, maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges.
- B. It is the policy of Independent School District No. 361 to offer breakfast and lunch meals that meet state and federal regulations.
- C. The school district receives school lunch aid under Minn. Stat. § 124D.111, therefore, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- D. Families may apply for free/reduced price meals any time during the school year. Meal applications are distributed to all families in the school district prior to the start of the school year, and are included in enrollment packets. Meal applications are also available at the both school offices and on the district website. If household income or size change, families can apply for meal benefits anytime during the school year.

Parent(s) or guardian(s) are responsible for meal charges prior to qualifying for meal benefits. Families who qualify for meal benefits are required each school year to complete a new meal application form. District staff will work diligently with parents in this process, however, it is the parent/guardian responsibility to ensure they complete and respond to the annual meal application notification which is sent in August of each school year. A parent/guardian who loses their meal benefit is responsible for meal charges until such time they requalify for meal benefits.

III. PAYMENT OF MEALS

- A. All meal purchases are to be prepaid before meal service begins. Students are assigned a meal account when they enroll in International Falls Public Schools. It is the parent/guardians responsibility to make sure adequate funds are available in their

student(s) account each day for breakfast and/or lunch. It is recommended to have at least a week's worth of meals prepaid in the student's account.

- B. Parent(s) or guardian(s) can manage their student(s) meal accounts through online access via Skyward Family Access. The link for Skyward Family Access is found on the district website at www.isd361.k12.mn.us under "Quick Links" then select "Skyward Portal". Family Access allows parent(s) or guardian(s) the ability to:

1. View meal account balances
2. Make payments to student account(s)
3. Set a low balance message
4. View student meal account purchases

If parent(s) or guardian(s) do not have a user name setup for Skyward Family Access they can contact the school office to have this setup.

- C. Student meal account payments can be made as follows:

1. Pay by credit or debit card online through Skyward Family Access or via ISD 361 web store offered through RevTrak. The link to either system is located on district website under "Quick Links". There is a \$1 transaction fee applied to all online payments.
2. Send cash or check with student to school.
3. Mail or drop off cash or check to your student's school.
4. By setting up reoccurring payments:
 - a) Reoccurring payments allow parent(s) or guardian(s) to set a minimum meal account balance which will trigger an automatic payment to the student(s) account. An email notification is sent to the parent(s) or guardian(s) each time a payment is made.
 - b) To setup reoccurring payments go to ISD 361 web store.
 - c) Log into personal account then setup reoccurring payments for each student. If parent(s) or guardian(s) do not have a web store account setup they can contact the school office to have this setup.

- D. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the student's accounts.

- E. Transferring of funds between student sibling accounts requires the approval of the parent or guardian. Graduating senior student account balances will be automatically transferred to a sibling at the end of school year.

1. Parent(s) or guardian(s) with graduating students will be requested to advise the school office if they want their positive senior students account balance refunded, or transferred to the districts meal donation account.

IV. MEAL ACCOUNT PURCHASES

Students may purchase meals or ala carte items when funds have been deposited into their meal account.

- A. Kindergarten Breakfast: All kindergarten students qualify to receive one free breakfast each day school is in session. Kindergarten students are always eligible for free breakfast regardless of unpaid meal account balance.

- B. Free/Reduced Breakfast and Lunch Meals: Students who qualify for free/reduced meal benefits will receive the first breakfast and/or lunch meal at no charge. Students eligible for free/reduced meals will always be served a first (1st) quantity breakfast and/or lunch meal regardless of unpaid food service accounts.
- C. Full Paid Breakfast and Lunch Meals: Students who pay the full price for breakfast and lunch meals are required to prepay for those meals prior to being served. When a student who is full paid has “cash in hand” to pay for first meal, the student will be served a first meal regardless of unpaid meal account balance. The “cash in hand” will not be applied towards past due meal account balances.
- D. Ala Carte Purchases: The Falls High School cafeteria offers ala carte items for purchase. Students will not be allowed ala carte purchases if their meal account does not have a prepaid balance to cover the cost of purchase.

Parent(s) or guardian(s) may choose to block items from being purchased, such as extra milk and ala carte items by contacting Michelle Hopkins at 218-283-2571 ext. 1181 or via email at mhopkins@isd361.org

- E. Second Meal Purchases: Any second (2nd) breakfast or lunch meal purchased by any student regardless of meal application status or kindergarten free breakfast status will be charged at the second meal price. Students must have positive meal account balance to purchase the second (2nd) meal.

V. **LOW OR NEGATIVE ACCOUNT BALANCE NOTIFICATION**

- A. Parent(s) or guardian(s) are encouraged to utilize Skyward Family Access to manage their student(s) meal account(s). A mobile application for Family Access is also offered by Skyward.
- B. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero as follows. Parent(s) or guardian(s) can also set a low balance email notification via Skyward Family Access.
- C. Parent(s) or guardian(s) will be notified when the student account is at \$10.00 or less via the district telephone and e-mail notification system on Tuesday of each week.
- D. Parent(s) or guardian(s) will be notified when a student account is at negative -\$10.00 via the district telephone/e-mail notification system on Monday of each week.
- E. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

Policy for Meal Accounts with \$0 or Negative Balances:

Meal Account Balances at negative -\$25.00

When a student’s meal account balance is negative -\$25 the districts’ nutrition director or designee will call the parent(s) or guardian(s).

The district will continue to serve these students a first quantity breakfast and/or lunch meal. Second quantity meals and ala carte purchases will be denied.

Meal Account Balances at Negative -\$50.00 or more

When a student's meal account balance is negative -\$50.00 the building principal or school social worker will call the parent(s) or guardian(s). An invoice will be sent requesting payment within 30 days.

The district will continue to serve these students a first quantity breakfast and/or lunch meal. Second quantity meals and ala carte purchases will be denied.

VI. UNPAID MEAL CHARGES

The school district will make reasonable efforts to communicate and work with families to resolve the matter of unpaid meal charges. When appropriate, families will be encouraged to apply for meal benefits for their students.

Assistance from county social services may be requested by the building principal, food service director, school social worker or superintendent of schools for possible neglect when attempts to resolve the unpaid meal debt are not successful or disregarded by the parent(s) or guardian(s).

The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

Collection options for delinquent unpaid meal accounts may include, but are not limited to, use of collection agencies, claims in conciliation court, or any other legal methods permitted by law.

During the year invoices will be sent to families with unpaid balances due to meal charges incurred prior to qualifying for meal benefits, negative balances incurred during a lapse in meal benefits, or the student has left the district with a negative lunch balance. Invoices will request payment within 30 days. If no payment is received within 30 days, a second invoice will be sent requesting payment within 15 days. If no payment is made after 45 days, the invoice will be referred to a collection agency.

At the end of the school year, regardless if the meal account is "stale" or not, unpaid meal account balances of negative \$50 or more, which have not previously been sent an invoice, will be sent an invoice requesting payment within 30 days. If no payment is received within 30 days, a second invoice will be sent requesting payment within 15 days. If no payment is made after 45 days, the invoice will be referred to a collection agency.

If attempts by the Districts collection agency are unsuccessful within 45 days the unpaid balance is sent to a credit agency for impact to the family's credit score.

The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.

VII. STAFF MEALS

- A. Staff have the option of purchasing meals or ala carte items through a staff meal account. This option is offered to staff as a prepayment meal account. Staff meal accounts must maintain a positive balance. Staff with negative meal account balances will be refused service.
- B. The district provides a reoccurring payment option to staff through the online payment system via RevTrak. Staff are encouraged to utilize this option if they struggle to maintain a positive meal account.
- C. At the termination of employment any outstanding negative meal account balance will be required to be paid in full or the amount owed will be deducted from the employee's last paycheck. Any positive meal account balance will be refunded to the staff member, or the staff member may elect to donate the balance to the districts meal donation account.

VIII. COMMUNICATION OF POLICY

This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back to school packet, student handbook, etc.) to:

- 1. All households at or before the start of each school year;
- 2. Students and families who transfer into the school district, at the time of enrollment; and
- 3. All school district personnel who are responsible for enforcing this policy.

The school district will post the policy on the school district's website, in addition to providing the required written notification described above.

Legal References:

Minn. Stat. § 124D.111, Subd. 4
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A



International Falls Public
School District
Employee Handbook

December 2019

HANDBOOK DISCLAIMER

We prepared this handbook to help employees find the answers to many questions that they may have regarding their employment with International Falls Public School District. Please take the necessary time to read it.

We do not expect this handbook to answer all questions. Supervisors and the Business Office also serve as a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. International Falls Public School District adheres to the policy of employment at will, which permits the District or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

No District representative other than the Superintendent may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be in a signed writing.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate District documents. These District documents are always controlling over any statement made in this handbook or by any member of management. International Falls Public School District intends to comply with all applicable federal, state, and local laws. Nothing in this handbook is intended to restrict employee communications or actions protected by applicable law, including the National Labor Relations Act and the Minnesota Women's Economic Security Act. To the extent that there is a conflict between the contents of this handbook and any applicable law, the handbook will be interpreted so it complies with the law.

This handbook states only general District guidelines. The District may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will, which may only be modified by an express written agreement signed by the employee and the Superintendent.

Please note that while this handbook generally covers at-will status employees it also applies to employees covered under a collective bargaining agreement. When the employee handbook and the collective bargaining agreement are not in agreement, the collective bargaining agreement is controlling.

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Section 1 - Governing Principles of Employment

1-1 Introduction

For employees who are commencing employment with International Falls School District (the District), on behalf of the District, let me extend a warm and sincere welcome.

For employees who have been with us, thank [you](#) for your past and continued service.

I extend my personal best wishes for success and happiness here at the District. We understand that it is our employees who provide the services that our District relies upon, and who will enable us to create new opportunities in the years to come.

Kevin Grover, Superintendent

1-2 Open Door

The District values communication and feedback and has an open-door policy whereby any employee can speak to their supervisor, the Business Office or the Superintendent on any matter. Our leaders are dedicated to being available and attentively listening to employees. We understand that our employees are often the best source of ideas for the District. Employee's input and ideas assist us in identifying needs and implementing needed changes.

1-3 Equal Employment Opportunity

The District is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, creed, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, familial status, veteran status, sexual orientation, genetic information, public assistance, local human rights commission activity, or any other characteristic protected by applicable federal, state or local laws. Our management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

The District will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If employees need assistance to perform their job duties because of a physical or mental condition, they should inform the Employee Benefits Coordinator.

The District will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on the District's operations. If employees wish to request such an accommodation, they should speak to the Employee Benefits Coordinator.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of the Employee Benefits Coordinator. The District will not allow any form of retaliation against individuals who raise issues of equal employment

opportunity. If employees feel they have been subjected to any such retaliation, they should contact the Employee Benefits Coordinator. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations.

1-4 Pregnancy Accommodations

Under Minnesota law, the District will endeavor to provide employees a reasonable accommodation for health conditions related to pregnancy or childbirth, unless doing so would impose an undue hardship on the business operation of the District.

The employee and the District will engage in an interactive process to determine what accommodations may be needed.

The pregnant employee will not be required to obtain the advice of a licensed health care provider or certified doula, nor will the District claim an undue hardship for the following accommodations:

- more frequent restroom breaks;
- more frequent food and water breaks;
- seating; and
- limits on lifting over 20 pounds.

The District may request medical certification from the employee's licensed health care provider or certified doula for other reasonable accommodations, including temporary transfer to a less strenuous or hazardous position.

The District is not required to create a new or additional position to accommodate the employee, nor is the District required to discharge any employee, transfer any other employee with greater seniority or promote any employee.

The District will not retaliate against the employee for requesting or obtaining a pregnancy accommodation under the law. Furthermore, the District will not require the employee to take a leave or accept an accommodation.

Any employee who has questions about this policy or who needs to request a reasonable accommodation should contact the Employee Benefits Coordinator.

1-5 Non-Harassment

It is the District's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If the employee feels that he or she has been subjected to conduct which violates this policy, he or she should immediately report the matter to their supervisor. If the employee is unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Superintendent. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact the School Board. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the District will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

1-6 Sexual Harassment

It is the District's policy to prohibit harassment of any employee by any supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the District. It is to ensure that at the District all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about the employee's physical appearance, conversation about one's own or someone else's sex life, or teasing or other conduct directed toward a person because of their gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If the employees feel they have been subjected to conduct which violates this policy, they should immediately report the matter to their supervisor. If unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of perceived harassment, the employee should contact the Superintendent. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact the School Board. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the District will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employees feel they have been subjected to any such retaliation, they should report it in the same manner in which a claim of perceived harassment would be reported under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

1-7 Drug-Free and Alcohol-Free Workplace

To help ensure a safe, healthy and productive work environment for our employees and others, to protect District property, and to ensure efficient operations, the District has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the District.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances, drug paraphernalia or alcohol by an individual anywhere on District premises, while on District business (whether or not on District premises) or while representing the District, is strictly prohibited. Employees and other individuals who work for the District also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact an employee's ability to perform his or her job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent an employee is subject to any drug testing requirement, to the extent permitted by and in accordance with applicable law. This restriction does not apply to responsible drinking of alcohol at District meetings where alcohol is served.

Violation of this policy will result in disciplinary action, up to and including discharge.

The District maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any District employee, including themselves.

1-8 Workplace Violence

The District is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to District and personal property. The District specifically discourages employees from engaging in any physical confrontation with a violent or potentially violent individual. However, the District does expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Employees should be aware that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in District policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or supervisor; attempts to sabotage the

work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any District employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto District premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede the District's ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the District determines, after an appropriate good faith investigation, that someone has violated this policy, the District will take swift and appropriate corrective action.

If the employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for the District to be aware of any potential danger in its offices. Indeed, the District wants to take effective measures to protect everyone from the threat of a violent act by employees or by anyone else.

Section 2 - Operational Policies

2-1 Employee Classifications

For purposes of this handbook, all the District employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 40 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 40 hours per week who were not hired on a short-term basis.

Seasonal or Short-Term Employees - Employees who were hired on a seasonal basis or for a specific short-term project. Seasonal or short-term employees generally are not eligible for District benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. Non-exempt employees are eligible to receive overtime pay for hours worked in excess of forty (40) hours in a workweek. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

2-2 Employment Records

In order to obtain their position, employees have provided personal information, such as address and telephone number. This information is contained in their personnel file.

Employees should keep their personnel file up to date by informing the Employee Benefits Coordinator of any changes. Employees also should inform the Employee Benefits Coordinator of any specialized training or skills they acquire, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach employees in a crisis could cause a severe health or safety risk or other significant problem.

2-3 Right to Review Personnel Records

Under Minnesota law, active employees have the right to review their personnel record once every six (6) months. Employees who leave the District may review their personnel record once every year as long as the District maintains the personnel record.

To review their personnel record, employees must make a good faith request in writing to the Superintendent. Employees may also request a copy of the record at the time they review it. The copy will be made available to the employee at no cost.

The District will provide employees an opportunity to review their personnel record within seven (7) working days of the written request or within 14 working days of the written request if the personnel record is physically located outside of Minnesota.

What is contained in the personnel record is carefully defined under Minnesota law. The law does not require employee access to information that is not contained in the personnel record.

If an employee disputes the information contained in their personnel record, they may request that it be removed from the record. However, if the District does not agree the information should be removed, the employee may submit a written response to the denial (not to exceed five (5) pages).

No action can be taken against employees who appropriately ask to review their personnel records.

If employees are improperly denied their rights as provided by this law, the law provides certain remedies.

This notice only describes some of the employee's rights under the law. For more information, the Minnesota statutes detailing employee rights can be found at Minnesota Statutes, § 181.960 through Minnesota Statutes §181.965. These laws can be found on the internet at:

<https://www.revisor.mn.gov/pubs/> or in public libraries throughout the state.

2-4 Record Retention

The District acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against the District and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the Superintendent to inform them of potential or actual litigation, external audit, investigation or similar proceeding involving the District that may have an impact on record retention protocols.

2-5 Working Hours and Schedule

The District business office normally is open for business from 8:00 am to 4:00 pm, Monday through Friday. Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the District, at some point individual work schedules may need to be changed on either a short-term or long-term basis.

Employees will be provided meal and rest periods as required by law. A supervisor will provide further details.

2-6 Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to a supervisor, who will attempt to correct legitimate errors.

2-7 Overtime

The District may experience periods of extremely high activity. During these busy periods, additional work is required from all of us. Supervisors are responsible for monitoring work activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their normal hourly wage for all time worked in excess of 40 hours each week, unless otherwise required by law.

Employees may work overtime only with prior management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

2-8 Travel Time for Non-Exempt Employees

Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees also will be paid for any time spent performing job duties during otherwise non-compensable travel time; however, such work should be limited absent advance management authorization.

Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: time spent traveling between the employee's home and the local railroad, bus or plane terminal; and meal periods.

Local Travel

Non-exempt employees will be compensated for time spent traveling from one District location to another District location during a workday. The trip home, however, is non-compensable when the employee goes directly home from the final District location, unless it is much longer than the regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near their home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half (1-1/2) times the regular rate.

To the extent that applicable state law provides greater benefits, state law applies.

2-9 Safe Harbor Policy for Exempt Employees

It is the District's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure proper payment and that no improper deductions are made, employees must review pay stubs promptly to identify and report all errors.

Those classified as exempt salaried employees will receive a salary which is intended to compensate them for all hours they may work for the District. This salary will be established at the time of hire or classification as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under federal and state law, salary is subject to certain deductions. For example, unless state law requires otherwise, salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing wage replacement benefits for such absences (deductions also may be made for the exempt employee's full-day absences due to sickness

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or disability before the employee has qualified for the plan, policy or practice or after the employee has exhausted the leave allowance under the plan);

- full-day disciplinary suspensions for infractions of our written policies and procedures;
- Family and Medical Leave Act absences (either full- or partial-day absences);
- to offset amounts received as payment from the court for jury and witness fees or from the military as military pay;
- the first or last week of employment in the event the employee works less than a full week; and
- any full work week in which the employee does not perform any work.

Salary may also be reduced for certain types of deductions such as a portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 403(b) plan.

In any work week in which the employee performed any work, salary will not be reduced for any of the following reasons:

- partial day absences for personal reasons, sickness or disability;
- an absence because the District has decided to close a facility on a scheduled work day;
- absences for jury duty, attendance as a witness, or military leave in any week in which the employee performed any work (subject to any offsets as set forth above); and
- any other deductions prohibited by state or federal law.

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However, unless state law provides otherwise, deductions may be made to accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to a supervisor. If the supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), they should immediately contact the Employee Benefits Coordinator or any other supervisor in the District with whom the employee feels comfortable.

2-10 Paychecks

Employees will be paid bi-weekly for all the time worked during the past pay period.

Payroll stubs itemize deductions made from gross earnings. By law, the District is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in any employee's pay, the employee should bring the matter to the attention of Staff Accountant immediately so the District can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless the employee requests that they be mailed or authorizes in writing that another person may accept the check.

2-11 Wage Disclosure Protections

Under Minnesota law, an employer may not:

1. require nondisclosure by employees of their wages as a condition of employment;
2. require employees to sign a waiver or other document which purports to deny them the right to disclose their wages; or
3. take any adverse employment action against employees for disclosing their own wages or discussing another employee's wages which have been disclosed voluntarily.

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Nonetheless, this policy should not be construed to:

1. create an obligation on the District or on employees to disclose wages;
2. permit employees, without the written consent of the District, to disclose proprietary information, trade secret information or information that is otherwise subject to legal privilege or protected by law;
3. diminish any existing rights under the National Labor Relations Act; or
4. permit employees to disclose wage information of other employees to a competitor of the District.

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An employer may not retaliate against the employee for asserting rights or remedies set forth in this policy.

Employees may bring a civil action against the District for a violation of this policy. If a court finds that the District has violated this policy, the court may order reinstatement, back pay, restoration of lost service credits, if appropriate, and the expungement of any related adverse records of the employee who was the subject of the violation.

2-12 Direct Deposit

The District strongly encourages employees to use direct deposit. Authorization forms are available from the Employee Benefits Coordinator.

Section 3 - Benefits

3-1 Benefits Overview/Disclaimer

In addition to good working conditions and competitive pay, it is the District's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs the District provides employees and their families. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from the Employee Benefits Coordinator. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions (SPDs) for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, the District (including the Superintendent and the Employee Benefits Coordinator who are responsible for administering the plans) retain full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the District intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the Employee Benefits Coordinator.

3-2 Holidays

Full-time employees working 40 hours per week and not covered under a collective bargaining agreement [or individual contract](#) will be paid for the following holidays:

- New Year's Day
- President's Day
- Memorial Day
- Day before Independence Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving

- Christmas Eve
- Christmas Day
- Good Friday
- New Year's Eve

When holidays fall or are celebrated on a regular work day, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate, and an additional payment of straight-time for the actual time they work that day.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in addition to the vacation day, or the eligible employee will receive an additional vacation day at the option of the District.

3-3 Paid Vacation

Effective July 1, 2016 full-time employees working 40 hours per week and not covered under a collective bargaining agreement are eligible for paid vacation according to the following schedule:

Years of Service	Number of Days
Year 1	10 Days
Year 5	15 Days
Year 10	20 Days
Year 15	25 Days
Year 20+	30 Days

Eligible employees accrue vacation throughout the year and are awarded vacation days on July 1 for the prior fiscal year. Eligible employees are allowed to carry over a maximum of ten (10) days from one fiscal year to the next (defined as July 1 – June 30). Any vacation days in excess of 10 days will be lost. Vacation may be taken in no less than ½ hour increments. Employees upon termination of service will be paid for any unused and accrued vacation through their last day of employment.

3-4 Paid Sick Days

Employees shall receive fifteen (15) paid sick leave days per fiscal year. Sick leave days will be advanced to employees on July 1 of each fiscal year.

Sick leave shall be allowed by the employees Supervisor whenever an employee's absence is found to have been due to illness of the member, dependent minor child, adult child, spouse, sibling, parent, grandparent, or stepparent, and which prevents his/her attendance and performance of duties on that day or days with a limit of 160 hours in any twelve (12) month period for all except the member, spouse, and dependent minor child.

Sick leave may be used as bereavement leave by an employee for leave due to death of an immediate family member. A maximum of three (3) days leave will be allowed when no travel is necessary. In the event travel is necessary an employee will be allowed to use a maximum of five (5) days. Immediate

family is defined as: father, mother, sister, brother, son, daughter, wife, husband, grandfather, grandmother, mother in-law, father in-law, daughter in-law, son in-law, brother in-law, and sister in-law.

Unused sick leave days may accumulate to a maximum credit of 180 days. When an employee's sick leave account is at its maximum, any additional sick leave days earned will accrue in a separate individual catastrophe account. The days in the catastrophe sick leave account may be used only if the following criteria are met:

A health catastrophe(s) must have caused an extreme depletion of accrued sick leave hours in accordance with the following:

- A. A health catastrophe is defined as being any illness or injury resulting in loss of accrued sick leave in excess of eighty (80) sick leave days during any 365 day period. An illness cannot be considered a catastrophe until the employee has accumulated an unused balance in his sick leave account of 180 days.
- B. For the purpose of this subdivision, health absences within a 365 day period need not be consecutive to be considered catastrophic

The School Board may at its option, grant the use of catastrophic sick leave account days in unusual circumstances covered by this section.

At the beginning of each fiscal year (July 1), sick leave days will be credited to the regular sick leave account first. Any days in excess of 180 shall be credited to the employees catastrophic sick leave account.

The School Board may require an employee to furnish a medical certificate from the school health officer or from a Licensed Practitioner of the Healing Arts as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. In the event that a medical certificate will be required, the employee will be so advised. Sick leave allowed shall be deducted from the accrued sick leave hours earned by the employee.

Sick leave pay shall be approved only upon electronic submission of a request on the district Skyward Employee Access system or the district paper form if requested by the employee Supervisor.

Sick leave balance upon termination of employment will not be paid out.

3-5 Lactation Breaks

The District will provide a reasonable amount of break time to accommodate employees desiring to express breast milk for their infant child, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided. If the break time cannot run concurrently with rest and meal periods already provided, the break time will be unpaid, subject to applicable law.

To provide privacy, the District will make reasonable efforts to provide employees with the use of a room or location in close proximity to the work area, other than a bathroom or a bathroom stall, that is

shielded from view and free from intrusion by coworkers and the public and that includes access to an electrical outlet. This location may be the employee's private office, if applicable. The District may not be able to provide additional break time if doing so would seriously disrupt the District's operations, subject to applicable law. Employees should consult the Business Office if they have questions regarding this policy.

Employees should advise management if they need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

3-6 Workers' Compensation

On-the-job injuries are covered by the District's Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their supervisor. Failure to follow District procedures may affect the ability of employees to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

3-7 Jury Duty

The District realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

3-8 Crime Victims Leave

Employees who are victims of a violent crime and are subpoenaed or requested by the prosecutor to attend court for the purpose of giving testimony may be granted reasonable time off from work without pay to attend criminal proceedings related to the victim's case. Employees who are a victim's spouse or immediate family member may be granted reasonable time off from work without pay to attend criminal proceedings related to the victim's case.

Employees must give 48 hours' advance notice of the request for time off pursuant to this policy, unless impracticable or an emergency prevents the employee from doing so.

Upon request, the employee must provide verification that supports the employee's reason for being absent from the workplace. All information related to the employee's leave pursuant to this section shall be kept confidential by the District.

3-9 Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide or national election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, supervisors should be notified at least two (2) days prior to the voting day.

3-10 Insurance Programs

Full-time employees may participate in the District's insurance programs. Under these plans, eligible employees will receive comprehensive health, dental and life insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, employees will receive Summary Plan Descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to contact the Employee Benefits Coordinator with any further questions.

3-11 Retirement Plan

Eligible employees are able to participate in the District's retirement plan. Plan participants may make pre-tax contributions to a retirement account.

Upon becoming eligible to participate in this plan, employees will receive an SPD describing the plan in greater detail. Please refer to the SPD for detailed plan information. Of course, feel free to speak to Human Resources if there are any further questions.

3-12 Long-Term Disability Benefits

A select group of employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between the District and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

Section 4 - Leaves of Absence

4-1 Personal Leave

If employees are ineligible for any other District leave of absence, the District, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for leave under the federal Family and Medical Leave Act (FMLA) or any state leave law, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However a personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation or sick days. The District will continue health insurance coverage during the leave if employees submit their share of the monthly premium payments to the District in a timely manner, subject to the terms of the plan documents.

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When the employees anticipate returning to work, they should notify management of the expected return date. This notification should be made at least one (1) week before the end of the leave.

Upon completion of the personal leave of absence, the District will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by the District will be considered a voluntary resignation of employment.

4-2 Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that the District can maintain proper coverage while employees are away.

4-3 Family Military Leave

Any employee who is the grandparent, parent, legal guardian, sibling, child, grandchild, spouse, or fiancée of a member of the United States armed forces who has been ordered into active service in support of a war or other national emergency ("mobilized service member") is eligible for an unpaid leave of absence of up to one (1) day per calendar year in order to attend a send-off or homecoming ceremony for the mobilized service member. Employees are asked to give the District as much notice of their intent to take this leave as is practicable under the circumstances.

Additionally, any employee who is the parent, child, grandparent, sibling or spouse of a member of the United States armed forces who has been injured or killed while engaged in active service is eligible for an unpaid leave of absence for up to 10 days. The employee must give the District as much notice of intent to take this leave as is practicable. Any accrued paid time off which is used during this period will run concurrently with leave under this policy and will not extend the length of leave.

4-4 Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act ("FMLA") and/or the Minnesota Pregnancy & Parental Leave Act ("MPPLA"). This policy provides employees with information concerning FMLA and/or MPPLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA and/or MPPLA leave, they should contact Human Resources.

I. Eligibility

FMLA leave is available to "FMLA eligible employees." To be an "FMLA eligible employee," the employee must: 1) have been employed by the District for at least 12 months (which need not be consecutive); 2) have been employed by the District for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

MPPLA is available to "MPPLA eligible employees." To be an "MPPLA eligible employee," the employee must: 1) have been employed by the District for at least 12 months; 2) have worked at least half the full-time equivalent position for his/her job during the 12-month period immediately preceding the request for leave; and 3) have worked for an employer that has 21 or more employees at any single location.

II. Entitlements

The FMLA and MPPLA provide eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

A. Basic FMLA and MPPLA Leave Entitlement

The FMLA provides eligible employees up to 12 work weeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a 12-month

period measured forward from the start date of the employee's first FMLA leave. The MPPLA provides eligible employees up to 12 work weeks of unpaid leave for: (i) the birth or placement for adoption of a child; or (ii), if a female employee, for prenatal care, or incapacity due to pregnancy, childbirth, or related health conditions.

MPPLA leave for the birth or adoption of a child may begin not more than 12 months after the birth or adoption, except that where the child must remain in the hospital longer than the mother, the leave may not begin more than 12 months after the child leaves the hospital. It is the District's policy to provide the greater leave benefit provided under the FMLA or MPPLA and to run leave concurrently under the FMLA and MPPLA whenever possible. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption (or foster care - FMLA only);
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition** (FMLA only);
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care, childbirth, or related health condition) that makes the employee unable to perform one or more of the essential functions of the employee's job (FMLA only except MPPLA, if a female employee, for prenatal care, or incapacity due to pregnancy, childbirth, or related health conditions) and/or
- Because of any **qualifying exigency** arising out of the fact that the employee's spouse, son, daughter or parent is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserve component of the Armed Forces for deployment to a foreign country in support of contingency operations or Regular Armed Forces for deployment to a foreign country (FMLA only).

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A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, incapacity due to pregnancy or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Service member Leave) (FMLA only).

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered service member** is entitled to take up to 26 weeks of leave during a single 12-month period to care for the service member with a serious injury or illness. Leave to care for a service member shall only be available during a single 12-month period and,

when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured service member.

A "**covered service member**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." **Covered service members** also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five year period preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules.

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees are also entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member, or the serious injury or illness of a covered service member. Leave due to qualifying exigencies may also be taken on an intermittent or reduced schedule basis.

D. No Work While on Leave.

The taking of another job while on FMLA/MPPLA leave or any other authorized leave of absence is grounds for immediate discharge, to the extent permitted by applicable law.

E. Protection of Group Health Insurance Benefits.

During FMLA/MPPLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work. However, if leave is solely pursuant to MPPLA, the employee may be required to pay the full health insurance premium during leave.

F. Restoration of Employment and Benefits.

At the end of FMLA/MPPLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the District substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The District will notify employees if they qualify as "key employees," if it intends to deny reinstatement and of their rights in such instances. Use of FMLA/MPPLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/MPPLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave.

Employees requesting FMLA leave are entitled to receive written notice from the District telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the District's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The District may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the District's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the District and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA/MPPLA Leave Obligations.

A. Provide Notice of the Need for Leave.

Employees who wish to take FMLA/MPPLA leave must timely notify the District of their need for FMLA/MPPLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice.

To trigger FMLA leave protections, employees must inform Department Manager and Human Resources of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the District to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active duty status to a foreign country; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered service member with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the District's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the District has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the District notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

Employees must provide at least two weeks' advance notice of the need to take MPPLA leave. Employees who fail to give at least two weeks' notice without a reasonable excuse for the delay, or otherwise fail to satisfy MPPLA notice obligations, may have MPPLA leave delayed or denied, to the extent permitted by applicable law.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules.

When planning medical treatment, employees must consult with the District and make a reasonable effort to schedule treatment so as not to unduly disrupt the District's operations, subject to the approval of the employee's health care provider. Employees must consult with the District prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the District and the employees, subject to the approval of the employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the District may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service member, the District may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the District of the reasons why such leave is medically necessary. In such instances, the District and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the District's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave).

Depending on the nature of the FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the District with timely, complete and sufficient medical certifications. Whenever the District requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the District's request, unless it is not practicable to do so despite the employee's diligent, good faith efforts. The District will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The District will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the District (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the District with authorization allowing it to clarify or authenticate certifications with health care providers, the District may deny FMLA leave if certifications are unclear.

Whenever the District deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered service member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the District has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the District's expense. If the opinions of the initial and second health care providers differ, the District may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the District and the employee.

2. Medical Recertification

Depending on the circumstances and duration of FMLA leave, the District may require employees to provide recertification of medical conditions giving rise to the need for leave. The District will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the District medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of

the employees' position, with or without reasonable accommodation. The District may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave.

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the District may require employees to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on active duty or call to covered active duty status and the dates of the military member's covered active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active duty status of the same or a different military member.

When leave is taken to care for a covered service member with a serious injury or illness, the District may require employees to obtain certifications completed by an authorized health care provider of the covered service member. In addition, and in accordance with the FMLA regulations, the District may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered service member confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA and MPPLA Leave.

Employees must use any accrued paid time while taking unpaid FMLA and/or MPPLA leave.

The substitution of paid time for unpaid FMLA and/or MPPLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with the employee's FMLA/MPPLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums.

During FMLA/MPPLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. The District will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the District will require the employee to reimburse the District the amount it paid for the employee's health insurance premium during the leave period.

Under current District policy, the employee pays a portion of the health care premium. While on paid leave, the employer will continue to make payroll deductions to collect the employee's share of the premium. While on unpaid leave, the employee must continue to make this payment, either in person or by mail. The payment must be received in the Accounting Department by the first day of each month.

If the payment is more than 30 days late, the employee's health care coverage may be dropped for the duration of the leave.

The employer will provide 15 days' notification prior to the employee's loss of coverage.

If the employee contributes to a life insurance or disability plan, the employer will continue making payroll deductions while the employee is on paid leave. While the employee is on unpaid leave, the employee may request continuation of such benefits and pay his or her portion of the premiums, or the employer may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the employer may discontinue coverage during the leave. If the employer maintains coverage, the employer may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

IV. Coordination of FMLA/MPPLA Leave with Other Leave Policies.

The FMLA and MPPLA do not affect any federal, state or local law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights. However, whenever permissible by law, FMLA leave will run concurrently with MPPLA and any other leave provided under state or local law. For additional information concerning leave entitlements and obligations that might arise when FMLA/MPPLA leave is either not available or exhausted, please consult the District's other leave policies in this handbook or contact Human Resources.

V. Questions and/or Complaints about FMLA/MPPLA Leave.

If employees have questions regarding this FMLA/MPPLA policy, they should contact Human Resources. The District is committed to complying with the FMLA/MPPLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA/MPPLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact Human Resources immediately. The District will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the U.S. Department of Labor or may bring private lawsuits alleging FMLA violations.

4-5 School Conference and Activities Leave

The District will provide employees with up to 16 hours of leave during any 12-month period to attend school conferences or school-related activities related to the employee's child (including conferences related to a pre-kindergarten program or child care services), provided the conferences or school-related activities cannot be scheduled during non-work hours. When leave cannot be scheduled during non-work hours and the need for leave is foreseeable, the employee must provide reasonable prior notice of the leave and make a reasonable effort to schedule the leave so as not to unduly disrupt the District's operations. Leave under this policy is unpaid. However, the employee may substitute accrued paid time off for leave under this policy.

4-6 Bone Marrow Donation Leave

Employees who work 20 or more hours per week are entitled to up to 40 hours of paid leave for the purposes of donating bone marrow. Verification of donation and the length of necessary leave may be required by the District. Reasonable notice of leave must be provided.

4-7 Organ Donation Leave

Employees who work 20 or more hours per week are entitled to up to 40 hours of paid leave for the purposes of donating an organ or partial organ to another person. Verification of donation and the length of leave needed may be required by the District. Reasonable notice of leave must be provided.

4-8 Domestic Abuse or Harassment Leave

Employees are entitled to reasonable unpaid time off to obtain or attempt to obtain an order of protection and/or other relief from a court related to domestic abuse or harassment.

The employee who is absent from the workplace shall give 48 hours' advance notice to the District except in cases of imminent danger to the health or safety of the employee or the employee's child, or unless impracticable.

Upon request, the employee must provide verification that supports the employee's reason for being absent from the workplace. All information related to the employee's leave pursuant to this section shall be kept confidential by the District.

Section 5 - General Standards of Conduct

5-1 Workplace Conduct

The District endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the District's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing the District property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of District and health safety rules and policies.
5. Violation of the District's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening or disrupting the work of others or other violations of the District's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on District property.
11. Willful or careless destruction or damage to District assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of the District's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of District policy.

Obviously, not every type of misconduct can be listed. The District will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, the District will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate the employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

5-2 Inspections

The District reserves the right to require employees while on District property to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on District property, and work areas. This includes lockers, vehicles, desks, cabinets, workstations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the District. Employees are expected to cooperate in the conduct of any search or inspection.

5-3 Punctuality and Attendance

Employees are hired to perform important functions at the District. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on fellow employees and Supervisors. We expect excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify Supervisors as early as possible, but no later than the start of the school day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the illness and its expected duration, for every day of absenteeism.

Unreported absences of three (3) consecutive work days generally will be considered a voluntary resignation of employment with the District.

5-4 Use of Communications and Computer Systems

The District's communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other District policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the District systems.

The District may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the District deems it appropriate to do so. The reasons for which the District may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that District operations continue appropriately during the employee's absence.

Further, the District may review Internet usage to ensure that such use with District property, or communications sent via the Internet with District property, are appropriate. The reasons for which the District may review employees' use of the Internet with District property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for

information; and ensuring that District operations continue appropriately during the employee's absence.

The District may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The District's policies prohibiting harassment, in their entirety, apply to the use of District's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the District's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

5-5 Use of Social Media

The District respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect District interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking platform, such as Twitter or similar site, during work time or at any time with District equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages and social networking platforms, such as Twitter, Facebook, LinkedIn or similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page or social networking site.

Whether the employees are posting something on their own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions the District and also expresses either a political opinion or an opinion regarding the District's actions that could pose an actual or potential conflict of interest with the District, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not the District's position. This is necessary to preserve the District's good will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For

example, posted material that is discriminatory, obscene, defamatory, libelous or violent is forbidden. District policies apply equally to employee social media usage.

The District encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

5-6 Personal and Company-Provided Portable Communication Devices

The District-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through the District's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is an District-provided or personal device, employees must comply with applicable District guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a District-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If employees who use a personal PCD for business resign or are discharged, they will be required to submit the device to the IT department for resetting on or before their last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, District information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of District information. This is the only way currently possible to ensure that all District information is removed from the device at the time of termination. The removal of District information is crucial to ensure compliance with the District's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a District-issued device, the District's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

5-7 Smoking

Smoking, including the use of e-cigarettes, is prohibited on District premises and in all District vehicles.

5-8 Solicitation and Distribution

To avoid distractions, solicitation by the employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time the employee is engaged, or should be engaged, in performing his/her work tasks for the District. Solicitation of any kind by non-employees on District premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of the District is prohibited at all times. Distribution of literature by non-employees on the District premises is prohibited at all times.

5-9 Bulletin Boards

Important notices and items of general interest are continually posted on the District bulletin boards. Employees should make it a practice to review bulletin boards frequently. This will assist employees in keeping up with what is current at the District. To avoid confusion, employees should not post or remove any material from the bulletin board.

5-10 Confidential District Information

During the course of work, employees may become aware of confidential information about the District's business, including but not limited to information regarding District finances, students, parents, and suppliers. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of the District may be subject to disciplinary action up to and including termination.

5-11 Conflict of Interest and Business Ethics

It is the District's policy that all employees avoid any conflict between their personal interests and those of the District. The purpose of this policy is to ensure that the District's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the District.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the District, by any employee who is in a position to

directly or indirectly influence either the District's decision to do business, or the terms upon which business would be done with such organization;

2. holding any interest in an organization that competes with the District;
3. being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the District or which competes with the District; and/or
4. profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with the District.

A conflict of interest would also exist when a member of the employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between the employee (and the employee's immediate family) and the District.

5-12 Health and Safety

The health and safety of employees and others on District property are of critical concern to the District. The District intends to comply with all health and safety laws applicable to our business. To this end, we must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the District's premises, or in a product, facility, piece of equipment, process or business practice for which the District is responsible should be brought to the attention of management immediately.

Periodically, the District may issue rules and guidelines governing workplace safety and health. The District may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor as soon as possible, regardless of the severity of the injury or accident.

5-13 Employee Dress and Personal Appearance

Employees are expected to report to work well groomed, clean, and dressed according to the requirements of their position. Some employees may be required to wear uniforms or safety equipment/clothing. Employees should contact their supervisor for specific information regarding acceptable attire for their position. If employees report to work dressed or groomed inappropriately,

they may be prevented from working until they return to work well-groomed and wearing the proper attire.

5-14 Publicity/Statements to the Media

All media inquiries regarding the position of the District as to any issues must be referred to the Superintendent. Only the Superintendent is authorized to make or approve public statements on behalf of the District. No employees, unless specifically designated by Superintendent, are authorized to make those statements on behalf of District. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the District must first obtain approval from the Superintendent.

5-15 Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify their supervisor if any equipment, machines, or tools appear to be damaged, defective or in need of repair. Prompt reporting of loss, damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Supervisors can answer any questions about the employees' responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the District's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the District is not responsible for any damage to employees' personal belongings unless the employee's supervisor provided advance approval for the employee to bring the personal property to work.

5-16 Operation of Vehicles

All employees authorized to drive District-owned or leased vehicles or personal vehicles in conducting District business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on District property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

District-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on District business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill association needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

5-17 Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to the employee's supervisor along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their supervisor in advance if they have any questions about whether an expense will be reimbursed.

5-18 References

The District will respond to reference requests through the Business Office. The District will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Business Office.

Only the Business Office may provide references.

5-19 If Employees Leave Us

Should the employees decide to leave the District, we ask that they provide a supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All District, property including, but not limited to, keys, security cards, laptop computers, etc., must be returned at separation. Employees also must return all of the District's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the District (through payroll deduction, if lawful) for any lost or damaged District property.

5-20 A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about the District. Please note that while this handbook generally covers at-will status employees it also applies to employees covered under a collective bargaining agreement. When the employee handbook and the collective bargaining agreement are not in agreement, the collective bargaining agreement is controlling.

The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, the District, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the District or its personnel policies and practices.

General Handbook Acknowledgment

This Employee handbook is an important document intended to help employees become acquainted with the District. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the District's operations may change, the contents of this handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this handbook.

I have received and read a copy of the District's Employees handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the District at any time.

I further understand that my employment is terminable at will, either by myself or the District, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind unless otherwise stated within a collective bargaining agreement.

I understand that no representative of the District other than the Superintendent may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the District's Employee handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

Receipt of Sexual Harassment Policy

It is the District's policy to prohibit harassment of any employee by any supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the District. It is to ensure that at the District all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments. Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about the employee's physical appearance, conversation about one's own or someone else's sex life, or teasing or other conduct directed toward a person because of their gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If the employees feel they have been subjected to conduct which violates this policy, they should immediately report the matter to their supervisor. If unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of perceived harassment, the employee should contact the Superintendent. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact the School Board. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the District will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employees feel they have been subjected to any such retaliation, they should report it in the same manner in which a claim of perceived harassment would be reported under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand the District's Sexual Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

Receipt of Non-Harassment Policy

It is the District's policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, veteran status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If the employee feels that he or she has been subjected to conduct which violates this policy, he or she should immediately report the matter to their supervisor. If the employee is unable for any reason to contact this person, or if the employee has not received a satisfactory response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Superintendent. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact the School Board. Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the District will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand the District's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

RESOLUTION FOR ACCEPTANCE OF GIFTS AND DONATIONS

Whereas, School Board Policy 706 establishes the guidelines for the acceptance of gifts or donations to the District;

Whereas, the International Falls School District Board encourages the support of the District’s educational programs through gifts or donations that meet the goals and objectives of the School District;

Whereas, Minnesota Statute §465.03 states the School Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

Therefore, be it resolved, the School Board of International Falls Public Schools, ISD #361, accepts with appreciation the following gifts, donations or grants received by the School District:

District donations to:

Bronco Hall Fame Donation	From Dean Blais	\$400.00
Falls Elementary	From Wells Fargo Your Cause	\$360.00
STEM Showcase Lunches	From PCA of Intl Falls	\$500.00
6 th -8 th Grade Planners	From An Anonymous Donor	\$300.00
FHS PBIS	From Coca-Cola Gives	\$35.95
HUDL Software	From Girl’s Hockey Boosters	\$250.00
Volt Software	From Boy’s Swim Boosters	\$87.67
Larry Ross Shadow Box	From Peter Fichuk	\$200.00
	From Rodney Christianson	\$200.00
2020 FHS Prom	From Josie & Reed Toninato	\$25.00
	From Jennifer & Steve Windels	\$25.00
	From PCA of Intl Falls	\$1000.00
Nurse Supplies	From Essentia Health	\$150.00

Motion by _____, seconded by _____, to accept the gifts and donations.

The following voted in favor:

Voting against:

Whereupon, the resolution was declared adopted.

World's Best Work Force WBWF Plan



2019 - 2020

International Falls Public School District

ISD #361

Adopted: December 16, 2019

ISD #361: INTERNATIONAL FALLSPUBLIC SCHOOL DISTRICT World's Best Work Force (WBWF) Plan

School District #361 Mission Statement

In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.

Overview & Requirements for WBWF Plan

A School District must set SMART Goals:

Specific
Measurable
Attainable
Results-Oriented
Time-Bound

Goals & Benchmarks MUST be focused on Progress from Pre-K to Post-Secondary, including:

- #1. **Ready for K**
- #2. **Read Well by Gr. 3**
- #3. **Closing the Achievement Gap in Student Subgroups**
 - **White**
 - **Hispanic**
 - **Black**
 - **Asian / Pacific Islander**
 - **American Indian / Alaskan Native**
 - **Free / Reduced Price Lunch**
 - **Special Education**
 - **Limited English Proficiency**
- #4. **100% Graduation Rate**
- #5. **Career & College Readiness**

Assessment Measures MUST include at least the following Five (5) Elements:

- 1) **MCA's (Minnesota Comprehensive Assessments)**
- 2) **NAEP (National Association of Education Progress)**
- 3) **Size of Academic Achievement Gap by Student Subgroup**
- 4) **Actual Graduation Rate**
- 5) **Career & College Readiness (as defined in MS 120B.30, Subdivision 1)**

District & Site Goals

Our districts' student achievement goal is to continually improve academic performance in the following areas: (This is looking at individual student growth from where they were the previous year or previous corresponding assessment.)

We will assess all students that attended ISD 361 for grades 2-10 both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will be at or above 65.5% in 2020. This is baseline data.

The percentage of all students in grades 2-10 at ISD #361 who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will be at or above 71.5% in 2020. This is baseline data.

This will be our first year using Star Reading and Math scores for setting our Qcomp goals. That said we do not have a lot of solid data to use to predict a benchmark. We have taken recommendations from Star as to levels that predict proficiency on MCA's and are using scaled scores and student growth percentiles.

Falls Elementary School						
School Year	Reading			Math		
	Proficient	Total	Percent Proficient	Proficient	Total	Percent Proficient
2016-17	128	224	57.14%	149	223	66.82%
2017-18	140	222	63.06%	162	223	72.65%
2018-19	146	227	64.32%	140	226	61.95%
Falls High School						
School Year	Reading			Math		
	Proficient	Total	Percent Proficient	Proficient	Total	Percent Proficient
2016-17	186	321	57.94%	164	314	52.23%
2017-18	186	318	58.49%	154	296	52.03%
2018-19	173	280	61.79%	129	269	47.96%

District-Wide Goals

Our district's student achievement goal is to improve student academic performance. This focus is determined on a yearly basis. We have an elementary site and a high school site which will each have a specific site goal. Teachers instructing in both buildings will be considered part of the building in which they attend team meetings with regards to compensation for site goal. Our goal for 2019 - 2020 is focused on individual student growth using the Star scores.

Falls High School Goal

We will assess all students that attended Falls High School both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will be at or above 60.5% in 2020. This is baseline data.

The percentage of all students in grades 6-10 at Falls High School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will be at or above 66.5% in 2020. This is baseline data.

This will be our first year using Star Reading and Math scores for setting our Qcomp goals. That said we do not have a lot of solid data to use to predict a benchmark. We have taken recommendations from Star as to levels that predict proficiency on MCA's and are using scaled scores and student growth percentiles.

Falls Elementary School Goal

We will assess all students that attended Falls Elementary both 1st and 2nd semester using the Star Reading and Math assessments.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in reading will be at or above 70.5% in 2020. This is baseline data.

The percentage of all students in grades 2-5 at Falls Elementary School who meet or exceed the 40% Spring Cut Score on the Star Assessment in math will be at or above 76.5% in 2020. This is baseline data.

This will be our first year using Star Reading and Math scores for setting our Qcomp goals. That said we do not have a lot of solid data to use to predict a benchmark. We have taken recommendations from Star as to levels that predict proficiency on MCA's and are using scaled scores and student growth percentiles.

Goal #1: Ready for K

- 75% of kindergarteners participate in FES school readiness program (preschool)
Improve learning readiness for Kindergarten.
 - All day section of Preschool 5 days / week for 4-year-olds.
 - Half day sessions for 4-year old Preschool.
 - Half day sessions for 3-year-old Preschool.
 - All day sessions 3 days per week (4 year olds)
 - All day sessions 2 days per week (3 year olds)
 - Language Screener & IGDl Screener for all Preschoolers.

Goal #2: Read Well by Gr. 3

- 61.7 % of current 3rd grade students at FES will meet or exceed the 3rd grade MCA reading assessment in the spring of 2020, an increase of 2% from 2019.
59.7% of Minnesota's 3rd grade students met or exceeded state standards as shown in their overall performance on the MCA Reading Assessment for the 2018-2019 school year.

Goal #3: Close the Achievement Gap in Student Sub Groups

- FES special education students will increase from 26.6% proficient in Math in 2019 to 29.6 % proficient in 2020 on the MCA. (Statewide 27.6%)
- FHS special education students will increase from 13.6% in 2019 to 16.6% proficient in 2020 on the Math MCA. (Statewide is 27.6%)
- FES special education students will increase from 20.0% proficient in Reading in 2019 to 23.0% proficient in 2020 on the MCA. (Statewide 29.8%)

- FHS special education students will increase from 25.0% in 2019 to 28.0% proficient in 2020 on the Reading MCA. (Statewide is 29.8%)
- FES American Indian students will increase from 30.0 in 2019 to 33.0% proficient in 2020 on the Math MCA. (Statewide is 27.5%)
- FHS American Indian students will increase from 26.6% in 2019 to 29.6% proficient in 2020 on the Math MCA. (Statewide is 27.5%)
- FES American Indian students will increase from 50.0% in 2019 to 53.0% proficient in 2020 on the Reading MCA. (Statewide is 36.1%)
- FHS American Indian students will increase from 42.4% in 2019 to 45.4% proficient in 2020 on the Reading MCA. (Statewide is 36.1%)

- FES Free/Reduced Priced lunch students will increase from 50.0% in 2019 to 53.0% proficient in 2020 on the Reading MCA. (Statewide is 40.0%)
- FHS Free/Reduced Priced lunch students will increase from 49.0% in 2019 to 52.0% proficient in 2020 on the Reading MCA. (Statewide is 40.0%)
- FES Free/Reduced Priced lunch students will increase from 50.0% in 2019 to 53.0% proficient in 2020 on the Math MCA. (Statewide is 34.2%)
- FHS Free/Reduced Priced lunch students will increase from 34.3% in 2019 to 37.3% proficient in 2020 on the Math MCA. (Statewide is 34.2%)

Goal #4: 100% Graduation Rate

- International Falls' students will have a 90% or higher graduation rate for 2020. (Data lags - district graduation rate in 2018 was 90.2% to the states 83.2%)

Goal #5: Career & College-Readiness

- All current 8th grade students will complete a 4 year plan while registering for 9th grade.
- International Falls will score the state average or higher on the ACT test. (District composite for 2019 was 20.0 compared to the state composite of 21.4)

Students in Gr. 8-12 will be assisted in preparing for life beyond high school through:

- Career Exploration
- ASVAB Test → Gr. 11
- ACT / SAT Test → Gr. 11 & 12 (Taken on an Individual Basis as Necessary)
- PSAT → Gr 11

Process for the Assessment & Evaluation of Student Progress

Meeting State & Local Academic Standards

Demographics for PreK-12 Students by Sub Group for International Falls Public School District is as follows:
(Data from MDE School Report Card 2019)

<u>Student Population Sub Group</u>	<u>% of Total Student Population</u>
Free / Reduced Hot Lunch	38.7 %
Special Education	17.4 %
English Language Learner (ELL)	0.7 %
American Indian / Alaskan Native	9.2 %
Asian / Pacific Islander	0.1 %
Hispanic	1.2 %
Black (Not of Hispanic Origin)	0.4 %

White (Not of Hispanic Origin)	87.9 %
Two or more Races	1.2 %

Students at International Falls Public Schools take Assessments to determine Student Progress in specific content areas, including the following:

<u>Grade Level</u>	<u>Assessment</u>	<u>Content Area Assessed</u>
Gr. 4, 8, 12	NAEP (National Assessment of Education Program)	Reading, Math, & Science
Gr. 3, 4, 5, 6, 7, 8	MCA - III	Reading & Math
Gr. 10	MCA - III	Reading
Gr. 11	MCA - III	Math
Gr. 5, 8, 10	MCA - III	Science
Gr. K-12 ELL Students	Test of Emerging English Listening Learners	Oral Language
Gr. 3-12 ELL Students	Test of Emerging English	Reading & Writing
Gr. 3, 4, 5, 6, 7, 8, 11	Math Test for English Language Learners	Math
Gr. K-10	Star Reading and Math	Reading & Math
Preschool	IGDI	Literacy & Number Skills
Gr. 6, 9, 12	MSS (Minnesota Student Survey) [Every 3 rd Year]	At-Risk Behaviors
Gr. 11	ASVAB (Interest Inventory / Aptitude Test)	Career & College Readiness
Gr. 11	PSAT	Post-Secondary Planning
Gr. 11 & 12	ACT / SAT	College Readiness
Gr. 11, 12	AP (Advanced Placement for College Courses)	English, Reading, Math, & Science



College Readiness Letter for:
INTERNATIONAL FALLS IND SD 361

October 2019
Code: 247380

SUPERINTENDENT
INTERNATIONAL FALLS IND SD 361
1515 11TH ST
INTL FALLS, MN 56649



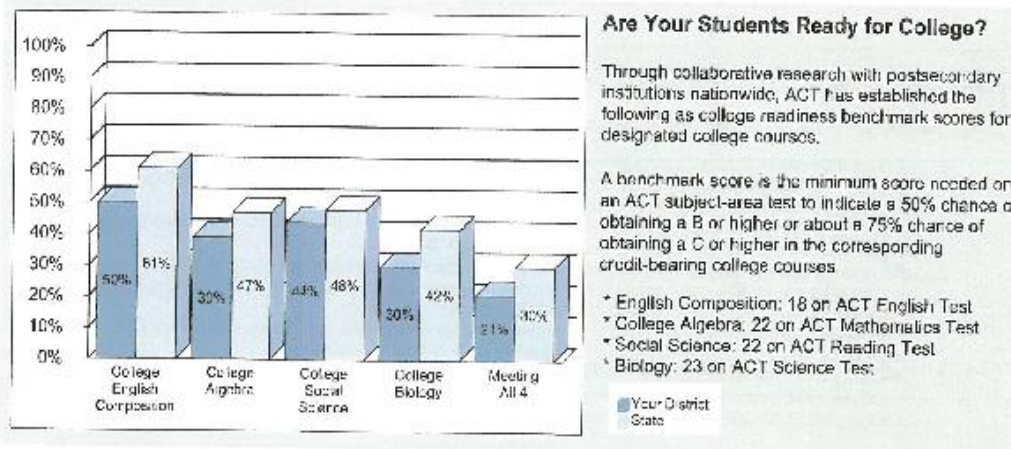
201962110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2015	46	46,862	20.0	21.8	21.3	22.8	21.0	23.0	22.1	22.7	21.2	22.7
2016	76	64,145	16.8	20.0	19.4	21.2	19.4	21.3	19.6	21.3	19.0	21.1
2017	80	61,101	17.4	20.4	19.7	21.5	19.2	21.8	19.4	21.6	19.0	21.5
2018	89	61,253	18.3	20.2	20.7	21.4	20.2	21.7	20.9	21.4	20.2	21.3
2019	88	59,186	18.0	20.3	20.5	21.4	20.5	21.7	20.5	21.6	20.0	21.4

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



A High School College Readiness Letter has been sent to the Principals of each High school with at least one ACT tested graduate.

500 ACT Drive P.O. Box 168 Iowa City, Iowa 52243-0168 319/337-1000 www.act.org

College Readiness Letter for:
INTERNATIONAL FALLS, IND SD 381

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

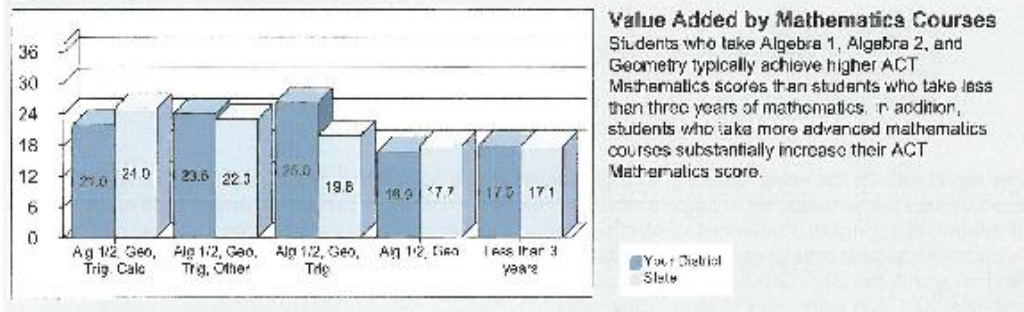
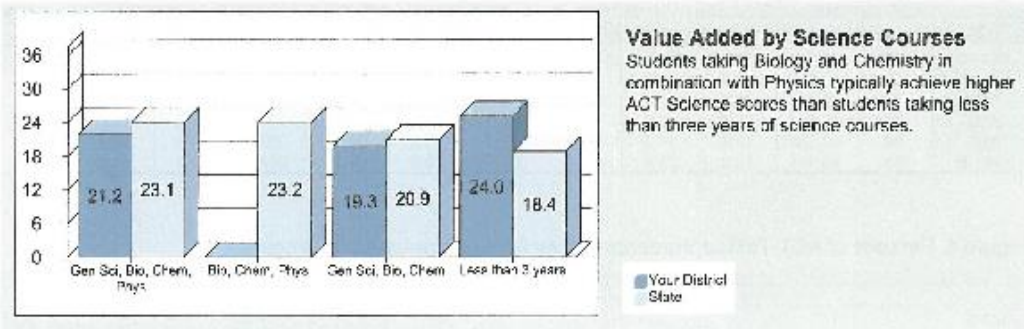


Figure 3. Average ACT Science Scores by Course Sequence



In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1385 or customerservices@act.org.

Strengths of Instruction & Curriculum

<u>STRENGTHS</u>	
<u>Instruction</u>	<u>Curriculum</u>
Daily 5 / Learning Stations / Centers	Preschool Program for 3-year olds & 4-year olds.
Small Guided Reading Groups	Everyday Math used in Preschool.
School-wide Title I (Gr. K-5)	Core Reading Program used in Preschool.
10 iPads in Each Elementary Classroom for Math & Reading Interventions (Gr. PreK-5)	iExcel / Raz Kids / Interventions for Reading & Math
Aligning curriculum in Professional Learning Communities (PLCs)	Myriad number of Career & Technical Education Classes
Weekly 1 Hour Early Out Staff Development Time	College in the High School Courses
Q-Comp provides Mentoring & PLC Time by focusing on a specific content area (e.g. Reading)	Accelerated Reader (AR)
PBIS (Positive Behavior Intervention Supports) for PreK-12 (Proactive rather than Reactive)	"Read Naturally" for At-Risk Students (Gr. 1-5)
Devoted staff	Ojibwe & Spanish Offerings
Learning Sciences International Professional Development – ongoing training for all staff	Member of Applied Learning Institute (Computer & Industrial Tech Labs are State-of-the-Art)
chromebook carts	STAR Screening for Reading & Math
Teaming	Concurrent Enrollment Classes for High School & College Credit (Lake Superior College & Bemidji State)
	Journey's literature curriculum at FES

Weaknesses of Instruction & Curriculum

<u>WEAKNESSES</u>	
<u>Instruction</u>	<u>Curriculum</u>
Differentiation is Difficult if there is not enough time to look at Student Data and plan instruction	Less Emphasis on Science Standards in the past
Access to Resources & Professional Development Opportunities is Limited due to Location	Amount on staff plates keeps growing
Very Difficult to get Highly Qualified Licensed Teachers to Apply for Teaching Positions due to Location	

Evaluation of Effectiveness of Instruction & Curriculum

International Falls School District, ISD #361, currently has **1085 students** in Gr. PreK-12. The Elementary School has an enrollment of **5 students** & the high school serves **533 students**. Falls Elementary continues a Preschool Program and houses PreK – grade 5 and Falls High school houses grades 6 – 12..

The International Falls Public School District is a long-established school system with a proud history of both academic and athletic achievements. The schools are located in International Falls, Minnesota, which is the county seat of Koochiching County. Geographically, the District includes an area of 491 square miles. International Falls has a population of approximately 6,500, while Koochiching County has 13,300 residents; approximately 10,000 people live within the School District. There are **70 Licensed Teaching Staff**, **35 Paraprofessionals**, and **28 Support Staff Members**. The majority of licensed staff holds advanced degrees.

School District facilities are comprised of:

- Falls Elementary Gr. Pre-K - 5
- Falls High School Gr. 6 - 12, Community Education, District Offices
- ALC space at Backus Community Center
- Indoor Swimming Pool
- All-weather Track
- Baseball and Softball Fields
- Football Stadium
- Indoor Ice Arena

The community serves as a residential location for people employed in a variety of professions. Packaging Corporation of America serves as a primary employer within the area. International Falls is a major international border crossing and has customs and immigration offices, as well as a Border Patrol station serving traffic between Minnesota and Ontario, Canada. Situated adjacent to Voyagers National Park and not far from the Boundary Waters Canoe Wilderness Area, International Falls has a large fishing and tourism industry. The geography of the area serves a number of recreational opportunities.

<u>Population</u>	<u>Koochiching County</u>	<u>State of Minnesota</u>
Age 5 & Under	4.56 %	6.7 %
Age 18 & Under	19.42 %	25.1 %
Age 65 & Over	21.75 %	12.2 %
Distribution of People of Color	6.5 %	19.2 %
Unemployment Rate	4.4 %	3.3 %
Median Household Income	\$47,131	\$65,699
Median Value of Homes	\$108,300	\$199,700
Population in Poverty (All Ages)	17.1 %	10.5 %
High School Graduation Rate (25 & under)	92.6 %	92.8 %

*Census Reporter

Our district is a Q-Comp District and we find the program to be valuable for our goals of team building, mentoring new teachers, professional development, observation of fellow educators, and helping to focus on growth goals. The District has embedded PBIS and is seeing encouraging responses.

Strategies & Best Practices

- 1 Social Worker + 1 Elementary Principal → Truancy Team
- 1 Counselor
- 1 Mental Health Assistant
- Dean of Students
- After School Tutoring Monday -Thursday 1 hour each night supervised by a Licensed Teacher
- Flexible Scheduling for Credit Recovery (CR)
- Online Classes for Credit Recovery (CR) @ Northern Star Online

- Online CR Summer School
- ESY Sped Students
- ELL Program
- Planning and Implementation Grant (5 year grant to focus on reducing alcohol use by teens)
- College in the School Program (CIS)
- Alternative Learning Center

Areas of Focus for 2019 - 2020 School Year Include:

- Tier II and III instruction continued at FES and Tier II at FHS.
- Continued effort put into continuing and improving our PBIS program
- Early out every Wednesday to focus on PBIS, analyze data, and work on LSI topics.
- Provide paraprofessional assistance for Preschool classrooms as well as to assist Tier II & III student populations.
- Continue to keep four (4) sections of Kindergarten.
- Paraprofessionals will also continue to be utilized within the Title I classroom to reinforce academic concepts introduced and directed by the Title I teachers.
- Continue to utilize universal screening measures to assist with Tier placement.
- STAR for universal screening and progress monitoring.
- Early Out meetings weekly to review best practice instructional strategies based on student data. These meetings are also necessary for placing students into appropriate tier populations. These meetings are necessary to engage teachers in active dialogue about student progress and needs. These conversations allow time to talk about the “whole” child.
- Students will be provided with scheduled structured time to access technology based interventions. This will happen on a daily basis which had not happened in the past.
- With the implementation of the RTI model struggling students receive both the core instruction as well as additional instruction within the appropriate Tier location (Tier II / III).
- Guided Reading Instruction, Book Club, Literature Circles, Drill & Practice.
- Successful Reading & Leveled Literacy Interventions (LLI) utilized with Tier II / III student populations including free reduced lunch as well as special education populations.
- Maintain low student to teacher ratios for Tier II & III student populations. Tier II: 1:5 or 1:6, Tier III 1:3.
- Continue our “College in the School” (CIS) opportunities for College Credit.
- Continue Applied Learning Institute (ALI) Classes for High School Students.

Student Outcomes

Student Outcomes on MCA Reading, Math, & Science assessments indicate student achievement levels compared to state averages as follows:

MCA Math Average 2019				
Grade	International Falls District-Wide Math Average	Total % Proficient	State of Minnesota	Math Average
		54.30%		55.00%

	Exceeds	Meets	Partially Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet
Gr. 3	31.30%	35.80%	14.90%	17.90%	27.40%	38.10%	17.00%	17.40%
Gr. 4	36.30%	37.50%	13.80%	12.50%	30.30%	33.60%	15.80%	20.40%
Gr. 5	8.90%	36.70%	29.10%	25.30%	16.20%	35.90%	24.30%	23.70%
Gr. 6	13.30%	33.30%	31.70%	21.70%	20.60%	29.90%	23.20%	26.40%
Gr. 7	9.70%	33.30%	34.70%	22.20%	20.40%	31.70%	25.80%	22.20%
Gr. 8	29.90%	28.60%	23.40%	18.20%	25.30%	29.90%	21.70%	23.10%
Gr. 11	16.70%	25.00%	26.70%	31.70%	16.80%	28.20%	22.00%	33.00%

MCA Reading Average 2019									
Grade	International Falls District-Wide Reading Average	Total % Proficient			State of Minnesota Reading Average		Total % Proficient		
		Exceeds	Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet	
		62.90%					59.20%		
Gr. 3		13.40%	46.30%	16.40%	23.90%	14.00%	40.60%	16.20%	29.20%
Gr. 4		23.50%	40.70%	19.80%	16.00%	16.30%	39.10%	21.80%	22.80%
Gr. 5		11.40%	57.00%	19.00%	12.70%	18.60%	47.20%	17.80%	16.40%
Gr. 6		13.30%	45.00%	25.00%	16.70%	23.90%	38.90%	17.40%	19.80%
Gr. 7		16.70%	45.80%	16.70%	20.80%	18.70%	38.80%	19.90%	22.60%
Gr. 8		18.20%	36.40%	22.10%	23.40%	20.30%	37.40%	18.40%	23.90%
Gr. 10		29.60%	42.30%	19.70%	8.50%	22.80%	37.60%	21.00%	18.60%

MCA Science Average 2019									
Grade	International Falls District-Wide	Total % Proficient			State of Minnesota Science Average		Total % Proficient		
		Exceeds	Meets	Does NOT Meet	Exceeds	Meets	Partially Meets	Does NOT Meet	
		49.50%					52.50%		
Gr. 5		2.50%	44.30%	29.10%	24.10%	9.60%	45.30%	21.70%	23.40%
Gr. 8		6.50%	35.10%	36.40%	22.10%	8.90%	34.10%	29.30%	27.70%
High School		16.20%	45.90%	25.70%	12.20%	15.90%	38.50%	21.80%	23.90%

Principal Evaluation

The International Falls Public School District uses the principal evaluation system outlined below which meets the requirements outlined in statute with regards to at least 35% of a principal's evaluation needs to be based on student achievement.

Summative Evaluation

Principal School Year

Previous year

Current year

Strategic Leadership 0

Strategic Leadership (1) 0.00

Instructional Leadership	0	Educational Leadership (5)	0.00
Managerial Leadership	0	Management (4)	0.00
Cultural Leadership	0	Cultural Integrity (6)	0.00
Communications Leadership	0	Communication (2)	0.00
School Community Leadership	0	Community Involvement (3)	0.00
Ethical Leadership	0	Ethics (7)	0.00
Total	0		0.00

Average	0.00	0.00	Possible Percentage	Earned percentage
Goal 1:			8.34	
Goal 2:			8.33	
Goal 3:			8.33	
Building achievement goal: Increase MCA's reading scores by 3%			35.00	
Staff Survey			20.00	
other (administrative analysis)			20.00	
			100.00	

Signature signifies that a meeting was conducted to review your summative evaluation and does not indicate agreement with ratings.

Signature:

Kevin Grover:

Break Down

Personal Goals	25%	Break up proportionally based on 2 to 4 goals Drop 3% or more -earn 0%, drop more than 1% but less than 3% - earn 25%, from -1 to +1 -earn 50%, increase more than 1 but less than 3% -earn 75%,
Student Achievement	35%	Increase 3% or more - earn 100% Overall score with all employees surveyed: stay the same or have positive growth - earn 100%, drop .01 - 1 point - earn 10%, drop more than 1 point - earn 0%
Staff Survey	20%	
other (administrative analysis)	20%	
	100%	

Current year
Strategic Leadership (1) 0
Educational Leadership (5) 0
Management (4) 0
Cultural Integrity (6) 0

Communication (2) 0

Teacher Evaluations

The International Falls Teacher Evaluation / Observation Plan
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Overall Description

Each member completes 4 self-observations based on Charlotte Danielson. Pre and Post observation meetings are part of each observation. Team Leaders will conduct two evaluation of each team member throughout the year with a pre and post observation and will do one observation for each member of one additional team. Administration also conducts an evaluation of staff on a rotating basis (1 time for each member over 3 year period).

Description of Rubric & System:

We have training to inform new staff of the rubric and process to be used. This training will focus on components of Charlotte Danielson rubrics, processes for documenting observations, inter-rater reliability, and instructive feedback. A specific part of the training will focus on inter-rater reliability by using a video to watch/score the lesson and train on this topic. (Train the Trainer model) Team leaders will work to find ongoing trainings to attend throughout the year and come back and train each other at quarterly leader meetings.

- Pre- & Post-Observation Conferences
 - The pre-observation conference needs to be done at least one day in advance of the observation.
 - The post-observation should be done within one week of the observation.
- Self-Analysis & Reflection
 - This will be done once per quarter.

Teacher observers are trained to use the observation rubrics and give written feedback on the post-observation form. Team leaders will have time at their quarterly release time to compare evaluations to ensure reliability and collaborate.

- Teacher observers will create a formal observation schedule for each person they are observing.
- Deadlines for completing evaluations will be marked on the District Professional Development Calendar.
- Team leaders will be trained to observe other team members' classrooms.
- Team teachers will be responsible for developing an observation evaluation calendar & team meeting calendar

Probationary teachers will be observed three times (3x's) by a school administrator. Initial training will take place prior to the start of the school and will be followed up at in-services throughout the school year. Probationary teachers will also participate in sessions with the Mentor Coordinator.

Position Title	Number of Teachers this Person will Observe	Number of Times per year this Teacher will Observe Each Teacher	Other Evaluation / Observation Responsibilities
Building Administrator	All probationary teachers 1/3 of staff	3 times 1 time	Improvement conferences Pre & post conferences
Learning Team Leader	As determined by amount of members in ATPPS learning teams	2 times per team member and 1 time per team member for paired team	Pre & Post conferences for all formal evaluations

Evaluation / Observation Documents.

- Evaluation / observation rubrics.
- Pre-observation conference forms.
- Post-observation conference forms.
- Self-analysis and reflection forms.

- Other forms, as applicable, to ensure the reviewer is able to completely understand the process.

Charlotte Danielson's Components of Professional Practice to be used in Teacher Evaluations

Component 1C → Selecting Instructional Goals

- Value
- Clarity
- Suitability for Diverse Students
- Balance

Component 2C → Managing Classroom Procedures

- Instructional Groups
- Transitions
- Materials & Supplies
- Non-Instructional Duties
- Supervision of Volunteers & Paraprofessionals

Component 3A → Communicating Clearly & Accurately

- Directions & Procedures
- Oral & Written Language

Component 3B → Using Questioning & Discussion Techniques

- Quality of Questions
- Discussion Techniques
- Student Participation

Component 3C → Engaging Students in Learning

- Representation of Content
- Activities & Content
- Grouping of Students
- Instructional Materials & Resources
- Structure & Pacing

Component 3D → Providing Feedback to Students

- Quality of Feedback
 - Accurate
 - Substantive
 - Constructive
 - Specific
- Timeliness

Component 4A → Reflecting on Teaching

- Accuracy
- Use in Future Teaching

Appeals Process

- Teachers who have concerns with the reliability / accuracy of their formative evaluations.
 - A teacher who receives a performance evaluation less than satisfactory, may request an additional evaluation by submitting completed form within 2 weeks of post observation conference to the Quality Oversight Team.
 - Quality Oversight Team will appoint a new observer.
- Staff member may appeal at the point in which they receive what they feel is an inaccurate / unsatisfactory review.
 - Once the QOC receives the appeal, they will appoint another observer within a week.
 - The new observer and teacher needing the observation will make arrangements to get a new observation done within one (1) month.
 - The new observation rating from the appointed observer will be final for this round of observation.

TLC MEMBERS MUST ATTEND 27 OF 32 WEEKLY MEETINGS TO BE ELIGIBLE FOR TLC STIPEND!! (2 meetings per month with assigned team)

AUGUST

Tuesday, August 27, 2019	Teacher In Service / LSI Training
Wednesday, August 28, 2019	Teacher In Service /—Virginia MN
Thursday, August 29, 2019	Teacher In Service / Work Day
6th/7th/New Student Orientation	5:00 pm - 5:30 pm
FHS Meet the Teacher Night	5:30 pm - 7:30 pm
FES Meet the Teacher Night	5:00 pm - 7:00 pm

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SEPTEMBER

Monday, September 02, 2019	No Classes - Labor Day Holiday
Tuesday, September 03, 2019	First Day of Classes
Wednesday, September 04, 2019	First Early Out Wednesday

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OCTOBER

Tuesday, October 01, 2019	FHS Mid Term Reports
Monday, October 07, 2019	FHS Parent Teacher Conferences 5:00 pm - 8:00 pm
Tuesday, October 8, 2019	FES Parent Teacher Conferences 4:00 pm - 8:00 pm
Wednesday, October 09, 2019	FHS Parent Teacher Conferences 5:00 pm - 8:00 pm
Thursday, October 10, 2019	FES Parent Teacher Conferences 4:00 - 8:00 pm
Thursday, October 17, 2019	No Classes - Education Minnesota Break
Friday, October 18, 2019	No Classes - Education Minnesota Break

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NOVEMBER

Friday, November 01, 2019	End of 1st Quarter
Friday, Nov. 15, 2019	No Classes - Exchange Day for P/T Parent/Teacher Conferences
Thursday, November 28, 2019	No Classes - Thanksgiving Holiday
Friday, November 29, 2019	No Classes - Thanksgiving Holiday

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DECEMBER

Friday, December 06, 2019	FHS Mid Term Reports
Wed., December 11, 2019	FHS Parent Teacher Conferences 5:00 pm - 8:00 pm
Friday, December 20, 2019	Last day of class before winter break

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JANUARY

Thursday, January 02, 2020	School reopens - First day back from winter break
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Thursday, January 16, 2020 End of 2nd Quarter / End of 1st Semester

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Friday, January 17, 2020 No School – Teacher training – LSI

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Monday, January 20, 2020 No Classes - Teacher In Service - workday

FEBRUARY

Monday, February 17, 2020 No Classes - Presidents Day Holiday

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Thursday, February 20, 2020 FHS Mid Term Reports

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Wed., February 26, 2020 FES Parent Teacher Conferences 4:00 pm - 8:00 pm

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Thursday, February 27, 2020 FHS Parent Teacher Conferences 5:00 pm - 8:00 pm

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MARCH

Friday, March 20, 2020 No Classes Exchange Day for Parent/Teacher Conferences

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Tuesday, March 24, 2020 End of 3rd Quarter

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APRIL

Friday, April 10, 2020 No Classes - Good Friday

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Monday, April 13, 2020 No Classes - Spring Break

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Monday, April 27, 2020 FHS Mid Term Reports

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MAY

Friday, May 22, 2020 Last Day for Seniors

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Monday, May 25, 2020 No Classes - Memorial Day

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Thursday, May 28, 2020 Last Day of Classes

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Friday, May 29, 2020 Teacher Work Day

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Sunday, May 31, 2020 Graduation 3:00 PM

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Strategies for Improving Instruction, Curriculum, & Student Achievement

Instruction & Student Achievement

District-Wide Strategies (PreK-12)

Goal #1: Ready for K

- Students are assessed **three times** (3x's) a year (Fall / Winter / Spring) using the STAR Early Literacy Assessment.
- Preschool students are assessed **three times** (3x's) a year (Fall / Winter / Spring) using Individual Growth and Development Indicators (IGDIs).
- A community-wide Early Childhood Screening is required before entry into Kindergarten. All enrolling children must be 5 by September 1, been screened, and have required immunizations in place.
- Continue to improve/advertise Kindergarten/pre-school round-up in order to attract and retain student numbers.

- The district offers pre-school classes and is driving to make pre-school more accessible to families in the community whose children hadn't attended due to limited space and / or cost in the past.

Goal #2: Read Well by Gr. 3

- Alignment of curriculum including writing "I Can" statements and pacing guides.
- Ensuring Reading, Math, and Science curriculum is aligned

Goal #3: Closing the Achievement Gap in Student Sub Groups

- Currently using STAR as a method of screening and progress monitoring students.
- IGDIS assessment for pre-school aged children. IGDIS assessment data will drive instruction and interventions.
- Continue to maintain the bookroom of leveled materials that was created for use in Tier I, II, and III interventions.
- Staff will continue implementation of Journey's phonics program for grades K-3.
- Implement Math Expressions
- Continue use of Journey's Curriculum
- Leveled Literacy Intervention materials for Tier III student populations.
- Continue with the after school & summer targeted services programs.
- Additional intervention software titles have been purchased and computers have been added to the prep schedule to allow students time to utilize these intervention software programs.
- After-school tutoring program for Students in Gr. 6-12.
- Continue technology discussions to continue to move forward with investigation of what technology needs are necessary for 21st century learning.
- Learning Sciences International – all students
- Teaming activities

Goal #4: 100% Graduation Rate

- The district has purchased iPads to be utilized within the general, Title, and special education classrooms.
- The leadership team continues to visit other schools in order to observe and bring back best practice strategies.
- Continue to move forward with PBIS staff training and implementation in order to decrease behaviors and increase instructional opportunities.
- Support the Strive program which assigns a mentor to senior students who are showing signs of struggling to meet graduation requirements.

Goal #5: Career & College Readiness

- Develop & maintain a strong curriculum to prepare students for life-long learning & the World's Best Workforce.
- Increase academic rigor, accountability, & learning opportunities for all students by developing a plan to prepare students for the World's Best Work Force (WBWF).
- Maintain financial stability & an adequate Fund Balance.
- Monitor the District's financial condition while maintaining programs & services at maximum efficiency.
 - Monitor & evaluate the effects of fiscal governance on program effectiveness.
- Work with Legislative Leaders & Government Organizations to address funding, policy, & issues affecting education:
 - Provide Legislative Leaders & Government Organizations with information and data supporting initiatives that affect International Falls Public Schools and Public Education.
 - Invite Legislators to attend a school board meeting and meet with Legislators
- Develop individualized learning plans for all 8th grade students.
 - Guidance Department will initiate learning plans for all prospective 9th grade students with the oversight from their families for grades 9 – 12.
- Career exploration activities conducted by Guidance Department
- Support Office of Job Training programs offered to high school students which includes career assessments.

ADOPTION CYCLE: CALENDAR BUDGET INFORMATION

10/2012	Department	Pro Code	Planning Year	Budget / Adoption Year	1st School Year in Classroom	Department	Pro Code	Planning Year	Budget / Adoption Year	1st School Year in Classroom	Department	Pro Code	Planning Year	Budget / Adoption Year	1st School Year in Classroom
	Science	Pro 260	2001 - 2002			Science	Pro 260	2008 - 2009	2008 - 2009	2008 - 2009	Science	Pro 260	2015 - 2016	2016 - 2017	2016 - 2017
	Language Arts	Pro 220 & 230	2002 - 2003			Math	Pro 256	2009 - 2010	2010 - 2011	2010 - 2011	Math	Pro 256	2016 - 2017	2017 - 2018	2017 - 2018
	Math	Pro 256	2003 - 2004	FY 2005	FY 2005	Language Arts	Pro 220 & 230	2010 - 2011	2011 - 2012	2011 - 2012	Language Arts	Pro 220 & 230	2017 - 2018	2018 - 2019	2018 - 2019
	Social Studies	Pro 270	2004 - 2005	FY 2006	FY 2006	Social Studies	Pro 270	2011 - 2012	2012 - 2013	2012 - 2013	Social Studies	Pro 270	2018 - 2019	2019 - 2020	2019 - 2020
	Business	Pro 215	2004 - 2005	FY 2006	FY 2006	Business	Pro 215	Switch adoption cycle year to 2013 - 2014	2012 - 2013	2012 - 2013	Business	Pro 215	2018 - 2019	2019 - 2020	2019 - 2020
	Family Living Science (FACS)	Pro 250	2005 - 2006	FY 2007	FY 2007	Business	Pro 215	2011 - 2012	2012 - 2013	2012 - 2013	Business	Pro 215	2018 - 2019	2019 - 2020	2019 - 2020
	Family Life Science (Vo-Tech)	Pro 331	2005 - 2006	FY 2007	FY 2007	Family Living Science (FACS)	Pro 250	2012 - 2013	2013 - 2014	2013 - 2014	Family Living Science (FACS)	Pro 250	2019 - 2020	2020 - 2021	2020 - 2021
	Industrial Education	Pro 255	2005 - 2006	FY 2007	FY 2007	Family Life Science (Vo-Tech)	Pro 331	2012 - 2013	2013 - 2014	2013 - 2014	Family Life Science (Vo-Tech)	Pro 331	2019 - 2020	2020 - 2021	2020 - 2021
	Trade & Industrial	Pro 361	2005 - 2006	FY 2007	FY 2007	Industrial Education	Pro 255	2012 - 2013	2013 - 2014	2013 - 2014	Industrial Education	Pro 255	2019 - 2020	2020 - 2021	2020 - 2021
	PE / Health	Pro 240	2006 - 2007	FY 2008	FY 2008	Trade & Industrial	Pro 361	2012 - 2013	2013 - 2014	2013 - 2014	Trade & Industrial	Pro 361	2019 - 2020	2020 - 2021	2020 - 2021
	PE / Health	Pro 240	2006 - 2007	FY 2008	FY 2008	PE / Health	Pro 240	2012 - 2013	2013 - 2014	2013 - 2014	PE / Health	Pro 240	2020 - 2021	2021 - 2022	2021 - 2022
	Music	Pro 258	2006 - 2007	FY 2008	FY 2008	PE / Health	Pro 240	2013 - 2014	2014 - 2015	2014 - 2015	PE / Health	Pro 240	2020 - 2021	2021 - 2022	2021 - 2022
	Music	Pro 258	2006 - 2007	FY 2008	FY 2008	PE / Health	Pro 240	2013 - 2014	2014 - 2015	2014 - 2015	Music	Pro 258	2020 - 2021	2021 - 2022	2021 - 2022
	Community Ed	Pro 500's	2006 - 2007	???	???	Music	Pro 258	2013 - 2014	2014 - 2015	2014 - 2015	Music	Pro 258	2020 - 2021	2021 - 2022	2021 - 2022
	Arts	Pro 212	2006 - 2007	???	???	Community Ed	Pro 500's	2013 - 2014	2014 - 2015	2014 - 2015	Community Ed	Fd 04 / Pro 500's	2020 - 2021	2021 - 2022	2021 - 2022
	Special Needs (Work Experience)	Pro 380	2006 - 2007	???	???	Arts	Pro 212	2013 - 2014	2014 - 2015	2014 - 2015	Arts	Pro 212	2020 - 2021	2021 - 2022	2021 - 2022
	General Instruction (non-curriculum)	TBD	2007 - 2008	2008 - 2009	2008 - 2009	Special Needs (Work Experience)	Pro 380	2013 - 2014	2014 - 2015	2014 - 2015	Special Needs (Work Experience)	Pro 380	2020 - 2021	2021 - 2022	2021 - 2022
	General Instruction (non-curriculum)	TBD	2007 - 2008	2008 - 2009	2008 - 2009	General Instruction (non-curriculum)	TBD	2014 - 2015	2015 - 2016	2015 - 2016	General Instruction (non-curriculum)	TBD	2021 - 2022	2022 - 2023	2022 - 2023

Effective Practices Being Used

High-Quality Instruction

Ready for K

Currently, teachers have been trained in STAR Early Literacy, which provides information to better understand student performance & improve instruction regarding reading readiness.

- 2.0 FTE → Preschool Teachers
- 1.0 FTE → Early Childhood / Family Education (ECFE) Teacher

In addition, Pre-K staff uses a variety of materials to cover the Early Childhood Indicators of Progress. These materials include:

- Splash into PreK Literacy Program
- Visual Phonics
- Everyday Math
- 2nd Step Social Skills curriculum
- Literacy Stations



BRONCO PRIDE

PRESCHOOL REGISTRATION!

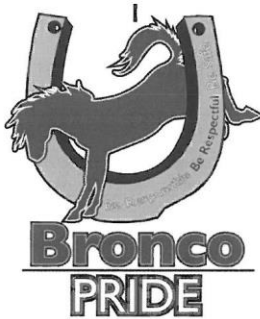
FEBRUARY 27, 2019

OPEN HOUSE 5:30-8:00 PM

EARLY REGISTRATION AVAILABLE FOR CURRENT FAMILIES 11:00-1:00

MEET THE TEACHERS, SHARE IN A DELICIOUS SPAGHETTI DINNER, AND EXPLORE OUR PRESCHOOL CLASSROOMS

- Splash into Pre K Reading Curriculum
- Everyday Math Curriculum
- Second Step Social Skills Curriculum
- Different Curriculum for 3 and 4-Year Old Students
- Music and Movement
- Nutritious Snacks Provided
- Science and Exploration
- Language and Literacy
- Positive Behavior Intervention and Supports System



- Ipads and Smart boards in every classroom
- Highly Qualified Teachers Specialized in Early Childhood Education

Bus provided in the morning and after school.

*Half day program children can take the bus to school for the morning program and can take the bus home from the afternoon program.

Tuition Fees will be similar to 18-19 fees. Fees are waived based on income eligibility guidelines.

3/4 Combo	3 yr. olds	4 yr. olds
Tuesday-Friday: 8:30-11:00	Tuesday & Thursday: 8:30-3:00	Monday-Friday: 8:30-3:00
Tuesday-Friday: 12:30-3:00		Monday-Wednesday-Friday: 8:30-3:00

FALLS ELEMENTARY SCHOOL
 1414 FIFTEENTH AVENUE
 INTERNATIONAL FALLS, MN 56649
 218,283,2571 OPTION 4

MELISSA TATE 218,283,2571 EXT. 1232
 LAURIE HUMBERT 218,283,2571 EXT. 1275
 JAIME HELL 218,283,2571 EXT. 1230



ECFE Play & Learn Classes

ECFE Play & Learn Classes

Our Play & Learn class is open to parents/caregivers AND their children, ages birth through 5 years. All classes have mixed ages. Children and parents spend the first portion of class together, learning through art, music, stories and a variety of developmental activities. Your child will have the opportunity to build relationships with peers and to participate in small and large group activities, free play, teacher-led experiences and a short snack time.

For the remainder of class time, the children's learning experience continues while parents meet together to discuss various parenting topics.

Not only is this a time for you and your young child to bond outside of his or her usual home environment, it is also a time to connect with other parents, talk about concerns, exchange stories and offer/receive advice about the struggles that parents of young children face. This time will allow you to form friendships and a network of support with others who experience the same joys and challenges of parenting that you do.



ECFE Event Planning Committee

Education is a partnership between home and school. We value parent involvement and encourage you to partner with us. That is why the ECFE Event Planning Committee is comprised of both teachers and parents, whose input helps us create a program that meets the needs of its participating families. We work together to plan ECFE events and to brainstorm new ideas for the future in order to keep the classes and events fun and exciting.

We encourage you to consider volunteering to be a representative from your class! New board members are always welcome and greatly appreciated. Also, please feel free to contact the board at any time with questions, concerns and ideas by contacting your class instructor.

Contact Information

You may contact Community Education at any time for general ECFE information or to register for classes at (218) 283-2571 Ext. 1186

Play & Learn Classes

School Readiness Classes

You may also contact the ECFE instructors directly:

Mandi Baron (ECFE Play & Learn Instructor and 3 year old School Readiness Instructor) – Ext. 1273

Missy Walls (4 year old School Readiness Instructor) – Ext. 1267

Kristie LaVigne (3 & 4 year old School Readiness Instructor) – Ext. 1268



Located in
Falls Elementary School

Building Blocks for
Family & School Success



What is ECFE?

Early Childhood Family Education (ECFE) classes are designed for any and all families with children ages birth through 5. At ECFE, we understand that you are your child's first and most influential teacher. Our goal is to support you in your child-raising journey and it is our mission to provide the best possible environment for the healthy growth and development of your children.

Goals of ECFE

- ❖ To support children's optimal physical, intellectual, social and emotional development during the important early years of life
- ❖ To encourage parent involvement in children's learning, development and education
- ❖ To promote healthy relationships and effective communication between parents and children
- ❖ To help parents develop informed, realistic attitudes and expectations about raising children
- ❖ To help parents build strong support networks and utilize community resources for families

Please read on about the different classes and activities that ECFE offers to decide what level of involvement is right for you and your family.

ECFE School Readiness Classes

School Readiness Preschool is for children ages 3 to 5. The goal of school readiness is to prepare and support all students in achieving high standards of learning and development before they enter Kindergarten – emotionally, intellectually, physically and socially. Our preschool program includes:

- Reading and Math Curriculum used by ISD 361
- Character Education / Social Skills
- Music & Movement
- Science Exploration
- Language & Literacy
- Technology

Income based tuition options

Class Options:

- ❖ **3 yr. olds:**
 - T-Fri...8:30-11:00
 - T-Fri...12:30-3:00
 - T & Th...8:30-3:00
- ❖ **4 yr. olds:**
 - M-Fri...8:30-3:00
 - M-W-F...8:30-3:00



ECFE Class Options

Monday..8:30-10:00am

Monday.....6:00-7:30pm

Tuition is \$30 per quarter

+\$15 for an additional child

ECFE Special Events for 2019-20

Special Note:

All quarterly events are open to the public – enrollment in an ECFE class is not necessary in order to attend.

September.....ECFE Class Registration

October.....Halloween Spooktacular

December.....Stories with Santa

February..... Valentine's Dance

April.....Easter Eggstravaganza

May.....Fishing with Family

Other Events

Aside from the events listed above, we also have "mini" events that we partake in during scheduled class times, and therefore are only available to children enrolled in ECFE classes. Some examples are:

- Cooking with kids night
- Winter sledding
- Special musical guests
- A visit to the local fire station
- Nature Hike in Voyageurs National Park

Read Well by Gr. 3

Kindergarten through Grade 3: Currently, teachers have been trained in STAR Early Literacy / STAR Reading Assessments, and Guided Reading. Some staff members have been trained in the use of Leveled Literacy Intervention. Working on alignment of curriculum to state standards.

Assessments

- STAR Early Literacy or STAR Reading assessment (K-3)
- Tier I, II, III Assessments
- Journey's Comprehensive Reading assessment will be done in the fall and spring of the year (Grades K-5).
- STAR assessment
- Star Early Literacy (Pre-K)—Fall / Winter / Spring.
- Tier II & III Intervention

The chart below uses the 40th & 50th % rankings for each grade level assessment given. The scale score range shows where a student needs to be in Fall, Mid-Year, & Spring to make adequate growth towards Grade Level Proficiency.

	Pre School	Kindergarten	First Grade	Second Grade	Third Grade
Scale Score to Achieve Proficiency FALL	Informal assessment to establish baseline skills	469-494 (STAR Early Lit.)	560-587 (STAR Early Lit.) 72-78 (STAR Reading)	705-730 (STAR Early Lit.) 166-197 (STAR Reading)	775-796 (STAR Early Lit.) 310-344 (STAR Reading)
Scale Score to Achieve Proficiency MID-YEAR	Informal assessment to establish baseline skills	519-546 (STAR Early Lit.)	645-672 (STAR Early Lit.) 88-99 (STAR Reading)	747-770 (STAR Early Lit.) 232-263 (STAR Reading)	802-819 (STAR Early Lit.) 352-384 (STAR Reading)
Scale Score to Achieve Proficiency SPRING	Informal assessment to establish baseline skills	574-600 (STAR Early Lit.)	723-747 (STAR Early Lit.) 150-181 (STAR Reading)	783-803 (STAR Early Lit.) 299-334 (STAR Reading)	825-838 (STAR Early Lit.) 394-436 (STAR Reading)

Multi-tiered System of Support

Our district uses the RTI (Response to Intervention) model. In this model, all students receive grade level material in Tier I. Tier II is designed for those students who are identified as slightly below grade level. Tier III is designed for those students who are significantly below grade level. Based on STAR Early Literacy and STAR Reading results students are moved within the multi-tiered system.

Pre-K:

Teachers will use data to drive instruction to have all learners meeting Early Childhood Indicators of Progress. For students not meeting the indicators of progress, instruction is modified based upon individual student need.

Kindergarten through Gr. 3:

All students are initially tested using the STAR Early Literacy and STAR Reading Assessment. If results show they are struggling in a specific area, teachers may further screen students using the Journey's Comprehensive Assessments, or Leveled Literacy Intervention Assessments. Based on results from the previously mentioned assessments, Tier II and Tier III teachers will meet with classroom teachers to identify those students that score in the "on watch", "intervention" or "urgent intervention" categories.

Pre-K through Gr. 3:

For students in preschool through grade 3 we have staff to provide students with Indian Education Tutoring and English as a Second Language (ESL) services. If a student's parent or grandparent is a member of or affiliated with a band or tribe in the United States or Canada and the student is enrolled in the school district, they are eligible for Indian Education Tutoring services. Students focus on basic skills needed to successfully complete daily work and are given the tools they need to succeed in their academic achievement. They are also provided with cultural enrichment programs, help in developing positive self-concepts and confidence. Students also can attend workshops and go on field trips to help in their decision making about post-secondary education, which in turn will help reduce the dropout rate.

Staff members work with general education teachers to pinpoint specific areas of need or intervention. Both programs use the same Tier I, II and III language arts curriculums that students in general education classes, but students in both programs work with staff in a 1:1 setting which allows for an increase in language and linguistic needs for students.

Closing the Achievement Gap in Student Subgroups

- 1.0 FTE → Licensed English Language Learner (ELL) Teacher (Gr. K-12)
- 11.0 FTE → Licensed Special Education (SPED) Teachers (Gr. PreK-12)
 - 6.0 FTE Licensed Teachers (Birth – Gr. 5)
 - 5.0 FTE Licensed Teachers (Gr. 6 – 12)
- 3.2 FTE → Title I Personnel
 - 1.6 FTE Licensed Teachers
 - 1.6 FTE Paraprofessional Aides

Graduation Rate

- According to the North Star Report, the 4 year Graduation Rate for Falls High School for the 2018 fiscal year was **90.2%**

Career & College Readiness

- 1.0 FTE → Licensed School Counselor (LSC) dedicated to students in Gr. PreK – 12.
- 1.0 FTE → Licensed Social Worker dedicated to Gr. PreK – 12.
- The *iSEEK* and *O*NET* Programs are used to begin tracking student goals for Careers or Colleges beginning in Gr. 9-12.

Grade Level Offered	Career & Technical Education (CTE) Courses Offered	Elective Area
Gr. 8	Family & Consumer Science	FACS
Gr. 9, 10, & 11	Life Skills & Parenting	FACS
Gr. 9, 10, 11, & 12	Food & Sport	FACS
Gr. 9, 10, 11, & 12	Textiles & Fashion	FACS
Gr. 9, 10, 11, & 12	Art Metals	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Computer Aided Drafting & Design (CADD I & II)	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Wood Technology (Woods I)	Industrial Technology
Gr. 9, 10, 11, & 12	Wood Technology, Process, & Design (Woods II)	Industrial Technology
Gr. 9, 10, 11, & 12	Hot Metals I	Industrial Technology
Gr. 9, 10, 11, & 12	Hot Metals II	Industrial Technology
Gr. 9, 10, 11, & 12	Introduction to Desktop Publishing	Business Education
Gr. 10, 11, & 12	Cabinet Making	Industrial Technology

Gr. 10, 11, & 12	Engineering	Engineering
Gr. 10, 11, & 12	C / E MR Graphic Production / Yearbook	Business Education
Gr. 11 & 12	Nutrition for Today	FACS
Gr. 11 & 12	On Your Own	FACS
Grade Level Offered	College in the High School Courses / Concurrent Enrollment	College Credit / College Partner
Gr. 11 & 12	AP (Advanced Placement) English Language Composition	Exam Score may Waive Freshman English
Gr. 11 & 12	English Composition I	BSU
Gr. 11 & 12	English Composition II	BSU
Gr. 11 & 12	World Literature	Lake Superior
Gr. 11 & 12	American Literature of the 19 th Century	BSU
Gr. 11 & 12	Beginning College Algebra	BSU
Gr. 11 & 12	College Algebra	BSU
Gr. 11 & 12	Pre-Calculus	BSU
Gr. 11 & 12	Calculus	BSU
Gr. 11 & 12	Modern European History (To 1815)	Lake Superior
Gr. 11 & 12	Modern European History (From 1815 – Present)	Lake Superior
Gr. 11 & 12	Introduction to Business	BSU
Gr. 11 & 12	Graphic Productions: Design & Layout with InDesign	Mesabi Range
Gr. 11 & 12	Nursing - CNA	Hibbing Community College

Rigorous Curriculum

Ready for K

School Readiness:

Students in the **International Falls Public School District** ECFE School Readiness **Pre-K Program** who are not proficient in early literacy reading skills receive daily one-on-one support or small group interventions from licensed teachers.

Read Well by Gr. 3

Literacy Plan

Currently the district has a Reading Well by Third grade committee who will be doing leg work on best practice strategies for teaching reading to all grade levels Pre K-5. Although it is reading well by third grade the district has chosen to implement initiatives with all grades appropriate.

- The Elementary Principal will continue to provide staff with current research based best practice academic instruction.
- The Elementary Principal plays an active role in communicating with staff, reviewing student data & assisting with various committees to ensure that appropriate research based instruction is occurring.
- The Elementary Principal has formed a Leadership Team that will help develop & implement best practices for all staff. This team does site visits in order to stay current in best practice strategies.

Leveled Literacy Intervention (LLI) is a small-group intervention program designed to help teachers provide daily, small-group instruction to our most struggling readers in K-3. The program components are:

- Interactive Read-Aloud and Literature Discussion
- Shared Reading
- Writing
- Phonics
- Spelling
- Word Study

- Guided Reading

Interventions used at the Elementary Schools in the International Falls Public School include the following:

- Response to Intervention
- Differentiated Instruction
- Cognitively Guided Instruction

Currently, grades Kindergarten through Grade 3 use the following curriculum resources:

- Journey's Reading & Writing
- Guided Reading (Tier I Instruction)
- Leveled Libraries in each classroom and a book room to supplement differentiated reading instruction.
- Journey's Phonics series

Closing the Achievement Gap in Student Subgroups

Title 1

Title I is a federally funded program that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach -- at a minimum -- proficiency on challenging state academic achievement standards and state academic assessments.

Title I funds in 2018 - 19 will pay for the following to assist struggling students with Reading & Math:

- 1.6 FTE Licensed Teachers
- 1.6 FTE Paraprofessional Aides
- Administrative Assistance
- Instructional Supplies
 - Accelerated Reader Site License
 - Star Reading Site License
 - STAR Assessment
 - Compass Learning
- Staff Development
 - Curriculum alignment
 - Formative assessment

The Title I program is Site-Based & currently serves students in Gr. K – 5.

Special Education

CIMP – Continuous Improvement Monitoring Process

This is a collection & analysis of data with the principle objective of determining special education program quality and compliance. This process is about systemic practice and not intended for individual staff evaluation or specific student review. CIMP is a 5-year cycle and involves review of special education files, correction of any errors found and an onsite review from MDE (Minnesota Department of Education). The Northland Special Education Cooperative serves the International Falls School District and is responsible for the CIMP process involving special education files within the district.

The Special Education Program & services that each child requires is based on an assessment or evaluation. If the student meets the criteria for special education and is in need of special education services, a comprehensive **Individual Educational Plan (IEP)** or **Individual Interagency Intervention Plan (IIIP)** is then written which includes the results of the evaluation, student needs, goals & objectives set by the team, services to be provided, and times & frequency of progress reports.

Students in the International Falls Public School District who are eligible for Special Education Services receive those services through the Northland Special Education Cooperative. Special Services are provided to children (Birth through Age 21) with the following handicapping conditions (see next page):

Special Education Categories

- Early Childhood Special Education
- Autism Spectrum Disorders
- Deaf – Blind
- Emotional or Behavioral Disorders (EBD)
- Deaf & Hard of Hearing
- Developmental Cognitive Disability (DCD)
- Other Health Disabilities (OHD)
- Physically Impaired
- Severely Multiply Impaired
- Specific Learning Disability (SLD)
- Speech or Language Impairments
- Traumatic Brain Injury
- Visual Impairment
- Development Adaptive Physical Education (DAPE)

Program for Developmental Cognitive Disability (DCD)

The secondary program for students with DCD serves students ages twelve (12) through twenty-one (21). This program features concentration on developing skills & abilities in areas including:

- Independent Living
- Vocational Work Experience
- Community Integration
- Functional Academics
- Speech
- Language
- Communication
- Gross & Fine Motor Coordination
- Socio-Behavioral Adaptation

Additionally, supplemental support services are provided based on individual needs. The overall goal of the program for students with DCD is to assist each student in reaching his / her fullest potential.

Program for Specific Learning Disability (SLD)

The purpose of this program is to serve students identified as Learning Disabled through individualized testing by qualified personnel. Referrals are made by teachers, counselors, or parents. Students with SLD may be assisted in the Resource Room or the Regular Classroom. They may be helped during class time with:

- Reading Tests Aloud
- Classroom Assignments
- Other Areas as Deemed Appropriate in the IEP

If necessary, these students may be served in a SLD Class instead of a mainstream class in any academic area in which the student qualifies.

Program for Emotional / Behavioral Disorders (EBD)

The Emotional / Behavioral Disorder Program (EBD) is designed to accommodate and meet the individual needs of students in Gr. 7-12 who are experiencing some behavioral & emotional difficulties in school. Students are referred to the program by parents, classroom teachers, counselors, or the principal. In order for students to qualify for the EBD program, they must first be tested to determine the student's eligibility and educational needs.

The Special Education Department currently serves approximately 15.8 % of the K - 12 student population.

ELL Program (English Language Learner)

International Falls Public Schools offers a comprehensive program of educational services for students who are in the process of learning the English Language (EL). The goals of this program are to:

- Support students within the framework of our regular education programs.
- Provide direct English language instruction necessary for the students to be able to fully participate in all facets of their education.
- Ensure that students have the opportunity to successfully meet educational standards.
- Produce students who can show proficiency on accountability testing within three to six years of entering the program.

English language instruction is based on the WIDA Standards, and addresses the social and academic language needs in the areas of reading, writing, listening, and speaking. For students in levels 2-5, the bulk of language instruction is content-based. As much as possible, the district avoids isolating EL students from their peers. Through service learning and participation in school and extra-curricular activities, every effort is made to assure that EL students have equal, meaningful opportunities in all facets of their education.

Students who qualify for English as a Second Language services are students whose first language is not English. Staff assesses these students to see where the student is performing at and what areas they need help in. Students use a wide range of resources to aid in the development of their oral language skills.

The ELL Program currently serves approximately 0.8% (or < 1%) of the K-12 student population.

Targeted Services

Targeted Services are for students in Gr. K-8. It is a learning-year program and is funded with general education revenue. Instruction is designed to meet individual student learning styles as well as their social and emotional needs. Targeted Services must be a year-round program and occur outside the typical school day. Targeted Services are offered through the Northland Learning Center for the International Falls Public School District.

Instructional Technology

Technology Plan

Mission Statement:

School District #361 Mission Statement

In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.

School District 361 Vision Statement

The vision of the International Falls Schools is to be a model of excellence in academics, student activities, technology, and efficient school district operations.

Technology Mission Statement

The technology mission of the International Falls Public School System is to address the need for all students and stakeholders to be literate and competent in the use of technology.

Technology Vision for the Use of Technology

The technology vision of the International Falls Public School System is to provide a technologically-rich, standards-driven environment that supports all learners and staff and enables them to maximize their personal successes in a rapidly changing world.

Technology Needs Assessment:

ISD 361 utilizes the MDE Technology Survey for assessing not only our technology needs, but our technological proficiency, as well, within the classroom. Please see the **Evaluation** section, part **D**, for details and summary.

Goals & Strategies:

It is often said that a vision is a dream with a plan. It is through intellectualized dreaming, with careful planning, that great things happen. Too often educators are cited for limiting their vision because of their past experiences. However, it is the nature & culture of the International Falls school district to look beyond what has been and dare to create what can be. When educators, with the support of their community, model greatness, enthusiasm, care, and encouragement, students gain the energy to become engaged in the learning process and perform to greater expectations.

The School District #361 technology and mission statements have been developed through a consensus process by the Technology Committee. The statements and philosophy have been developed through a series of committee meetings and reflect a desire to support the overall mission statement of the International Falls School District.

Students in ISD 361 encounter structured computer use curriculum from kindergarten on up through graduation. Core instruction is required at the elementary level, including keyboarding, along with a variety of online curriculum and assessment tools. This culminates with our mandatory eighth grade Exploring Computers course, ensuring computer literacy of all students. Coursework past this point includes elective courses in desktop publishing, accounting, computer assisted drafting and design, graphic production, and a whole suite of productivity software.

Evaluation:

ISD 361 will continue to implement the MDE Technology Survey for assessing our current state of technological proficiency within the classroom, retaken annually, thereby identifying our weaknesses and strengths. Only certified teachers working directly with students took the survey. Of course, our ultimate goal is for all teachers to consider themselves leaders and fully prepared in all areas of technology.

Level of Skill

By and large, the overall message inferred from the mass of responses is that the teaching staff of ISD 361 uses technology frequently and feels comfortable and prepared to do so. No teachers responded that they are non-users of technology and only 3% indicated novice status. Most declared themselves average, while over a third estimated their abilities to be very good. A handful felt confident enough to accept leadership roles.

Preparedness

By far, teachers felt most prepared to use email and word processing, the two most pervasive and effective means of communication, as well as utilizing Internet resources, with 0% reporting they were not prepared. In contrast, this same group felt they needed the most training with PowerPoint and Excel, however, PowerPoint has a much greater student impact than Excel, which is not a frequently used application. Teachers were comfortable with content specific applications, drill and practice, using online catalogs, and performing online research, with an average of 90% committing to being somewhere between *somewhat* and *fully prepared* to use these resources. Over a quarter felt unprepared to use our integrated learning system, *Compass*, but that has primarily an elementary availability, skewing our K-12 survey results. Of most interest, were the SMART Board results. Even though these tools are used daily and effectively, nearly a quarter of responders said they felt unprepared. Upon further investigation, it was revealed that teachers were very comfortable exercising the skill set they have developed, within its constraints, but wanted to expand it to areas, capabilities, and applications of which they are unfamiliar.

Training Requests

We can break requests down into two areas; applications and resources where teachers reported they specifically don't need training, and the one stand-out where training is sought. Teachers are not interested in further in-service time spent on Internet resources, library catalogs, online research, PowerPoint, word processing, and even spreadsheets, even though the latter was reported as an area where teachers were not prepared. The root of the apparent contradiction is that spreadsheets are not viewed as being terribly useful in many classrooms, especially elementary. Therefore, further study here is not a priority. SMART Boards have proven to be an effective and engaging classroom tool. Teachers use these frequently as a daily lesson plan component. SMART offers many tools, utilities, and functions that teachers have not had opportunity to learn. More SMART Board training is the top teacher request.

Frequency of Use

For those that have a SMART Board, it is used daily, sometimes heavily each day. The data here is misleading, as a number responded they never use a SMART Board, but do not have one in their classroom. The survey, unfortunately, didn't break down responders according to their room appointments. Other daily or weekly used materials include Internet resources and word processing as the most popular. The least utilized, all the way down to never, are library catalogs, online databases, PowerPoint, and online videos.

Methodology of Instruction

Half of the responders indicated the most common delivery of technology in the classroom is a mix of incorporating the whole group during instruction, but, at other times, to involve students in independent endeavors. The remaining half was a near equal split between those exclusively incorporating a whole group approach and those exclusively relying on structuring students to work independently.

Communication Tools

When teachers initiate communication with parents, they prefer e-mail or phone as primary delivery means. Few initiate contact through our student management system & social media avenues are blocked within the ISD 361 network.

Technology Adequacy

When asked a Yes / No question, 74% of teachers indicated that the technology tools they have available allow them to complete their work both efficiently & effectively. Regarding students, this affirmative response drops to 67%. Obviously, this also means that a 1/3 of the teachers feel that technology availability to students is inadequate.

Summary

The good news is that, as a whole, our teaching staff feels prepared and adequately appointed to deliver curriculum and other course content through technology. However, there is room for progress. Clearly, as a district, we must work together to find means to overcome the challenges of providing in-service and workshop sessions for teachers regarding any new technology. In particular, the survey exposed SMART Board training as an area where over half of responders reported they wanted more training.

Best Practices:Technology Objectives for Learners

Goal #1 → Apply Technology

Equal instructional opportunities will be developed for each student and teacher by integrating technology into all areas of the curriculum as well as classroom and administrative management.

Goal #2 → Increase Knowledge

Core knowledge, technological learning, and social skills will be enhanced for lifelong success.

Goal #3 → Distribute Resources

The School District will provide and maintain District-wide networks so that all learners, teachers, and administrators will have equal access to all resources.

Strengths:

- We have a strong wireless infrastructure and are in the process of putting new fiber from FHS to FES.
- The following initiative has been discussed as sustainable implementations. Cost feasibility and learner ability to benefit are primary decision-making factors. The technological premise for delivering these resources mandates the deployment of current desktop hardware and operating systems, stable infrastructure (cabling), adequate web filter with acceptable throughput, scalable firewall and router(s), fiber transport, and a reliable ISP (Internet Service Provider).
 - Online Testing and Assessment – ISD 361 principals, superintendent, and K-12 teachers, after research and workshops, are using STAR assessments as our assessment tool in mathematics and reading.
 - Online Curriculum and Reference – We employ a variety of online curriculums, drill and practice, combined with their integrated assessment utilities.

<http://www.isd361.k12.mn.us/districtwide/onlineservices.shtml>

<http://www.isd361.k12.mn.us/schools/fhs/index-fhslmc.shtml>

- Infrastructure – Redundancy needs to be built into our telecommunication closet interconnectivity and migration from a layer 2 network to a layer 3 network needs to commence. This process began with the addition of a Cisco 3750 layer 3 Gbit / fiber switch at the top of our network some years ago. Our closet switches, Cisco 3548s, supplying 100 Mbit / sec to the desktop, were installed in 2000. At the time of this writing, they are almost thirteen years old. We need to consider the imminent need to replace these with newer hardware that delivers 1 Gbit / sec to the desktop, along with increased management capabilities, such as prioritizing and throttling specific traffic flows. It must be stressed that these closet switches are at the heart of our data infrastructure. A failure instantly results from just a few users to many users losing connectivity, until that switch is replaced. We can include these in our ERATE reimbursements, within the 2 / 5 year Internal Connections submission.
 - Interactive White Boards – We have adopted SMART Technology products as a district-wide standard and they are utilized in most of our classrooms. Due to their repeated success and faculty endorsement, demand continues to grow among teachers and students. In order to properly complement the new wide-screen format white boards, aging projectors need to be replaced with higher lumen output, 16:9/10 aspect ratio capable units. Rather than purchase an expensive failed lamp in a legacy projector, we found a higher cost benefit with applying those dollars toward a new display device.
 - Tablets / WiFi – Having their roots in special education, tablet technology, such as Apple's iPad, has proven to be both useful as a teaching/learning aid from a specialized curriculum standpoint, as well as intrinsically engaging for hard to motivate students. This writer anticipates a trend, albeit slow, constrained, and defined, in expanded demand and use of tablet technology. It hasn't found its way into our mainstream classrooms at present, but that may change in the foreseeable future. We are planning and budgeting for two iPad carts at the elementary level and further Chromebook distribution at the high school level.
 - We also need to provide continuing, essential maintenance of software, hardware, & services:
 - ✓ Software
 - ✓ Licensing
 - ✓ Maintenance Agreements
 - ✓ Services
- In addition, the following services and resources are provided to all ISD 361 stakeholders, and demand their own maintenance and support:
- District Website Communication
 - SKYWARD FAMILY ACCESS
 - ✓ Real time view of your child's attendance
 - ✓ Emergency contact information
 - ✓ Class schedule
 - ✓ Term grades
 - ✓ Direct links to Edline classes
 - ✓ Teacher contacts
 - ✓ Calendar
 - ✓ Vaccination records and compliance status
 - ✓ Real time grades and grade book entries
 - ✓ Real time lunch purchases
 - ✓ Lunch account balance
 - ACTIVITIES SCHEDULES
 - ✓ View and print schedules for all sports and activities at Falls High School
 - ✓ Register for email alerts
 - FACILITIES SCHEDULES
 - ✓ View facilities reservations for all buildings within ISD 361
 - ✓ Real time view into scheduling
 - COMMUNITY EDUCATION
 - ✓ Class schedules
 - ✓ Course catalog

EMPLOYEE DIRECTORY

- ✓ Listing of all ISD 361 staff
- ✓ Email Addresses
- ✓ Pictures
- ✓ Phone extensions
- ✓ Fully searchable

- SUBSCRIPTION RESEARCH
 - ✓ Library and book reservation tools
 - ✓ A number of products covering a wide variety of research

- Student Information System (SIS)
 - ✓ Finance and Human Resources
 - ✓ Lunch
 - ✓ Teacher access
 - ✓ Student/Family Access
 - ✓ Graduation requirements
 - ✓ Data Mining

- Telephone / E-Mail Alert Communication
 - ✓ ISD 361 uses a telephone / e-mail alert system that connected to the student management system for parent notifications. The nature of the calls ranges from daily attendance, to P/T conferences, to emergency alerts.

- Wireless laptops
 - ✓ We have laptop carts at Falls High School (36 computers / cart) providing a mobile resource on both floors. In addition, the science & math departments have laptop carts specifically for their needs. Chromebook carts are in various classrooms as well.

Collaborative Professional Culture

Mentoring has been an essential piece of the Teaching, Learning, & Communicating (TLC) Project since its inception in order to help provide new educators with a positive experience entering the International Falls School District. Each new educator will have a person that they can go to with questions that range from Education to the Community.

The Mentor & Mentee should minimally be in contact on a weekly basis. A record of meetings & broad topics dealt with should be kept for documentation. The hope is that the Mentor & Mentee can develop a professional relationship in which both participants are comfortable in confiding in each other and specific topics discussed are completely confidential.

Mentor & Mentee Group Meetings will be held a quarterly (4x's / year) basis to bring all new educators together to touch on how the program is going. This time should be used to collaborate on what has been of help & to possibly share concerns of areas that the program is lacking.

District-Wide Staff Development Goals:

Currently, elementary teachers and specialists collaborate across grades, subjects, and disciplines during Qcomp and early-out meetings. During this time, teachers (including Tier II and III teachers) review assessment data. These meetings are used to move students within Tier II and III programs based on many factors including teacher observation, data and level of student's abilities.

In the past, staff has received training from reading specialists for Tier I, II, & III Reading instruction. We would like to expand that training to include more staff & provide training in phonics and other reading components.

Student data is used to prioritize & select professional development. Students in Tier I are assessed every other month; Tier II & Tier III students are assessed every month. Scores determine how to modify reading instruction. Based on the area(s) of need identified in student scores, professional development should reflect changes in instruction, which will help modify how we teach reading.

ISD 361 administration also strongly supports technology integration and backs this up with funds for professional development. We use in-service days to train as a group and provide and track professional development applications on an individual basis through our groupware, First Class.

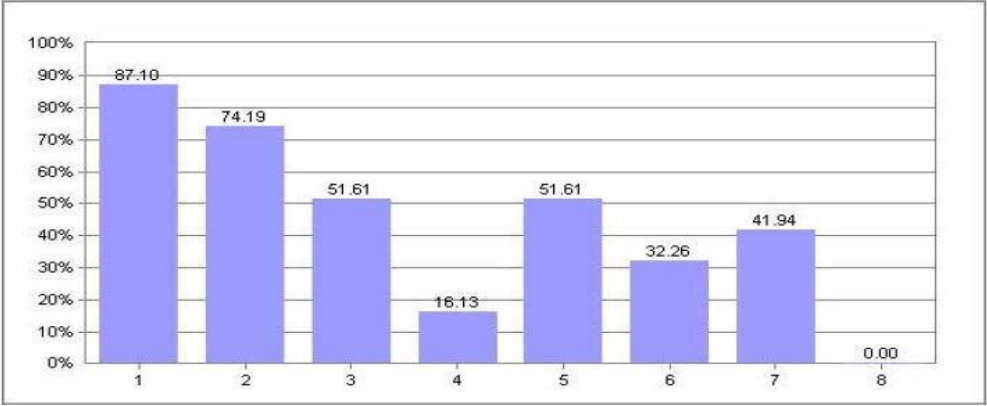
High expectations for administrators' and educators' effective uses of technology must be accompanied by high-quality professional development linked directly to student performance.

In a past survey, educators were asked the following question:

"If given a choice, in which types of professional growth opportunities do you prefer to participate?"

1. Workshops and seminars
2. Attending conferences
3. District or school sponsored courses
4. On-demand, online, or Web-delivered professional development
5. One-on-one or group training with technology coordinators or aides
6. Release time for department or grade level planning related to technology
7. Release time for individual professional development related to technology
8. None apply.

Results were as follows:



District-Wide Professional Development Goals

Goal #1 → To increase instructional effectiveness of staff to promote maximum student achievement.

- Additional staff development will be provided in the area of Learning Sciences International (LSI)
- Support Q comp. All grade level teams will be working on creating anchor charts, posting them, and referencing during instruction.
- Continuing to work with administration and support staff to create standards based report cards will assist with communicating student needs to parents.
- Continued investigation on going to a 1-1 initiative.
- Support of PBIS
- Instruction and training from LSI staff to move towards a more student centered with rigor environment.

High School Staff Development Goals:

Goal #1: Closing the Achievement Gap in Student Sub Groups

- Falls High School plans to have staff participate in LSI trainings and form an LSI leadership team.
- Implement Tier II instruction
- Transition Special Education rooms into more instructional focused based on IEP goals.

Goal #2: 100% Graduation Rate

- PBIS
- LSI
- P & I grant
- Tier II implementation

Goal #3: Career & College-Readiness

- Continue implementation of 4 year plans
- Continue advocating for Applied Learning Institute courses along with College in the School courses
- Counselor to work with students on career exploration

Elementary School Staff Development Goals:

Goal #1: Ready for K

- Falls Elementary School plans to have staff participate in LSI trainings and form an LSI leadership team.
- Continued work and training on Journey's Phonics curriculum
- Advocate for free school readiness program open to all students

Goal #2: Read Well by Gr. 3

- Differentiated Instruction
- LSI
- Continued use of RTI with Tier I, II, & III instruction
- Continued use and education with STAR Math/Reading
- Continued collaboration on curriculum

Goal #3: Closing the Achievement Gap in Student Sub Groups

- Develop essential learner outcomes for all curricular areas PreK – 5.
- Continue Tier I, II, & III instruction

List of Staff Development Advisory Committee Members

Tim Everson	Principal Falls High School	Grades 6 - 12
Melissa Tate	Principal Falls Elementary	Grades PreK – 5 / Parent
Lisa Auran	Teacher Falls Elementary	Grade 1
Lisa West	Teacher Falls High School	Grade 6
John Sandberg	Teacher Falls High School	Social Studies
Laurie Youso	Teacher Falls Elementary	School Social Worker
Molly Pavleck	Teacher Falls Elementary	Grade 4 / parent
Missy Walls	Teacher Falls Elementary	Preschool

List the district staff development goal(s)

An increase from a z score of -.1439 in 2018 to a z score of -.1189 in 2019 for students enrolled with the district on October 1st, 2018 in grades 4,5,6,7,8,abd 11 and take the 2019 MCA Math Assessment.

An increase from a z score of -.0494 in 2018 to a z score of -.0244 in 2019 for students enrolled with the district on October 1st, 2018 in grades 4,5,6,7,8,and 10 and take the 2019 MCA Reading Assessment.

***What were the findings of each goal?**

As a district, the reading and math goals were not met, but there was positive growth in most areas for the district and the high school meet their math site goal.

***What was the impact on student learning?**

The impact on student achievement was positive, because there was positive growth, but not as much as we would have like to have seen. These test results will add to the picture of achievement, but are not the only measure of student success. Students became more motivated and interested in lessons as teachers approached lessons with

focus and enthusiasm. The pre-observation and post-observation meetings allowed time to discuss how the lesson will/did impact student achievement. Weekly meetings allowed teachers to discuss strategies to impact student achievement.

***What was the impact on teacher practice?**

Teachers have focused on curriculum alignment, student centered instruction, and formative assessments. Teachers have also identified essential learning outcomes (I can statements) to help students take ownership of their own learning and increase accountability. Teachers have also identified at-risk students to build positive relationships with in hopes of increasing student achievement.

List the staff development goal(s) for each school site in the district.

Falls High school will show:

The average z score for all students enrolled October 1, 2018 in grades 6, 7, 8, 10 and 11 will increase by .025 in Math and Reading on all state accountability tests (MCA and MTAS) in 2019

An increase from a z score of -0.1565 in 2018 to a z score of -0.1315 in 2019 for students enrolled with the district on October 1, 2018 and take the 2019 MCA Math Assessment in grades 6,7,8, and 11.

An increase from a z score of -0.0244 in 2018 to a z score of 0.0006 in 2019 for students enrolled with the district on October 1, 2018 and take the 2019 MCA Reading Assessment in grades 6, 7, 8, and 10.

Falls Elementary School will show:

The average z score for all students enrolled October 1, 2018 in grades 4 and 5 will increase by .025 in Math and Reading on all state accountability tests (MCA and MTAS) in 2019

An increase from a z score of -0.1175 in 2018 to a z score of -0.0925 in 2019 for students enrolled with the district on October 1, 2018 and take the 2019 MCA Math Assessment in grades 4 and 5.

An increase from a z score of -0.1058 in 2018 to a z score of -0.0808 in 2019 for students enrolled with the district on October 1, 2018 and take the 2019 MCA Reading Assessment in grades 4 and 5.

***How does the school site goal align with district staff development goals?**

Each school (Falls High School and Falls Elementary School) had their own goals to increase MCA benchmarks in math and reading. These goals aligned with the school site goals that were to improve student academic performance in the areas of reading and math using the MCA Z scores.

***What were the findings of each goal?**

Falls High School met Math goal but not Reading goal.

Falls Elementary School didn't meet the math or reading goal.

***What was the impact on student learning?**

The impact on student achievement using the z score measurement was not substantial. When you look by grade at meet and exceeds, math has 3 out of 7 grades above the state average and composite is very close to state average. Reading we are above the state average with 5 out of 7 grades above the state average. Students grew in knowledge and learning strategies as measured in various ways, including classroom assessments and standardized tests. These test results will add to the picture of achievement, but are not the only measure of student success. Students became more motivated and interested in lessons as teachers approached lessons with focus and enthusiasm. The pre-observation and post-observation meetings allowed time to discuss how the lesson will/did impact student achievement. Weekly meetings allowed teachers to discuss strategies to impact student achievement.

***What was the impact on teacher practice?**

Teachers have focused on curriculum alignment, student centered activities, and formative assessments. Teachers have also identified essential learning outcomes (I can statements) to help students take ownership of their own learning and increase accountability. Teachers have also identified at-risk students to build positive relationships with in hopes of increasing student achievement.

List the percentage of teachers and other staff involved instruction who participated in effective staff development activities.

100% of teachers participated in effective staff development activities.

District Advisory Committees

STAFF DEVELOPMENT COMMITTEE	MEMBER		
High School Teacher	Katie Hammers		
High School Teacher	Laurie Youso		
High School Teacher	Lisa West		
Elementary School Teacher	Kim McDonald		
Elementary School Teacher	Missy Walls		
Elementary School Teacher	Lisa Auran		
High School Principal (Gr. 6-12)	Tim Everson		
Elementary School Principal (PreK-5)	Missy Tate		

Annual Budget for Sustaining Implementation of the WBWF Plan

• Staff Development Dollars to provide High Quality Professional Development expense)	\$ 206,442 (2019
• Staff Development Dollars to provide High Quality Professional Development reserves)	\$ 55,967 (2019
• Q-Comp / Pay for Performance expense)	\$ 202,023 (2019
• School Readiness Dollars to Promote Learning Readiness expense)	\$ 85,424 (2019
• Title I Dollars for Assistance in Reading & Math expense)	\$ 316,744 (2019
• Title II (Part A) Dollars for Class Size Reduction expense)	\$ 53,282 (2019
• ELL Dollars for additional Assistance to English Language Learners expense)	\$ 14,611 (2019
• Carl Perkins Dollars for Career & Technical Education (CTE) expense)	\$ 6,254 (2019
Technology Budget expense)	\$ 292,712 (2019

District Reporting Requirements

The School Board shall publish an Annual Report to the Public entitled:

ISD # 361 District Name International Falls Public School District
"Local World's Best Workforce (WBWF) Plan"

(Check which Reporting Method will be used & the Title of Said Method.)

Local Newspaper
 U.S. Mail

District Website at: www.isd361.k12.mn.us

The School Board shall hold an Annual Meeting to:

1. Review & revise the WBWF Plan as appropriate.
2. Review District success in achieving previously adopted goals & improvement plans.

(Enter Date / Time / Location of Annual Meeting.)

Date: Monday – December 16th, 2019
Time: Meeting Begins at 5:00pm
Location: International Falls Public School

The School Board must submit an electronic summary of its report to the Commissioner of the Minnesota Department of Education by October 1st of each year. The summary report entitled:

ISD # 361 District Name International Falls Public School District
"Local World's Best Workforce (WBWF) Summary Report"



2018-19 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: International Falls School District

Grades Served:

WBWF Contact: Kevin Grover

A and I Contact:

Title: Superintendent

Title:

Phone: (218)-283-2571 ext 1112

Phone:

Email: kgrover@isd361.org

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- School board meeting on December 16th, 2019.

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data? We are a small school where for the most part, only a single teacher is teaching the one or two sections of each class. Rarely do we have different teachers teaching the same course, thus all students have the same instructors. Administration does look at passage rates for each teacher/class/grade/etc on an annual basis.
 - Who was included in conversations to review equitable access data? Principals and superintendent.
 - What equitable access gaps has the district found? None.
 - What are the root causes contributing to your equitable access gaps? All students have access to all courses.
 - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? District is working with Indian Education department to look at ways to get some of their students into higher level courses.
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? Continually look at subgroups and work to get more students into upper level courses. Along the same line

working with the younger grades to get as many kids at grade level or higher as soon as possible irrelevant of any subgroup they are a part of.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? We are predominantly White or American Indian in our racial makeup. We do have a few African American, Mexican, and Russian students but do not have any teaching staff with these racial or ethnic backgrounds. We have a couple support staff that have Russian heritage.
 - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? A single teacher in any of these areas would be a great addition, we just haven't gotten applicants of this heritage in the past. A single teacher would statistically put us above our percentage of the population.
 - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? Teachers of color have not been in the pool of applicants in the past, not sure what is to explain this. We do have teachers with American Indian heritage and it is higher than our student population percentage.
 - What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing? We work to support all teachers to make sure they are affective and have a great experience.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
<ul style="list-style-type: none"> 75% of kindergarteners participate in FES school readiness program (preschool) 	75.8 percent of the kindergarten class attended FES school readiness program. 53 students out of the 60 enrolled had attended school readiness the year prior with ISD 361.	_X_ Goal Met (one-year goal)

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We examine the Kindergarten class and compare it to our enrollment in prior Preschool classes. We are looking at Star data as students begin Kindergarten to see what level they are at and if they are on grade level. Majority of students regardless of student groups, students that are in our program for multiple years are at grade level. We also are monitoring students that we are not aware were in a learning program or that were in a program that was not ours.
- What strategies are in place to support this goal area? Looking at ways to entice more students and hope to someday be able to offer free preschool as that is a barrier for some families and makes some families go elsewhere. Continue to use monitoring program.
- How well are you implementing your strategies? Feel it is effective, but always working to increase the percentage that are in our learning readiness programs and continue into Kindergarten with us.
- How do you know whether it is or is not helping you make progress toward your goal? All we can do is monitor students and their readiness as they come into Kindergarten. Our data is very supportive for our Preschool program and having students ready for Kindergarten. Would love to have 100% attendance.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<ul style="list-style-type: none"> 72.8 % of current 3rd grade students at FES will meet or exceed the 3rd grade MCA reading assessment in the spring of 2019, an increase of 2% from 2018. 	59.7% of the 2018 - 2019 3 rd grade students meet or exceeded the 3 rd grade MCA in reading. 40 out of the 67 kids assessed meet or exceeded.	_X_ Goal Not Met (one-year goal)

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? MCA data from the MN Department of Education was used. American Indian subgroup is above the state average, but lower than the White group which means there is room for improvement. Free/reduced meals group is in a similar place where they are above the state average, but lag the group of all students. Special education subgroup is below the state average and is an area that we need to focus on.
- What strategies are in place to support this goal area? Will work with all teachers from grade 3 and below to look at what practices and procedures are in place. This is a significant drop from previous year and needs some explanation. Also need to look at subgroups and how we can support.
- How well are you implementing your strategies? This area was a setback compared to previous years so need to reboot.
- How do you know whether it is or is not helping you make progress toward your goal? Based on the data, our practices did not meet our goal and that is concerning. We will work to improve in this area for the current year.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
-------------	---------------	--------------------

<ul style="list-style-type: none"> FES special education students will increase from 45.0% proficient in Math in 2018 to 48.0% proficient in 2019 on the MCA. (Statewide 28.8%) 	<p>FES special education student group was 26.7% proficient on the Math MCA's in 2019 which is below our goal and state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FHS special education students will increase from 25.0% in 2018 to 28.0% proficient in 2019 on the Math MCA. (Statewide is 28.8%) 	<p>FHS special education student group was 13.6% proficient in 2019 on the Math MCA's which is below our goal and state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FES special education students will increase from 25.0% proficient in Reading in 2018 to 28.0% proficient in 2019 on the MCA. (Statewide 30.2%) 	<p>FES special education student group was 20.0% proficient on the Reading MCA's in 2019 which is below our goal and state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FHS special education students will increase from 28.3% in 2018 to 31.3% proficient in 2019 on the Reading MCA. (Statewide is 30.2%) 	<p>FHS special education student group was 25.0% proficient in 2019 on the Reading MCA's which is below our goal and state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FES American Indian students will increase from 38.1 in 2018 to 41.1% proficient in 2019 on the Math MCA. (Statewide is 30.3%) 	<p>FES American Indian student group was 30.0% proficient on the Math MCA's in 2019 which is below our goal, but above the state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FHS American Indian students will increase from 34.8% in 2018 to 37.8% proficient in 2019 on the Math MCA. (Statewide is 30.3%) 	<p>FHS American Indian student group was 26.7% proficient in 2019 on the Math MCA's which is below our goal and state average.</p>	<p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FES American Indian students will increase from 42.8% in 2018 to 45.8% proficient in 2019 on the Reading MCA. (Statewide is 36.9%) 	<p>FES American Indian student group was 50.0% proficient on the Reading MCA's in 2019 which is above our goal and the state average.</p>	<p><input type="checkbox"/> Goal Met (one-year goal)</p>

<ul style="list-style-type: none"> FHS American Indian students will increase from 45.5% in 2018 to 48.5% proficient in 2019 on the Reading MCA. (Statewide is 36.9%) 	<p>FHS American Indian student group was 42.4% proficient in 2019 on the Reading MCA's which is below our goal, but above the state average.</p>	<p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FHS Free/Reduced Priced lunch students will increase from 35.5% in 2018 to 38.8% proficient in 2019 on the Math MCA. (Statewide is 37.2%) 	<p>FHS Free/Reduced Priced lunch student group was 34.3% proficient in 2019 on the Math MCA's which is below our goal, but above the state average.</p>	<p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FES Free/Reduced Priced lunch students will increase from 55.7% in 2018 to 58.7% proficient in 2019 on the Math MCA. (Statewide is 37.2%) 	<p>FES Free/Reduced Priced lunch student group was 54.4% proficient in 2019 on the Math MCA's which is below our goal, but above the state average.</p>	<p><input checked="" type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FES Free/Reduced Priced lunch students will increase from 52.2% in 2018 to 55.2% proficient in 2019 on the Reading MCA. (Statewide is 41.5%) 	<p>FES Free/Reduced Priced lunch student group was 50.0% proficient in 2019 on the Reading MCA's which is below our goal, but above the state average.</p>	<p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>
<ul style="list-style-type: none"> FHS Free/Reduced Priced lunch students will increase from 40.8% in 2018 to 43.8% proficient in 2019 on the Reading MCA. (Statewide is 41.5%) 	<p>FHS Free/Reduced Priced lunch student group was 40.7% proficient in 2019 on the Reading MCA's which is below our goal and the state average</p>	<p><input type="checkbox"/>_X_ Goal Not Met (one-year goal)</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We used the 2019 MCA data from the MN Department of Education. Data was disaggregated by student group that was below the state average from 2018.
- What strategies are in place to support this goal area? Staff that work in these areas and with the subgroups had worked on tasks to help these subgroups along with a district wide approach to teaming, PBIS, and various other strategies.
- How well are you implementing your strategies? Think the strategies implemented are done well, just not seeing growth. Tough when you are comparing one group of kids to another.

- How do you know whether it is or is not helping you make progress toward your goal? According to MCA data you would say not. Looking at how hard our teachers and students work, I would argue differently.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<ul style="list-style-type: none"> ▪ All current 8th grade students will complete a 4 year plan while registering for 9th grade. 	<p><i>2019 8th grade students completed a 4 year plan with the school counselor as part of registration.</i></p>	<p><u>_X_</u> Goal Met (one-year goal)</p>
<ul style="list-style-type: none"> ▪ International Falls will score the state average or higher on the ACT test. (District composite for 2018 was 20.2 compared to the state composite of 21.3) 	<p>International Falls students scored a composite score of 20.0 compared to the state average of 21.4</p>	<p><u>_X_</u> Goal Not Met (one-year goal)</p>

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Input from the counseling office with regards to 4 year plans along with ACT data. All students do 4 year plan and ACT data is not disaggregated.
- What strategies are in place to support this goal area? Teachers all working to make sure all students are ready for upper level testing.
- How well are you implementing your strategies? This is tough as not all kids are off to a 4 year college and thus trying to force them into more challenging areas of study is not realistic. Teachers in upper level courses work hard with students enrolled to be prepared for ACT and college.
- How do you know whether it is or is not helping you make progress toward your goal? 4 year plan makes sense, but not a lot of data on ACT movement.

All Students Graduate

Goal	Result	Goal Status
<ul style="list-style-type: none"> ■ International Falls' students will have a 90% or higher graduation rate for 2019. (Data lags - district graduation rate in 2017 was 91.7% to the states 82.7%) 	International Falls graduated 90.2% in 2018 compared to the state average of 83.2%	_X_ Goal Met (one-year goal)

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Used the Minnesota Report Card graduation data which lags behind. Ethnicity groups couldn't be searched as our cells are too small. Free/Reduced is above state percentage by about 10% but lags whole group by about 10%. Similarly Special Education subgroup lags the whole group by about 10%, but is above the state average by about 18%.
- What strategies are in place to support this goal area? Counselor connecting and tracking all students along with teachers working to get all students to graduation. We also have a commitment to graduation pledge/ceremony for 8th grade students.
- How well are you implementing your strategies? It seems to be working as we are over 90%, but need to get all students there.
- How do you know whether it is or is not helping you make progress toward your goal? Data would say efforts are working, but always room for progress.

PROJECT NAME

I-FALLS ELEMENTARY SCHOOL
HVAC UPGRADES

PROJECT NO.

1292-19

DATE

NOV. 13, 2019

DRAWN

TDG

REVISIONS

XXX

CERTIFICATION

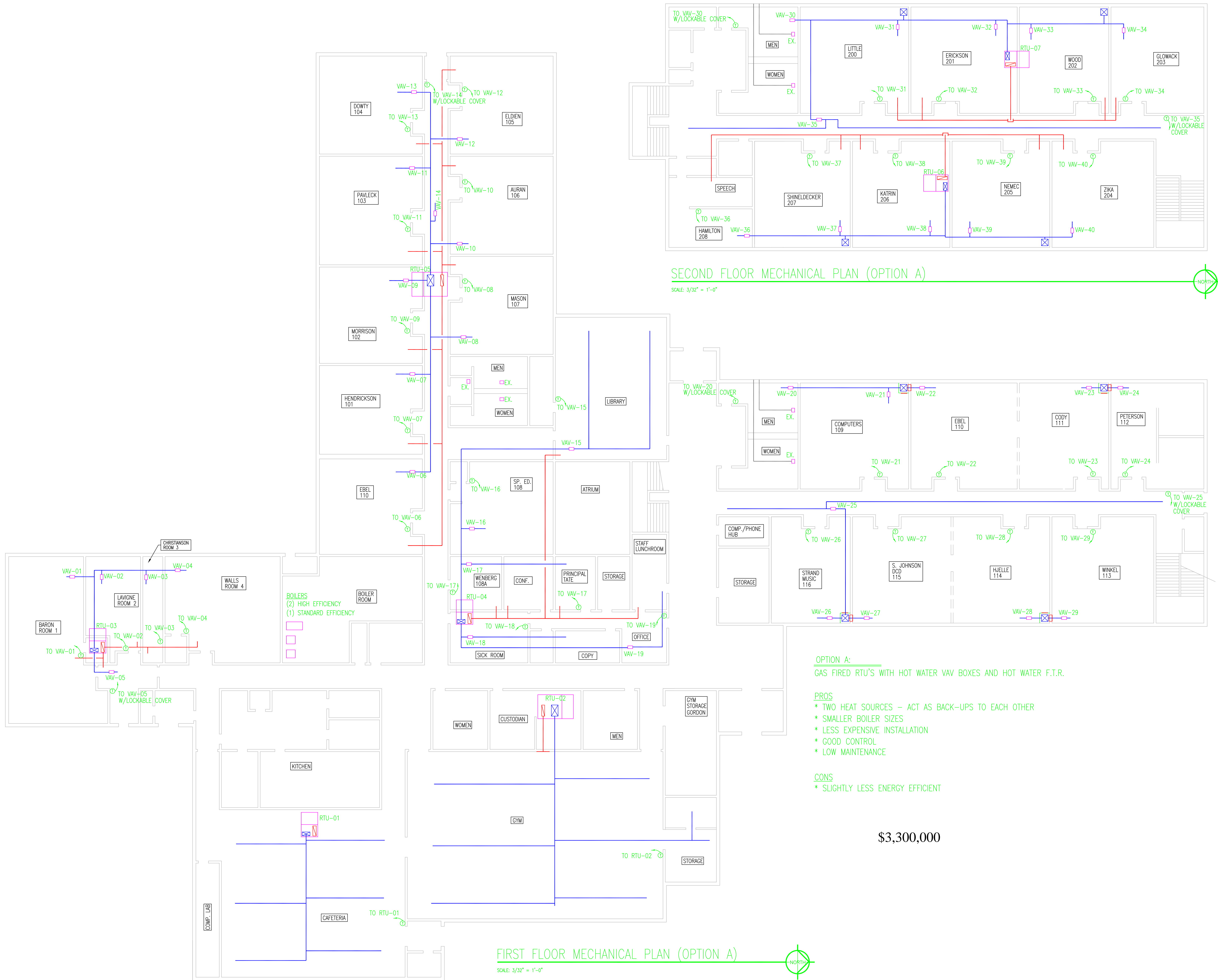
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SECOND FLOOR MECHANICAL PLAN (OPTION A)

SCALE: 3/32" = 1'-0"



OPTION A:
GAS FIRED RTU'S WITH HOT WATER VAV BOXES AND HOT WATER F.T.R.

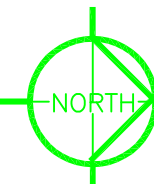
- PROS
- * TWO HEAT SOURCES - ACT AS BACK-UPS TO EACH OTHER
 - * SMALLER BOILER SIZES
 - * LESS EXPENSIVE INSTALLATION
 - * GOOD CONTROL
 - * LOW MAINTENANCE

- CONS
- * SLIGHTLY LESS ENERGY EFFICIENT

\$3,300,000

FIRST FLOOR MECHANICAL PLAN (OPTION A)

SCALE: 3/32" = 1'-0"



OPTION "A"

PROJECT NAME

I-FALLS ELEMENTARY SCHOOL
HVAC UPGRADES

PROJECT NO.

1292-19

DATE

NOV. 13, 2019

DRAWN

TDG

REVISIONS

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CERTIFICATION

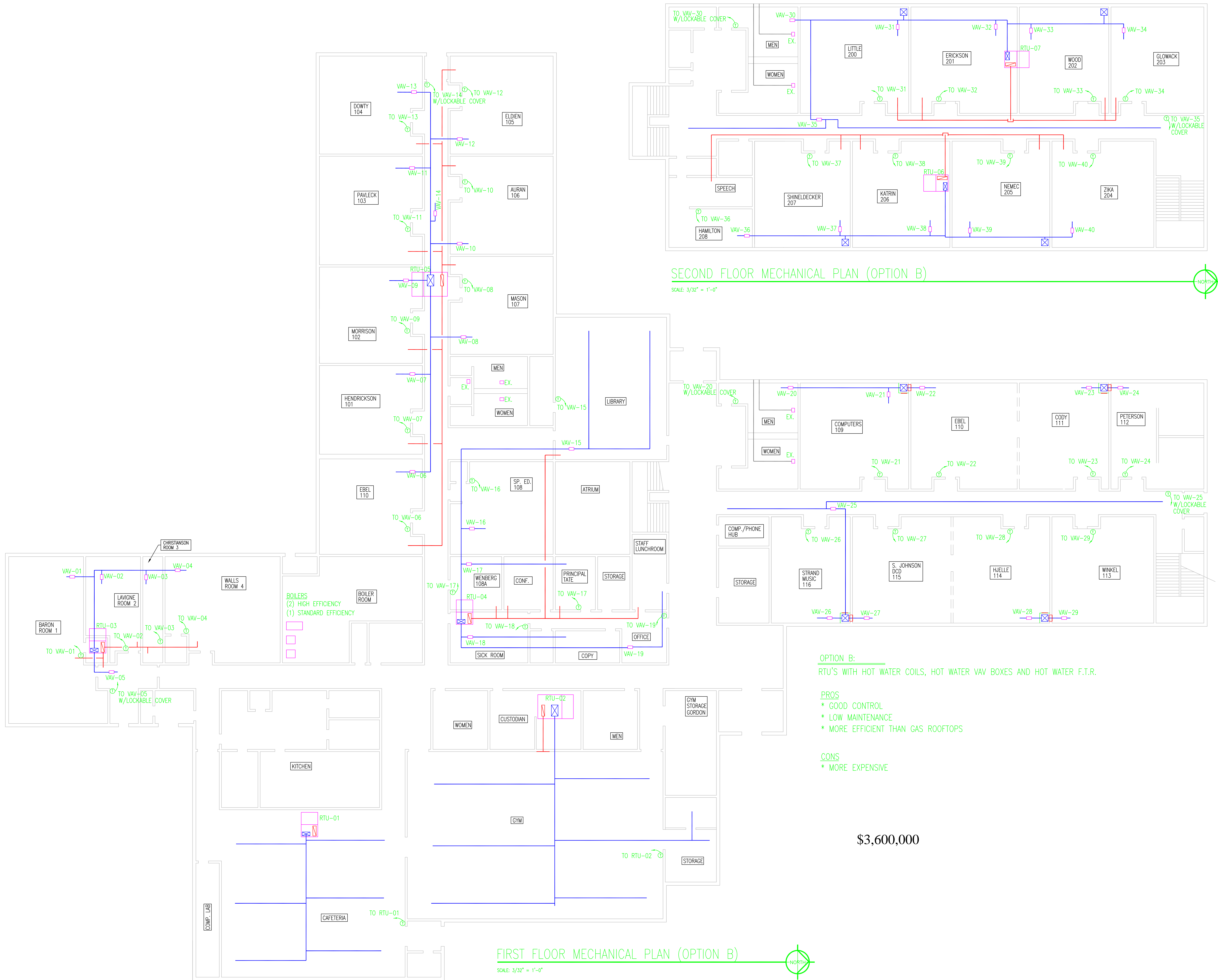
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SECOND FLOOR MECHANICAL PLAN (OPTION B)

SCALE: 3/32" = 1'-0"

FIRST FLOOR MECHANICAL PLAN (OPTION B)

SCALE: 3/32" = 1'-0"

OPTION B:
RTU'S WITH HOT WATER COILS, HOT WATER VAV BOXES AND HOT WATER F.T.R.

- PROS
- * GOOD CONTROL
 - * LOW MAINTENANCE
 - * MORE EFFICIENT THAN GAS ROOFTOPS

- CONS
- * MORE EXPENSIVE

\$3,600,000

**OPTION
"B"**

PROJECT NAME

I-FALLS ELEMENTARY SCHOOL
HVAC UPGRADES

PROJECT NO.

129-19

DATE

NOV. 13, 2019

DRAWN

TDG

REVISIONS

XXX

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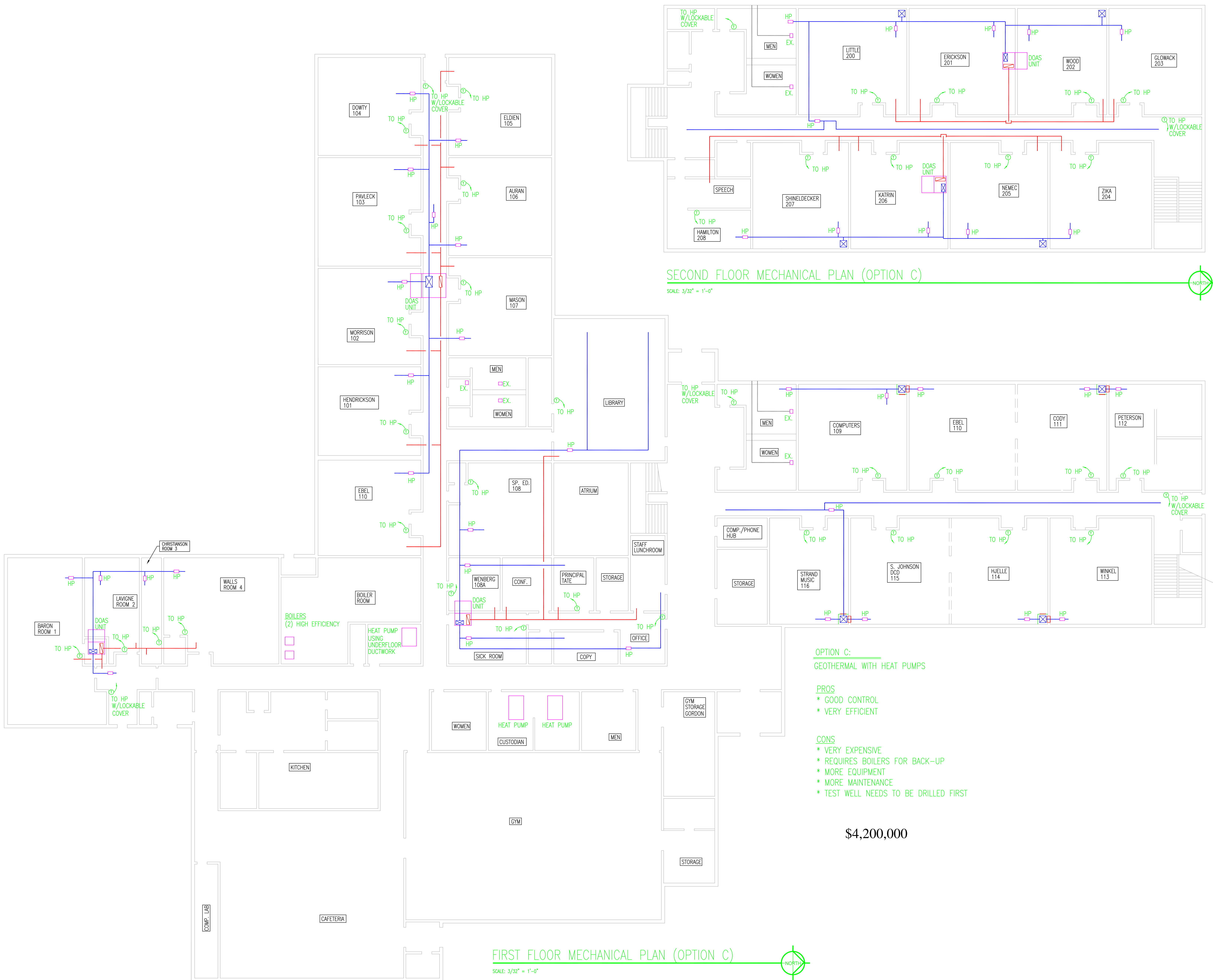
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OPTION "C"



SECOND FLOOR MECHANICAL PLAN (OPTION C)

SCALE: 3/32" = 1'-0"



OPTION C:
GEOTHERMAL WITH HEAT PUMPS

- PROS
- * GOOD CONTROL
 - * VERY EFFICIENT

- CONS
- * VERY EXPENSIVE
 - * REQUIRES BOILERS FOR BACK-UP
 - * MORE EQUIPMENT
 - * MORE MAINTENANCE
 - * TEST WELL NEEDS TO BE DRILLED FIRST

\$4,200,000

FIRST FLOOR MECHANICAL PLAN (OPTION C)

SCALE: 3/32" = 1'-0"



COLLECTIVE BARGAINING AGREEMENT

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BETWEEN

**INDEPENDENT SCHOOL DISTRICT NO. 361
INTERNATIONAL FALLS, MINNESOTA**

AND

**EDUCATION MINNESOTA
INTERNATIONAL FALLS LOCAL #331**

July 1, 201917 to June 30, 202119

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ARTICLE I: PURPOSE

SECTION 1. PARTIES: This Agreement, entered into between the School Board of Independent School District No. 361, International Falls, Minnesota, hereinafter referred to as the School District, and the A.F.L.-C.I.O., A.F.T. - NEA, Education Minnesota, Local #331 hereinafter referred to as Exclusive Representative, pursuant to and in compliance with the Public Employment Labor Relations Acts amended, hereinafter referred to as the P.E.L.R.A, to provide the terms and conditions of employment for teachers during the duration of this Agreement.

ARTICLE II: RECOGNITION OF EXCLUSIVE REPRESENTATIVE

SECTION 1. RECOGNITION: In accordance with the P.E.L.R.A., the School District recognizes A.F.L.-C.I.O., A.F.T. - NEA, Education Minnesota, Local #331 as the exclusive representative of teachers employed by the School District of Independent School District No. 361, which exclusive representative shall have those rights and duties as prescribed by the P.E.L.R.A. and as described in the provisions of this Agreement.

SECTION 2. APPROPRIATE UNIT: The exclusive representative shall represent all the teachers of the District as defined in this agreement and in said Act.

ARTICLE III: DEFINITIONS

SECTION 1. TERMS AND CONDITIONS OF EMPLOYMENT: Shall mean the hours of employment, the compensation therefore, and economic aspects relating to employment, but does not mean educational policies of the School District.

SECTION 2. TEACHER: The term "teacher" shall mean all persons in the appropriate unit as defined by P.E.L.R.A. employed by the School District in a position for which the person must be licensed by the State of Minnesota; but shall not include Superintendent, Assistant Superintendent, Principals and Assistant Principals who devote more than 50% of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees, and such other employees excluded by law.

SECTION 3. SCHOOL DISTRICT: For purposes of administering this agreement, the term "School District" shall mean the School Board or its designated representatives.

SECTION 4. OTHER TERMS: Terms not defined in this Agreement shall have those meanings as defined by the P.E.L.R.A.

ARTICLE IV: SCHOOL BOARD RIGHTS

SECTION 1. INHERENT MANAGERIAL RIGHTS: The exclusive representative recognizes that the School Board is not required to meet and negotiate on those matters of inherent managerial policy defined by P.E.L.R.A.

SECTION 2. EFFECT OF LAWS, RULES AND REGULATIONS: The exclusive representative recognizes that the School Board, all employees covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State of Minnesota, Federal Laws, Rules and Regulations of the State Board of Education, and valid rules, regulations and orders of State and Federal Agencies. The exclusive representative further recognizes that the School Board must reserve to itself those rights and powers specifically given to it by such laws, rules and regulations.

ARTICLE V: TEACHER RIGHTS

SECTION 1. RIGHT TO VIEWS: Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any teacher or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative if there be one; nor shall it be construed to require any teacher to perform labor or services against his/her will.

SECTION 2. RIGHT TO JOIN: Teachers shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Teachers in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such teachers with the School Board of such unit.

SECTION 3. REQUEST FOR DUES CHECK OFF: Teachers shall have the right to request and be allowed dues check off for the teacher organization named as exclusive representative, provided that dues check off and the proceeds thereof shall not be allowed by any teacher organization that has lost its right to dues check off pursuant to P.E.L.R.A.. Upon receipt of a properly executed authorization card of the teacher involved, the School District will deduct from the teacher's paycheck the dues that the teacher has agreed to pay to the teacher organization during the period provided in said authorization.

SECTION 4. ACCESS TO MEMBERSHIP LISTS: By October 1st of each school year or upon request, the District shall provide in electronic form to the Union President the name, email address, full-time equivalency (FTE) worksite location(s), and teaching assignment(s) of all bargaining unit members currently employed.

SECTION 5. ACCESS TO WORKSITES: Representatives of the Union shall have reasonable access to worksites and school facilities to investigate employee complaints, communicate with members, and hold meetings. Upon arrival at the worksite, Union representatives shall make their presence known to the worksite supervisor or his/her designee. Such visits shall not interrupt normal work responsibilities.

SECTION 6. MAINTENANCE OF MEMBERSHIP: Any member of the bargaining unit may authorize the District to deduct from his/her pay the amount of dues charged by the union. This authorization must be in writing and forwarded to the Payroll Office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Union and agreed to by the Employee. The Employer shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted, and all other provisions agreed to by the employee as stated in the authorization. Cancellation of authorization by a bargaining unit member must be done prior to

October 1st for the current contract year. Cancellation must be in writing and forwarded to the Payroll Office and Union President. Initial authorization has current school year deduction amounts, but also acknowledges that the District will update deduction amounts annually with values presented by the Union Treasure to the District Payroll Office for the current contract year.

ARTICLE VI: BASIC SCHEDULES AND RATES OF PAY

SECTION 1. 201917 - 202018 SALARY SCHEDULE: The wages and salaries reflected in Schedule "A", attached hereto, shall be a part of the agreement for the 20~~1917~~ - 20~~2018~~ school year.

SECTION 2. 202018 - 202119 SALARY SCHEDULE: The wages and salaries reflected in Schedule "B", attached hereto, shall be part of the agreement for the 20~~2018~~ - 20~~2119~~ school year.

SECTION 3. VACANCY POSTING: All vacant positions covered under this agreement for conditions of employment and/or positions remaining on the teachers' seniority list shall be posted on the school website and Local 331 members notified by district email no less than two (2) weeks prior to the position's advertised application deadline.

SECTION 4. STATUS OF SALARY SCHEDULE: The salary schedules are not to be construed as a part of the teacher's continuing contract and the School Board reserves the right of withholding increments if a teacher serves for less than .5 FTE of the preceding school year and to make other exceptions under powers granted to them in the Minnesota Statutes.

SECTION 5. PLACEMENT ON SALARY SCHEDULE: The following rules shall be applicable in determining placement of a teacher on the appropriate salary schedule:

Subd. 1. Grades and Credits: Effective for all courses taken after September 1, 2004, to apply to the salary schedule each block of 10 semester hours of credit beyond the Bachelor's Degree with a grade of "B" or better which are earned at an accredited degree-granting institution will be cause for a salary schedule adjustment.

- A. Quarter hour credits will be converted to semester hour credits by dividing the quarter hour credit by 1.5. The quotient will be the equivalent number of semester hours achieved.

Subd. 2. Limitation:

- A. A maximum of twenty (20) semester credits that apply to lane changes for the BA+10, BA+20, BA+ 30, BA+40 may be from the areas of:
 - 1. Education
 - 2. Psychology
 - 3. Guidance & Counseling
 - 4. Technology
 - 5. Vocational Education
 - 6. Special Education

All other credits must be in the teacher's subject area. The Superintendent shall determine if credits are in the subject field.

- B. All credits for lane change beyond BA+20 must be graduate credits; however, the Superintendent may approve undergraduate credits. Effective for all courses taken after September 1, 2004, all credits for lane change must be graduate credits. However, the Superintendent may give prior approval to undergraduate credits.

C. Required courses in a college or university graduate program leading to a Master's Degree in the teaching subject area or a Masters of Education degree with a concentration in the teaching subject area are considered approved for these salary lanes. For high school teachers the masters must be in the teaching subject area or a Masters of Education degree with 18 additional credits in the teaching subject area. High School teachers working towards a Masters of Education degree will earn salary (lane) advancement for attaining BA+10, BA+20, and BA+30 but will not get final salary (lane) advancement to Master's degree until 18 credits in teaching subject area are completed.

D. Credits for lane change for the MA+10, MA+20, and MA+ 30 may have a maximum of thirteen and one-third (13.33) credits in:

- | | |
|--------------------------|-------------------------|
| 1. Education | 4. Technology |
| 2. Psychology | 5. Vocational Education |
| 3. Guidance & Counseling | 6. Special Education |

All other credits must be in the teacher's subject area. The Superintendent shall determine if credits are in the subject field.

E. Any credit for courses required for re-licensure by the State Board of Teaching is acceptable for lane changes.

F. Under special circumstances, and by prior written approval by the Superintendent, any course or workshop given for college credit may be applied.

G. If undergraduate classes are taken for a new licensure area requested by the School District, said classes will be categorized as 'subject' classes and allowable towards a lane change.

H. Workshop hours will be creditable towards a lane change as follows:

1. 9.75 hours of approved workshop time will equal 1 semester credit toward a lane change.
2. Attendance will be taken at all workshops approved for credit for lane change.
3. It will be the responsibility of licensed staff members to personally record dates and hours of all workshops attended which are approved for credit for lane change.
4. Workshops paid for by the district shall not apply to lane changes unless approved in advance by the Superintendent.

Subd. 3. Effective Date: Individual contracts will be modified to reflect qualified lane changes twice each year, providing a transcript of qualified credits or evidence of course completion as provided by the college or university is submitted to the Superintendent's office no later than August 31st and/or February 28th of each school year. Credits submitted by transcript after August 31st will be held until February 28th. Credits submitted after February 28th, even though otherwise qualifying, shall not be considered until the following year.

Subd. 4. Prior Experience: A teacher who has had experience in other school systems will have initial placement on the salary schedule as agreed between the School Board and teacher.

Subd. 5. Payment of Present Salary: The rules contained herein relating to the application of credits on the salary schedule shall not deprive any teacher of any salary schedule placement already recognized and actually being paid.

SECTION 6. LICENSES:

Subd. 1. Beginning with July 1, 2000, teachers hired must maintain license(s) currently held when employed for five (5) years from date of employment. Beginning with July 1, 2013, teachers hired must maintain license(s) currently held when employed.

Subd. 2. Teachers must notify the superintendent in writing of any new subject areas of licensure prior to March 1 for them to take effect for the following school year teaching assignments, with copy of notice to be provided to the Local 331 president by the teacher.

Subd. 3. Teachers must notify the superintendent in writing by December 15 of any intention to drop an area of licensure for the following school year, with copy of said notice to be provided to the Local 331 president by the teacher. Failure to do so will be considered a violation of contract and will result in a contract reduction equivalent to the amount of contract relating to the relinquished license. For teachers hired on or after July 1, 2013 dropping a license will be considered a violation of contract and will result in termination. No teacher shall be permitted to drop a license if said action would result in another teacher being placed on un-requested leave of absence by the District.

Subd. 4. Additional licenses acquired while on un-requested leave of absence shall not be used to place a currently employed teacher on un-requested leave of absence.

Subd. 5. Middle level licenses will be recognized for stranding and assignment if license holder also holds a regular permanent secondary license in discipline area. Teachers who were employed by the district and held a middle level license prior to September 1, 2006 will be exempt from the permanent license in the discipline area requirement.

Subd. 6. A teacher who obtains a vocational license will receive a stipend of \$2000 and be reimbursed for the cost of the portfolio component and the cost of the license fee upon verification of the vocational license and submission of receipts. Cost of the class credits will be borne by the employee if being submitted for lane change. If employee is not utilizing credits for lane change the district will reimburse cost of said credits upon submission of license and receipts.

Subd. 7. A teacher on special assignment shall be required to have a MDE teaching license when covering the following assignments: Dean of Students, Activities/Athletic Director, Curriculum Coordinator, Technology Integrationist, Peer-Reviewers along with assignments as designated by the Board of Education.

ARTICLE VII: EXTRA COMPENSATION

SECTION 1. ATHLETIC ACTIVITIES SCHEDULE: The stipends reflected in the Schedule "C" attached hereto, shall be a part of this agreement for 20~~19~~¹⁷ – 20~~20~~¹⁸ and 20~~20~~¹⁸ – 20~~21~~¹⁹.

Subd. 1. Vacant Schedule "C" positions shall be posted to the district's website and Local 331 members notified by the District email no less than two (2) weeks prior to being filled.

Subd. 2. Local 331 members shall be given priority consideration when filling vacant Schedule "C" positions. All Schedule "C" hiring decisions shall be the sole authority of the School Board whose decisions shall be final.

SECTION 2. NON-ATHLETIC ACTIVITIES SCHEDULE: The stipends reflected in the Schedule "D" attached hereto, shall be a part of this agreement for 20~~19~~¹⁷ - 20~~20~~¹⁸ and 20~~20~~¹⁸ - 20~~21~~¹⁹.

Subd. 1. Vacant Schedule "D" positions shall be posted on the district's website and Local 331 members notified by the District email no less than two (2) weeks prior to being filled.

Subd. 2. Local 331 members shall be given priority consideration when filling vacant Schedule "D" positions. All Schedule "D" hiring decisions shall be the sole authority of the School Board whose decisions shall be final.

SECTION 3. TRAVEL COMPENSATION:

Subd. 1. Teachers who may be requested to use their own automobile in the performance of their duties and teachers who are assigned to more than one (1) school per day shall be reimbursed for all such travel at the maximum allowable rate as set by the Internal Revenue Service. Teachers who are assigned to more than one school per day on a daily basis shall be paid for all such travel using the formula (number of reassignments per day) multiplied by (maximum IRS allowable rate) multiplied by days of required travel. Teachers will submit reimbursement request by the 10th of the month for the prior month. All other payments for travel compensation shall be paid in a timely fashion upon the submission of an appropriate voucher.

Subd. 2. The same allowance shall be given for use of personal cars for field trips or other business of the District when a school vehicle is not available. Employees choosing to use their own vehicle when a school vehicle is available will be paid the IRS mileage rate less 15 cents per mile.

SECTION 4. SUMMER IN-SERVICE TRAINING:

Subd. 1. In-District Summer In-Service Training: All authorized summer in-service training will be compensated at the hourly rate specified on Schedule D as the Non-Teaching Assignment rate. The Superintendent may authorize a higher rate of pay for unusual circumstances or responsibilities.

SECTION 5. SUMMER SCHOOL TEACHING: Teachers accepting an assignment to teach a summer school class, course or program that results in a student transcript entry or as part of a special education student's IEP shall be compensated equal to 1/188 of the teacher's annual salary prorated FTE per day for the summer school assignment.

SECTION 6. NON-TEACHING ASSIGNMENTS: Teachers who are employed for duties outside of their regular assignment beyond the school year shall be compensated at the rate as reflected in Schedule "D", attached hereto.

SECTION 7. EXTENDED TIME: Teachers who are employed for duties in the capacity of their regular assignment beyond the school year shall be compensated at the daily rate equal to 1/188 of the teacher's annual salary. This compensation does not include those areas covered in Sections 1, 2, 3, and 4.

SECTION 8. TELECOMMUNICATIONS TEACHING:

Subd. 1. Participation in telecommunications teaching shall be by mutual consent of the teacher and the school district.

Subd. 2. The participating teacher and the school district shall retain shared rights to all materials developed in the process of telecommunications teaching.

Subd. 3. Video tapes or other records of telecommunications teaching may only be used for purposes of make-up work for learners who missed class and shall be retained only for a time period deemed appropriate by the school district and telecommunications teacher.

Subd. 4. In cases whereby telecommunication or digital learning is in cooperation with another institution, intellectual property rights will be determined to be mutually shared by the two institutions and the teacher, except in those cases whereby the post-secondary institution must sustain intellectual property rights by statute. In exceptions intellectual property rights will be clearly present in the contract between the institutions and the teacher may accept or reject the assignment if such agreement is not satisfactory to the teacher.

SECTION 9. EXCHANGE TIME: Teachers will accumulate exchange time for participation, upon Superintendent's prior approval, at meetings beyond the school day. An additional, paid, personal leave day will be granted for eight (8) hours of accumulated exchange time to be used in the same school year earned. "Exchange time" under this section does not include Article XI, Section 3 "Additional Activities" in this Agreement.

SECTION 10. CURRICULUM DEVELOPMENT PAY: Teachers authorized to develop curriculum outside of the school day or school year shall be compensated at the Schedule "D" non-instructional hourly rate.

SECTION 11. ADJUNCT TEACHING: Members of the bargaining unit accepting teaching assignments in another district, post-secondary institution, or consortia of which the district is a member, shall have all FTE calculation, compensation and benefits calculated in the same manner as would be the case if the instruction was delivered within ISD 361 or according to the institution in which the instruction is delivered, whichever compensation is greater. Adjunct teaching in all cases shall be considered voluntary by the teacher and shall not be subject to application of Strand Decision relative to re-alignment of faculty for purposes of determining Un-requested Leaves of Absence. A teacher accepting an adjunct assignment shall perform services under the policies of the adjunct district or organization. However, all personnel records, evaluations, and personnel data resulting from the adjunct assignment and relative to the teacher shall be maintained exclusively by ISD 361.

SECTION 12. ON-LINE TEACHING: Teacher's accepting an online teaching assignment shall be compensated in the same manner as teachers being compensated for traditional teaching assignments. This would include teaching online courses as part of the regularly assigned FTE, and in calculation of overload assignments. Online teaching assignments shall be offered to and accepted by teachers who have completed online instruction training, and shall not be subject to the application of the Strand Decision as this applies to re-alignment for purposes of determining placement on Un-requested Leaves of Absence. Online teacher training shall be provided by the district in cooperation with the District's online learning consortium partner. Actual training costs shall be paid by the district, with any and all credits resulting from such training to be unavailable for use in credit calculations for lane advancement.

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SECTION 13. COLLEGE IN THE SCHOOLS(CIS) AND CONCURRENT ENROLLMENT PROGRAM(CEP):

Subd. 1: CIS and CEP teaching assignments may be assigned to teachers who meet CIS and CEP teaching requirements as established by ~~MnSCU~~ Minnesota State and the University of Minnesota. Teachers given a CIS or CEP teaching assignment shall be compensated in the same manner as teachers being compensated for traditional teaching assignments. This would include teaching CIS or CEP courses as part of the regularly assigned FTE and in calculation of overload assignments. Teachers assigned a CIS or CEP assignment may have a flexible teaching schedule within the basic day. (Example: teaching Monday, Tuesday, Thursday, and Friday 4th hour with office hours on Wednesday 4th hour).

Subd. 2: Upon mutual agreement between the Superintendent and teacher, any teacher who is assigned a CEP teaching assignment and is required to obtain credits in order to teach the assignment will receive a stipend under the following schedule.

1. Teacher unable to move lanes:
 - a. Actual cost per credit (teacher and superintendent must have agreement on crediting institution and credit amount prior to enrollment and reimbursement request); AND
 - b. Stipend of \$333.00 per credit
2. Teacher able to move lanes:
 - a. Stipend of \$333.00 per credit

Classes qualifying for reimbursement shall be as required by the post-secondary institution sponsoring said concurrent enrollment class and pertinent to the requirements to teach the concurrent enrollment class at Falls High School. Upon completion of the credit teacher must submit copy of paid receipt and a transcript demonstrating successful completion of course in order to receive reimbursement.

Any teacher who accepts reimbursement for credits and/or a stipend shall be obligated to teach Concurrent Enrollment courses upon request for a minimum of five (5) years after the last credit reimbursement/stipend is received. Teacher refusal or voluntary termination of employment within the five (5) years would require all costs reimbursed to district. Any teacher who experiences a major health catastrophe may be exempt from reimbursement requirement. Insertion of any additional lane on Schedules "A" or "B" of the Master Agreement between ISD 361 and Local 331 shall result in the right for employee to repay credit reimbursement received to allow for a lane change.

SECTION 14. TEACHING, LEARNING, AND COLLABORATION STIPEND:

Teachers will be compensated \$900 for the 2019-20 school year in recognition of time, effort, and work over the last year(s) in which some of building/district goals have not been attained, but gains have been made. This is a onetime stipend. (language will be removed from contract upon expiration unless something similar is negotiated in the future)

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ARTICLE VIII: GROUP INSURANCE

SECTION 1. HEALTH AND HOSPITALIZATION INSURANCE:

Subd. 1. Single Coverage: The School District shall contribute up to \$576.15 monthly in ~~2019-2015-16~~ and ~~2020-2116-17~~ toward the premium for individual coverage for all full-time teachers employed by the School District who qualify for and are enrolled in the School District group health and

hospitalization plans. Any additional cost of the premium above single monthly cap shall be borne by the employee and paid by payroll deduction.

Subd. 2. Family Coverage: The School District shall contribute up to \$1,299.19 monthly in ~~2019-2015-16~~ and ~~2020-2116-17~~ toward the premium for family coverage for all full-time teachers employed by the School District who qualify for and are enrolled in the School District group health and hospitalization plan and who qualify for family coverage. To qualify for family coverage, an employee must have bona fide legal dependents consisting of a spouse or child or both and fill out appropriate paperwork. Any additional cost of the premium above family monthly cap shall be borne by the employee and paid by payroll deduction.

Subd. 3. Spousal/Dependent Coverage: Two employees from one family (spouse or parent and qualifying adult child) who qualify for and are enrolled in ISD 361 group health and hospitalization plan may combine their contract's monthly allowance towards the cost of one family premium. If the cost of the monthly premium is lower than the pooled monthly allowance the school district assumes only the total cost of the insurance premium.

Subd. 4 Health and Hospitalization Benefits: Health and hospitalization benefits as defined in Subd. 1 and Subd. 2 above shall be prorated for part-time teachers based upon FTE. Part-time teachers with a .49 FTE or below shall not be eligible for district portion of health and hospitalization insurance, but may participate in the district's health and hospitalization program at their own expense under eligibility criteria established by the district's health and hospitalization carrier.

Subd. 5. Flex Plan: The School District shall contribute \$5410 for the ~~201917 - 202018~~ and ~~202018 - 202119~~ school years to each teacher's IRS 125 Flex Plan.

Subd. 6. Claims against the School District: The School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to in this agreement and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier. The School District fully accepts its obligation to follow all laws regarding negotiating over health insurance benefits.

SECTION 2. TERM LIFE INSURANCE: The School District shall pay the total cost of \$50,000 for group term life insurance for ~~201917 - 202018~~ and ~~202018 - 202119~~ for all full-time teachers. Per Madison National Life (National Insurance Services) the amount of Basic and Optional Life Insurance reduces to 65% of stated coverage upon attainment of age 70, reduces to 40% of stated coverage upon attainment of age 75 and reduces to 25% of stated coverage upon attainment of age 80 and terminates upon retirement. Additional insurance may be purchased at the employee's own expense as stipulated in the insurance policy. Term life insurance shall not be available to part time teachers with an FTE of .49 or below. Part-time teachers with an FTE of .50 or above but less than 1.0 FTE shall have the district's payment prorated with balance of premium to be the part-time teacher's expense, to be paid through payroll deduction.

SECTION 3. DENTAL INSURANCE:

Subd. 1. Single Coverage: The School District shall contribute the sum of \$27.37 monthly in ~~201917 - 202018~~ and ~~202018 - 202119~~ toward the premium for individual coverage for all full-time teachers employed by the School District who qualify for and are enrolled in the School District group dental plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.

Subd. 2. Family Coverage: The School District shall contribute the sum of \$68.27 monthly in 20~~19~~¹⁷ - 20~~20~~¹⁸ and 20~~20~~¹⁸ - 20~~21~~¹⁹ toward the premium for family coverage for all full-time teachers employed by the School District who qualify for and are enrolled in the School District group dental plan and who qualify for family coverage. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction. To qualify for family coverage, an employee must have bona fide legal dependents consisting of a spouse or child or both. All employees who seek to qualify for family coverage shall fill out and submit appropriate paperwork.

Subd. 3. Dental Benefits: Dental Benefits as defined in Subd. 1 and Subd. 2 above shall be prorated for part-time teachers based upon FTE. Part-time teachers with an FTE of .49 or below shall not be eligible for district portion of dental insurance, but may participate in the district's dental program at their own expense under eligibility criteria established by the district's dental carrier.

SECTION 4. LEGISLATIVE HEALTH CARE: Should either the state or federal government pass legislation mandating all employers to participate in a national or statewide health care plan, it is agreed to by the parties to this agreement that the employer contributions for the employees' health care that were negotiated into the agreement prior to the passage of such state or federal law, shall continue to be a part of this agreement, but they shall upon the effective date mandating participation in such state or federal law, first be applied to the premium cost of such plan, with any remaining amounts to be used to purchase supplemental coverage for any items covered under the current health care plan, that may not be covered under any state or federal mandated plan. Additional monies that may remain from currently negotiated contributions shall be used to purchase additional benefits to maintain current benefit level, this purchase shall be made by mutual agreement. The monies that remain after the purchase of additional benefits to maintain current benefit levels shall revert to Local 331's escrow account.

ARTICLE IX: POST-EMPLOYMENT COMPENSATION

SECTION 1. PLAN ELIGIBILITY: Teachers who were employed on or after July 1, 1990, will only be eligible for post-employment compensation under Section 2, subd. 1 and 2 of Article IX. (Reference Appendix A)

Teachers who were employed before July 1, 1990, and who made a written, irrevocable election by March 31, 2000, to participate solely in the 403(b) Match Plan, will only be eligible for post-employment compensation under Section 2, subd. 1 and 2 of Article IX. (Reference Appendix B)

SECTION 2. 403(B) MATCH AND HEALTH CARE SAVING PLAN (HCSP):

Subd. 1. 403(b) Match: Teachers who are covered under this section shall receive an annual monetary contribution to a 403(b) deferred compensation fund from the School District according to the schedules below, provided the teacher contributes a like amount of money. Contributions shall be invested each payroll period. Upon receiving the maximum total amount of thirty thousand dollars (\$30,000), the School District contributions shall cease.

403(b) Match
Schedule

Years of Service to the District	District Contribution
1 - 3 Years*	\$0
4 - 9 Years*	\$1,200
10 - 16 Years*	\$1,700
17+ Years*	\$2,200

*Contributions will start at the beginning of the year stated in above schedule.

Subd. 2. HCSP: Teachers who are covered under this section, and who have provided the school district with ten (10) years of professional service, shall receive monetary contributions to an individual health care savings plan (HCSP) administered by the Minnesota State Retirement System.

For the purposes of determining years of professional service under this subdivision, any teacher with a .5 FTE or higher in a school year will receive one (1) year of service towards meeting the ten (10) years of service to qualify for the start of annual contributions.

Maximum District Contribution for Teachers hired prior to 7-1-2005 and employed for the 2005-2006 school year: The maximum District contribution to the teacher's health care savings plan (HCSP) will be 100 times the teacher's daily rate of pay based upon the teacher's 2005-2006 step, lane and FTE applied against the 2006-2007 Schedule B salary, or \$30,000 whichever is greater.

Teachers with an FTE equal to or greater than .50 and less than 1.0 will have their FTE calculated by determining their accumulative ten (10) year average FTE upon qualifying for annual contribution. The maximum District contribution to the teacher's health care savings plan (HCSP) will be calculated as 100 times the teacher's daily rate of pay based upon the teacher's 2005-2006 step, lane and accumulative 10 year average FTE applied against the 2006-2007 Schedule B salary, or \$30,000 whichever is greater.

Maximum District Contribution for Teachers hired after July 1, 2005: Any person hired on or after July 1, 2005 will only be eligible for a maximum district contribution of \$30,000 times their accumulative year average FTE calculated upon qualifying for annual contribution.

Annual Contribution: The amount of the annual contribution to the teacher's health savings plan (HCSP) will be calculated by dividing the maximum District contribution amount (as calculated above) by the years of service remaining from the teacher's 11th year of professional service to the District, to the teacher's "Rule of 90" (when the teacher's age plus teacher's TRA service years equals 90). Contributions to the teacher's health savings plan (HCSP) will be made monthly and will begin in September of the teacher's 11th year of professional service to the District, with contributions to be pro-rated based upon teacher's September FTE for that current year. District contributions will cease when the maximum District contribution has been reached, or when the teacher ends TRA service with the District, whichever comes first. Effective July 1, 2008 calculation of annual contribution will employ a maximum of 25 years of projected TRA service or "Rule of 90", whichever occurs first.

Annual Contribution (Employees hired after 7/1/2011): The amount of the annual contribution to the teachers (HCSP) will be calculated by dividing the maximum district contribution amount by 25 after meeting the required 10 years of TRA service to the District.

Contributions to the teachers' health care savings plan (HCSP) will be made each payroll period and will begin starting the first payroll cycle of the teacher's 11th year of TRA service to the school district with contributions to be pro-rated based upon the teacher's September FTE for that current year.

District contributions will cease when the maximum district contribution has been reached or when the teacher ends TRA service with the District, whichever comes first.

SECTION 3. POST-EMPLOYMENT MEDICAL AND DENTAL INSURANCE:

Subd. 1. Dental Insurance: Teachers who retired at the end of the 2001-2002 school year, or thereafter, and who are eligible to receive annuity payments from a Minnesota public pension plan, and who have provided the District with ten (10) years of professional service, may continue coverage under the District's dental insurance plan at the employee's own expense. The employee may elect either single or family coverage. Upon the death of the retired employee, any family members covered by the dental insurance plan at the time of the employee's death may continue coverage at their own expense.

An employee who becomes permanently disabled and discontinues service to the District may continue coverage under the District's dental insurance plan at the employee's own expense. The employee may elect either single or family coverage.

Employee's spouse and dependents shall be able to continue in the district's dental insurance program, at their own expense, as such continued participation is allowed under law and State and Federal rule.

Subd. 2. Medical Insurance: Teachers who retired at the end of the 2001-2002 school year, or thereafter, and who are eligible to receive annuity payments from a Minnesota public pension plan, and who have provided the District with ten (10) years of professional service, may continue coverage under the District's medical insurance plan at the employee's own expense. Teachers who retired at the end of the 1990-1991 school year through the 2007-2008 school year may elect either single or family coverage. Teachers who retired at the end of 2008-2009 and beyond may elect either single or family coverage. Upon the death of the employee, any family members covered by the medical insurance plan at the time of the employee's death may continue coverage at their own expense.

An employee who becomes permanently disabled and discontinues service to the District may continue coverage under the District's medical insurance plan at the employee's own expense. The employee may elect either single or family coverage.

Employee's spouse and dependents shall be able to continue in the district's medical insurance program, at their own expense, as such continued participation is allowed under law and State and Federal rule.

When an employee or dependent spouse covered under the District's medical insurance becomes eligible for Federal Medicare or other similar medical coverage, the employee or dependent spouse shall be able to continue in the district's medical insurance program, at their own expense, as such continued participation is allowed under law and State and Federal rule.

SECTION 4. EARLY RETIREMENT LANGUAGE:

Employees are eligible to participate in the Minnesota Post Employment Health Care Savings Plan established under Minnesota Statutes, section §352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents.

International Falls Public Schools has agreed to contribute 50% of the difference between the employee's 20~~19~~~~17~~ – 20~~20~~~~18~~ or 20~~20~~~~18~~ – 20~~21~~~~19~~ step/lane annual wage and the 20~~19~~~~17~~ – 20~~18~~ or 20~~20~~~~18~~ – 20~~19~~~~17~~ BA -1 step/lane annual wage (whichever contract year they retire), not to exceed \$1~~76~~,500 for those employees electing to participate and qualifying for MS §122A.48 Teacher Early Retirement Incentive Program. To be eligible for this contribution employees must provide written notification to the International Falls Public School by February 1st of the year they plan to retire of their request to participate in MS §122A.48 with retirement date no later than the last day of teacher service for that school year.

International Falls Public Schools will contribute a lump sum payment within 30 days of employees last date of employment into the employee's HCSP account. In the event the employee dies before the deposit is made, the payment will be made in cash to the employee's estate.

This section sunsets on June 30th, 20~~21~~~~19~~.

ARTICLE X: LEAVES OF ABSENCE

Any teacher on leave under the following sections shall be required to have lesson plans and materials prepared on a weekly basis for the substitute teacher and coordinate grade entry unless under a personal medical restriction. Restriction documentation may be required. Leaves under Section 5 or Section 9, Subd. 1 are exempt from this requirement.

SECTION 1. SICK LEAVE:

Subd. 1. All full-time teachers shall earn sick leave at the rate of fifteen (15) days for the current year with the sick leave accrual to be awarded the first day of service of each contract year. In the event the teacher's employment is severed with the district prior to completing the full contract year, that year's sick leave would be prorated to the date of severance. Should an overpayment of sick leave occur, the value of the overpayment will be deducted from the teacher's last payroll check.

Subd. 2. Unused sick leave days will accumulate to a maximum credit of one hundred and eighty (180) days. When this sick leave account is at its maximum, any additional sick leave days earned will accrue in a separate individual catastrophe account. The days in the catastrophe sick leave account may be used when the below conditions are met:

- 1) A health catastrophe(s) must have cause an extreme depletion of accrued sick leave days in accordance with the following:
 - a. A health catastrophe is defined as being any illness or injury resulting in loss of accrued sick leave in excess of eight (80) sick leave days during any 365 day period. An illness cannot be considered a catastrophe until the teacher has accumulated an unused balance in his/her sick leave account of one hundred and eight (180) days.
 - b. For the purpose of this subdivision, health absences within a 365 day period need not be consecutive to be considered catastrophic.
 - c. The balance of catastrophe sick leave days will be transferred to the regular sick leave account only if the teacher had a catastrophic illness and following the 365 day period. The district will transfer days at that time out of their catastrophe account into their accrued sick leave account. The maximum number of catastrophe days that can

accumulate is one hundred (100) days. Accumulation of catastrophe sick leave shall start July 1, 1987.

- 2) The School Board may at its option, grant the use of catastrophic sick leave account days in unusual circumstances covered by this section.
- 3) At the beginning of each fiscal year (July 1), sick leave days will be credited to the regular sick leave account first.
- 4) This subdivision shall not apply to teachers who have retired prior to July 1, 1987.

Subd. 3. Sick leave with pay shall be allowed by the Superintendent whenever a teacher's absence is found to have been due to illness of the teacher, or a dependent minor child, adult child, spouse, sibling, parent, grandparent, or stepparent, with a limit of 160 hours in any 12 month period for all except the teacher, spouse and dependent minor child. Sick leave shall be allowed in half or full day increments only.

Subd. 4. The Superintendent may require a teacher to furnish a medical certificate from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay.

Subd. 5. In the event that a medical certificate will be required, the teacher will be so advised. Any leave under this section of 3 or more consecutive working days will require employee to furnish a medical certificate (excludes bereavement leave).

Subd. 6. Sick leave allowed shall be deducted from accrued sick leave days earned by the teacher.

Subd. 7. Sick leave pay shall be approved only upon submission of an electronic request.

Subd. 8. The maximum amount of leave for each death or critical illness in the immediate family which may be deducted from accumulated sick leave without loss of pay is five (5) days per year with travel or three (3) days per year without travel. Any additional leave for death or illness in the family must be approved by the Superintendent. Emergency leave is only for the period of time that an emergency exists. Employees are expected to return to work once an emergency passes. Critical illness is defined as:

- A. The family member is listed by a hospital in critical condition.
- B. The family member is in the hospital and in intensive care
- C. The family member is to be administered a general anesthetic for surgery.
- D. The family member is hospitalized due to an emergency accident or illness and the condition of the family member is not immediately known.
- E. The Superintendent of Schools may make other approvals based upon special circumstances.

Subd. 9. Immediate family is defined as including father, mother, sister, brother, son, daughter, wife, husband, grandfather, grandmother, grandchildren, father-in-law, mother-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law. Leave in case of others not listed will be judged by the Superintendent on the merits of each individual case.

Subd. 10. Disability because of pregnancy is covered under the provisions of this section unless maternity and/or child care leave is in effect.

Subd. 11. The district and the exclusive representative agree to establish a sick leave pool for those extreme medical situations when teachers have exhausted their sick leave. The exclusive representative will call for donation to a pool based on a teacher's request due to an extreme illness/accident. This pool will be administered by the exclusive representative. Each teacher may elect to donate one (1) sick leave day to the sick leave pool per occurrence however the number of sick leave days in the pool shall not be greater than the number of full time equivalent teachers employed by the District. The pool will be reduced to zero on the last teacher duty day of each school year by throwing out any remaining days and starting over when an eligible request is received. Part-time teacher will have days pro-rated.

SECTION 2. FAMILY MEDICAL LEAVE ACT:

Subd. 1. Pursuant to Family Medical Leave Act, 29 U.S.C. §1201 et.seq., an eligible employee shall be granted, upon written request, up to a total of twelve (12) weeks of unpaid leave per year in connection with:

1. The birth and first-year care of a child;
2. The adoption or foster placement of a child;
3. The serious health condition of an employee's spouse, child, or parent, and
4. The employee's own serious health condition.

Subd. 2. Such leave shall be unpaid, except an eligible employee during such leave shall be eligible for regular School District group health and hospitalization insurance contributions as provided in this Agreement for a period of the leave, but not to exceed twelve (12) weeks per year, notwithstanding any other provisions of this Agreement.

Subd. 3. To be eligible for benefits of this section and insurance contributions, an employee must have been employed for at least 1,250 hours during such previous twelve-month period.

Subd. 4. The employee may elect to substitute paid sick leave or paid personal leave for leave otherwise provided under this section. However, all leaves granted by the school district, paid and unpaid, shall be considered to run concurrent with leave under the Family Medical Leave Act (FMLA) if in fact such leave qualifies as FMLA leave.

SECTION 3. PERSONAL LEAVE: A full-time teacher shall be eligible for up to five (5) days of personal leave each year. An amount equal to the cost of a substitute teacher shall be deducted from the teacher's salary with the exception of counselor, school social worker, dean of students and technology integrationist. Personal leave shall be granted in half or full day increments only. Personal leave allowances are not cumulative other than as defined in Subd. 2. A personal leave day shall be granted on the first day or the last day of the school year with prior Superintendent approval. All leaves must have prior approval by the administration, except in the event of emergencies. In case of question, the decision of the School Board shall be final. Personal leave may be taken on Parent-Teacher Conference days provided employee is in attendance for the evening conferences. Failure to return may result in disciplinary action. Personal leave shall not be taken on workshop or in-service days unless prior approved by the Superintendent. No workshop or in-service day shall be scheduled during the school year immediately before or after extended school recess (i.e., student days off during the school year that create a three day or longer weekend).

Subd. 1. Personal Leave Advance: Upon exhausting the five (5) allotted personal leave days for the current school year, a full time teacher may use two (2) personal leave days of the following school year for family illness or death circumstances not covered by Article X, Section 1, Subd, 8-9. If the teacher does not return for the following school year, the pay for these days shall be deducted from the teacher's last paycheck. Said deduction will be at the teacher's wage rate at the time leave was taken.

Subd. 2. Personal Leave Carryover: Teachers shall be eligible to carryover up to two (2) days of unused personal leave from one academic year to the following academic year, thus providing a teacher with a potential maximum of seven (7) personal leave days in a given academic year.

SECTION 4. LEAVE FOR JURY DUTY: Any contract employee who is required to be absent from work because of jury duty will be paid the difference between the compensation received for such duty and the amount of salary he/she would have earned during the period that he/she was on jury duty. Such payment will be made only upon presentation of a voucher to the school accountant showing jury fees received from the court. When an employee is required to perform jury duty only part of his/her regularly scheduled day, it is agreed that he/she will report to work at his/her school for that portion of the day not required for jury duty. The employee will be required to furnish evidence of time spent on jury service.

Any contract employee who is required to be absent from work because of being subpoenaed, except as a hostile witness or an adversary of the District when the party is seeking judgment against the School District, will be paid the difference between the compensation as a witness and the compensation received for the employee's regular duties.

SECTION 5. SABBATICAL LEAVE:

Subd. 1. All applications for sabbatical leave by licensed teachers must be made on or before January 15th for the following year. This date may be waived at the discretion of the School Board.

Subd. 2. Any teacher who has been granted a sabbatical leave shall retain all rights in the employing District as though teaching in that District. The teacher will return to the same teaching position unless otherwise mutually agreed upon by the Superintendent and the teacher.

Subd. 3. A teacher on sabbatical leave will receive two-thirds payment of salary at regular payroll periods. Exception: A person on leave for vocational work experience will have the District contribution reduced by the amount that he/she earns which is in excess of two-thirds of his/her annual teaching salary. Salaries earned during the summer months when regular school is not in session will not be considered as part of the teacher's annual salary.

Subd. 4. An individual granted a sabbatical leave must teach for three consecutive years in the International Falls Public Schools following the completion of the leave. If the teacher's service is discontinued for any reason other than the person's incapacity to carry out his/her assignment before the expiration of three years, he/she shall pay back to the School District a pro-rata part of the sabbatical leave allowance.

Subd. 5. To qualify for sabbatical leave a licensed teacher must have taught for seven (7) full years in the International Falls Public Schools next and prior to the granting of the leave, and must have a four year degree or more. A teacher may take a maximum of two (2) sabbatical leaves and they must be at least seven (7) full years apart. The number allowed to leave in any one year shall not exceed two - one from elementary and one from secondary schools.

Subd. 6. The educational institution and a normal load of courses to be taken must be approved by the School Board or agent thereof. Consideration will also be given to a carefully screened program for an entire school year's work staying in a foreign home while studying and thus becoming acquainted with the language, the customs of the people, the schools, and the teaching methods. Sabbatical leave shall be distributed between the secondary and elementary teachers. In case the number of approved applications falls below the number granted in either division, the unused leave may be granted to the teacher or teachers in the other groups.

Subd. 7. The review of the application before being presented to the School Board shall be screened by a committee consisting of the Superintendent and four teachers, two each from the elementary and secondary schools.

Subd. 8. It is understood that sabbatical leave will be granted only for a full year and not for any half or part of a school year.

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Section 6. Extended Child Care Leave:

Subd. 1. A child care leave may be granted by the School District subject to the provisions of this section, to one (1) parent of an infant child, provided such parent is caring for the child on a full-time basis.

Subd. 2. A teacher making application for child care leave shall inform the Superintendent in writing of intention to take the leave at least three calendar months before commencement of the intended leave. A pregnant teacher may schedule the beginning of the child care leave after the disability associated with the birth.

Subd. 3. Extended child care leave if approved would begin on the date agreed upon following FMLA leave, but both leaves would run concurrently.

Subd. 4. The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave are coincident with some natural break in the school year - i.e., winter vacation, spring vacation, semester break or quarter break, end of a grading period, end of the school year, or the like. The availability of a substitute teacher may also be considered by the School District in the granting of a child care leave or the duration thereof.

Subd. 5. Child care leave shall be without pay or employer paid benefits.

Subd. 6. A child care leave shall be for no more than one year.

Subd. 7. The provisions of this section may be modified by mutual consent of School Board and teacher.

SECTION 7. PROFESSIONAL LEGAL LEAVE: In the event a teacher is required to absent himself/herself from school because of litigation activities arising from their employment, their substitute teacher shall be paid for by the School District unless the litigation is an adversary action between the District and the teacher. The teacher shall not lose sick leave or personal leave days.

SECTION 8. UNION LEAVE: Union leave will be granted to officers or designated representatives of Local 331 for union related activities. Substitute teachers shall be paid by Local 331. Union representatives shall not lose sick leave or personal leave days. A maximum of ten (10) days per person per year is authorized for this purpose.

SECTION 9. LEAVE OF ABSENCE:

Subd. 1. Tenured teachers may request a leave of absence under M.S. 122A.46, Subd. 1-6.

Subd. 2. Tenured teachers may request a leave of absence not covered under M.S. 122A.46 for a specified reason including maternity and child care leave.

Subd. 3. The School Board shall have sole right to grant or reject a request for leave.

Subd. 4. A request for leave shall be for a specified length of time with a written request to the Superintendent stating the initial and terminating dates.

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Subd. 5. Teachers on requested leave may belong to any or all insurance programs at the complete expense of the teachers.

Subd. 6. Seniority, returning salary, and other rights are as specified under M.S. 122A.46.

SECTION 10. RECOGNITION LEAVE: A full time teacher shall be eligible for up to two (2) days of recognition leave each year. Recognition leave is available for faculty to officiate major activity events, coach, mentor, consult, demonstrate, conduct, lead or otherwise be recognized as an expert in a school activity without losing personal leave. An amount up to the cost of the substitute shall be deducted from the teacher's salary if the teacher receives an honorarium. Recognition leave allowances are not cumulative. A recognition leave day shall not be granted on the first or last day of the school year nor the day directly preceding or following a major vacation break. Recognition leave shall not be taken on Parent-Teacher Conference days. All leaves must have prior approval by the administration. No recognition leave shall be granted after a district-wide maximum of \$500.00 is spent in any fiscal year on costs of substitutes. In case of question, the decision of the School Board shall be final.

SECTION 11. UNPAID LEAVE: The Superintendent shall have authority to grant requests for unpaid days in emergency situations. Any other unpaid leave requests shall be submitted in a timely manner for prior School Board approval. Any unpaid time off is without pay and benefits.

SECTION 12. WORKERS COMPENSATION: An employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, shall utilize accrued sick leave days. During the period of absence for which a teacher is receiving worker's compensation benefits, payroll will be calculated in the following manner; the worker's compensation benefit paid to the teacher will be deducted from the teacher's normal net pay for the appropriate benefit period. In no instance will the sick leave paid and the worker's compensation paid be more than the teacher's normal net pay. The difference between the teacher's normal net pay and the worker's compensation benefit paid to the teacher will be considered sick leave at a prorated amount. Once the teacher has used up his/her accumulated sick leave, he/she will only receive the worker's compensation benefit. While on paid status with the district the teacher will continue to accrue sick leave and will be eligible for District paid benefits.

ARTICLE XI: HOURS OF SERVICE

SECTION 1. BASIC DAY:

Subd. 1. The teacher's basic day exclusive of lunch shall be 8:10 a.m. to 3:50 p.m.

Subd. 2. ECFE teachers may have an assignment outside of the basic day. Full-time teacher and full-time ECFE teacher shall have comparable hours.

Subd. 3. Teachers, upon mutual consent, may be hired to work outside the basic school day at their hourly rate. Hourly rate is calculated by taking employee's cell placement from current salary schedule, dividing that by 188 days to get daily rate. Divide the daily rate by 7.67 hours per day to get the hourly rate.

Subd. 4. High school "overload" is a mutually agreed upon assignment between administration and Local 331 member. Any assignment for a high school teacher over their normal assignment, i.e. 5 classes

one semester and 6 the other semester is considered an overload. The overload is compensated by taking the employee's cell placement from current salary schedule and multiplying by .18 for a yearlong overload or .09 for a semester overload.

SECTION 2. BUILDING HOURS: The specific hours at any individual building may vary according to the needs of the educational program of the School District. The specific hours for each building will be designated by the School Board.

SECTION 3. ADDITIONAL ACTIVITIES: Teachers may reasonably be requested to participate in school activities beyond the basic teacher's day when such participation is designed to implement or improve the program of the school.

SECTION 4. PREPARATION TIME: Full time teachers shall be accorded preparation time as specified in this section. Part time teacher's basic day and preparation time shall be prorated accordingly.

Subd. 1. Elementary Level: Each elementary teacher (preK-5) shall have a minimum of one seventy-seven (77) minute preparation period in one or two time units during the student day.

Subd. 2. Secondary Level: The normal duty day of secondary teachers (6-12) shall consist of three hundred (300) minutes per day. A full time teacher shall teach six (6) fifty (50) minute periods for one semester; -the opposite semester shall teach five (5) fifty (50) minute periods with an additional fifty (50) minute general non-teaching elective equivalent to half the days of same semester. The non-teaching elective will be per the list derived mutually by administration and union representatives each year. Secondary teachers traveling between buildings shall use non-teaching elective time for travel to help facilitate scheduling of coursed between buildings.

Subd. 3. Dual-Building Assignment: Teachers who are assigned to teach daily in Falls Elementary and West End Elementary/Falls High School shall receive prep time according to the building where the majority of the assignment is housed. Teachers will be accorded a minimum of ten (10) minutes travel time between Falls Elementary and West End/Falls High School.

ARTICLE XII: PART-TIME TEACHERS

SECTION 1. DEFINITION OF PART-TIME TEACHERS: Employees covered under this article are those part-time teachers eligible to be represented under the provisions of P.E.L.R.A.

SECTION 2. SALARY AND BENEFITS FOR PART-TIME TEACHERS:

Subd. 1. Part-time teachers whose services equal .50 FTE or above in a school year shall be entitled to benefits, salaries and obligations of a full-time teacher except that these benefits, salaries and obligations shall be reduced proportional to the fractional part of the school year for which services are rendered. Advancement on the salary schedule will occur on an annual basis beginning the 2013-14 school year (no fractional accumulation).

Subd. 2. Part-time teachers whose services equal .49 FTE or below in a school year shall not be entitled to benefits and shall be compensated at the hourly rate on Schedule "D".

Subd. 3. Substitute teachers who substitute for more than thirty (30) consecutive days for one teacher shall be paid according to their placement on the salary schedule as a long term substitute. Absence due to an extracurricular assignment shall not affect the thirty (30) consecutive day's requirement or placement on the salary schedule. Long term substitutes may take up to 3 days of unpaid sick leave after the initial 30 day period and will accrue an additional 1 ½ unpaid sick leave days for every 20 days worked thereafter. Additional unpaid leave may be granted at the discretion of the superintendent. Substitute teachers who are hired by School Board action to complete a year and who meet the FTE requirement of .50 or greater FTE shall receive pro-rated benefits.

Subd. 4. Teachers employed for a full-time permanent position after the school term has commenced shall be paid according to placement on the salary schedule and shall receive pro-rata salary and benefits upon such employment. Teachers with an FTE of .5 or above will receive a step advancement the following year; teachers with an FTE of .49 and below will remain on the same step of the salary schedule the subsequent year with advancement the year following (or second "full" year).

ARTICLE XIII: SENIORITY

SECTION 1. SENIORITY: Seniority shall be as defined in this section.

Subd. 1. Teachers who have acquired continuing contract rights shall be placed on un-requested leave of absence in fields in which they are licensed in inverse order in which they were employed by the School District (Seniority ranking).

Subd. 2. Ties in the seniority list for teachers will be broken by the following criteria in the order listed and will be judged the senior: (1) the date the full-time teacher provided continuous service to the School District; (2) the date of the official hiring by the School Board; (3) the date the teacher signed his/her contract; (4) highest vertical position on the salary schedule; (5) the farthest horizontal position on the salary schedule and MA will be senior over the BA+40. A full time teacher shall be senior over a part-time teacher in items 1, 2, and 3; and (6) in the event a tie still remains, a committee of four shall be selected, two appointed by the Superintendent, and two by the President of Local 331. It shall be the duty of this committee to determine after due investigation, by majority vote, who is the most senior on the basis of guidelines set forth by law and subsequent rulings. If the committee cannot reach agreement, a State Mediator shall cast the tie-breaking vote.

Subd. 3. A Seniority List will be maintained for teachers under this section. By February 1st of each year the Superintendent will provide the membership with aforementioned list. Any challenge to the seniority list shall be submitted to the Superintendent in writing by February 11th. Summary of all challenges will be provided to the Union President by the Superintendent by February 16th. A final seniority list will be published to membership by March 1st with any challenges beyond March 1st subject to the grievance procedure.

Subd. 4. New Teacher orientation in-service day does not count towards seniority placement.

Subd. 5. Probationary teachers shall be subject to three teacher evaluations performed by their Direct Supervisor with the deadline dates as follows:

Evaluation One:	October 25
Evaluation Two:	January 20
Evaluation Three:	March 20

If deadline date falls on a weekend the evaluation is to be complete by the Friday preceding the deadline.

All formal observations conducted annually by district administration will be given post-observation feedback face-to-face within five (5) days followed by written summation within ten (10) days.

Subd. 5. As Of 2017 -18 a single seniority list will be developed for continuing contract teachers. By December 1st of 2017, any continuing contract teacher with prior part-time experience in the District may request recalculation of their seniority for the upcoming seniority list to include part-time experience. Full and partial accumulation will continue from this point forward and rounding will not occur for placement on seniority list. Exception will be made for FMLA qualifying events not exceeding the 12 week maximum.(Example: 4.66 accumulated years of experience would result in the member being between a group with 4 years and 5 years of experience Due to heart surgery an employee can take up to 12 weeks of which some is paid and some in unpaid – this is FMLA qualifying event and FTE would not be affected. If an employee was granted by the school board an additional 4 weeks of leave, this would affect FTE for the 4 weeks and would impact accrued FTE.).

ARTICLE XIV: PAYMENT OF SALARY

SECTION 1. PAYMENT OF SALARY:

Subd. 1. Each teacher shall elect to be paid in twenty or twenty-six payroll periods. Changes can be made annually with notification to the Payroll Clerk by September 1.

Subd. 2. Payroll will be distributed through direct deposit procedures occurring every other Friday. Teachers who elect to be paid in twenty (20) pay periods will have benefits and deductions distributed equally over the twenty (20) pay periods. Teachers who elect to be paid in twenty-six (26) pay periods will have benefits and deductions distributed equally over twenty-six payments, however, July and August payroll will be paid through 4-5 individual checks by June 30th.

Subd. 3. The employer shall deposit their bi-weekly checks in any, depository with selection of depository to be the decision of the teacher.

Subd. 4. Extra-curricular and any other additional compensation shall be paid as part of the teacher's regular salary check. Extra-curricular compensation will be paid in two installments, one at the mid-season point and one at the end of the regular season or conclusion of obligation. Payment shall not be made until the teacher submits a voucher for each installment.

Subd. 5. July 1 of each calendar year shall begin a new contract period. All wages, salaries and compensation shall be earned at the new contract rate and paid accordingly effective July 1 of each year. Any contract not agreed upon by July 1 shall be retroactive to July 1.

Subd. 6. A teacher may change their tax sheltered annuity amount and/or company at any time during the school year. Tax sheltered company must be in the ISD 361 403b plan document as an approved vendor.

ARTICLE XV: LENGTH OF SCHOOL YEAR

SECTION 1. TEACHER DUTY DAYS: The School Board shall, prior to April 1 of each school year, establish the number of school days and teacher duty days for the next school year, and the teacher shall perform services on those days as determined by the School Board, including those legal holidays on which the School Board is authorized to conduct school and pursuant to such authority as has been determined to conduct school. Teachers shall receive pro-rata pay for any regularly scheduled, legislatively mandated student contact days in excess of 177.

SECTION 2. EMERGENCY CLOSING: In the event of a student day or teacher duty day lost for any emergency, the teacher may be required to perform duties on that day or other such day in lieu thereof as determined by the School Board or its designated representative, if any.

SECTION 3. SCHOOL CALENDAR: The school calendar will be determined through the meet and confer process and acted on by the School Board prior to March 31st of each year. Calendar may be amended after that date pursuant to legislative authority. The length of the contract year is 188 days. Teacher duty days are set at 174 student days, five teacher in-service/work days, and two parent-teacher conference days for a total of 181 duty days. School will not be in session on the two Education Minnesota Days (not included in teacher duty days). Paid non-duty days are: Labor Day, Thanksgiving Day, the Friday following Thanksgiving, Christmas Day, -President's Day, Good Friday, and Memorial Day. School may be conducted on Columbus Day, Veteran's Day and Martin Luther King Day. Any amendments or changes to the calendar will be determined through the meet and confer process prior to board approval.

ARTICLE XVI: GRIEVANCE PROCEDURE

SECTION 1. POLICY: Sections 1 through 8 of this grievance procedure are to be liberally construed so as to effectuate the purposes of Minn. Stat. Chapter 179A, the Public Employment Labor Relations Act.

SECTION 2. DEFINITIONS:

Subd. 1. Scope: For the purposes of this grievance procedure the words defined in this Section have the meanings given them.

Subd. 2. Bureau: "Bureau" means the Bureau of Mediation Services.

Subd. 3. Days: "Days" means calendar days.

Subd. 4. Employee: "Employee" means any public employee who is in the teachers' bargaining unit.

Subd. 5. Grievance: "Grievance" means a dispute or disagreement regarding the application or interpretation of any term of the contract required under Minn. Stat. §179A.20, Subdivision 1.

Subd. 6. Non-probationary: "Non-probationary" means an employee who has completed an initial probationary period required as a part of the public employer's employment process.

Subd. 7. Party: "Party" means either the exclusive representative and its authorized agent or the employer and its authorized representative.

Subd. 8. Service: "Service" means personal delivery or service by the United States Postal Service, postage prepaid and addressed to the individual or organization at its last known mailing address. Service under this grievance procedure is effective upon deposit with the United States Postal Service, as evidenced by a postmark or dated receipt, or upon personal delivery.

SECTION 3. COMPUTATION OF TIME: In computing any period of time prescribed or allowed by this grievance procedure, the day or act or event upon which a period of the time begins to run shall not be included. The last day of the time period shall be included unless it is a Saturday, Sunday, or holiday.

SECTION 4. STEP ONE: When an employee or group of employees represented by the exclusive representative has a grievance, the employee or an agent of the exclusive representative shall attempt to resolve the matter with the employee's building principal or immediate supervisor within 21 days after the employee, through the use of reasonable diligence, should have had knowledge of the event or act giving rise to the grievance. The building principal or immediate supervisor shall then attempt to resolve the matter and shall respond in writing to the grievant and the agent of the exclusive representative within five days after the grievance is presented.

SECTION 5. STEP TWO: If the building principal or immediate supervisor has not been able to resolve the grievance or has not responded in writing within the time period provided in Section 4 (step one), a written grievance may be served on the superintendent by the exclusive representative. The written grievance shall provide a concise statement outlining the nature of the grievance, the provisions of the contract or the just cause situation in dispute, and a statement of the relief or remedy requested. The written grievance must be served on the employer's representative within 15 days after the building principal or immediate supervisor's response was due under Section 4 (step one). The employer's representative shall meet with the agent of the exclusive representative within five days after service of the written grievance and both parties shall attempt to resolve the grievance. The employer's representative shall serve a written response to the grievance on the agent of the exclusive representative within five days of the meeting. The response shall contain a concise statement of the employer's position on the grievance, and the remedy or relief the employer is willing to provide, if any.

SECTION 6. STEP THREE: If the grievance is not resolved under Section 5 (step two), the exclusive representative may serve the written grievance upon the chief officer of the board or that person's designated representative within ten days after the written response required by Section 5 (step two) was due. An agent of the exclusive representative shall meet with the chief officer of the board or designee within five days of service of the written grievance and they shall attempt to resolve the matter. The chief officer of the board or designee shall serve a written response to the grievance on the agent of the exclusive representative within five days of the meeting.

SECTION 7. ARBITRATION:

Subd. 1. Referral to Arbitration: If the response of the chief administrative officer or designee is not received within the period provided in Section 6 (step three) or is not satisfactory, the exclusive representative may serve written notice on the employer of its intent to refer the case to arbitration within ten days after the response required by Section 6 (step three) is due.

Subd. 2. Selection of Arbitrator: Within ten days of the service of written notice of the intent to arbitrate, the employer's chief administrative officer or designee shall consult with the agent of the exclusive representative and endeavor to mutually agree upon an arbitrator to hear and decide the grievance. If the parties do not agree upon the selection of an arbitrator, either party may request a list

of impartial arbitrators from the Bureau. The parties shall alternatively strike names from a list of five names to be provided by the Bureau until only one name remains, and the remaining name shall be the designated arbitrator. The determination of which party will commence the striking process shall be made by mutual agreement or a flip of a coin.

Subd. 3. Arbitrator's Authority: The arbitrator shall have no authority to amend, modify, add to, or subtract from the terms of an existing contract. The decision and award of the arbitrator shall be final and binding upon both parties.

Subd. 4. Arbitration Expenses: The employer and the exclusive representative shall share equally the arbitrator's fees and necessary expenses. Cancellation fees shall be paid by the party requesting the cancellation and any fees incurred as the result of a request for clarification shall be paid by the party requesting the clarification. Each party shall be responsible for compensating its own representative and the witnesses except to the extent provided by Section 8, Subd. 1.

Subd. 5. Transcripts and Briefs: Because arbitration is intended to provide a simple, speedy alternative to litigation processes, the use of transcripts and briefs should be considered only in exceptional circumstances. If a verbatim record is required, it may be prepared providing the party desiring the record pays the cost and makes a copy available to the other party and the arbitrator without charge. The arbitrator may maintain written notes of the hearing and may use an electronic recording device to supplement the note taking. These notes shall be considered the arbitrator's private and personal property and shall not be made available to the parties or another third party. If a recording device is used by the arbitrator to supplement the arbitrator's notes, the arbitrator shall retain the recording for a period of 90 days following the issuance of the award.

SECTION 8. PROCESSING OF GRIEVANCES:

Subd. 1. Release Time: To the fullest extent feasible the processing of grievances under the grievance procedure shall be conducted during the normal business hours of the employer. Employees designated by the exclusive representative shall be released from work without loss of regular non-overtime earnings as a result of their necessary participation in meetings or hearings held pursuant to the grievance procedure, whenever such release is consistent with the safe and reasonable operations. No more than three employees shall be entitled to compensation for participation in a single meeting or hearing with respect to any one grievance.

Subd. 2. Waiver of Steps: The parties may by written mutual agreement waive participation in the grievance steps in Section 4 to Section 6 and may similarly agree to extend the time limits established by Section 4 to Section 7.

Subd. 3. Time Limits: A failure to raise a grievance within the time limits specified in Section 3, or to initiate action at the next step of the procedure in Section 4 to Section 7 within the time limits in these sections shall result in forfeiture by the exclusive representative of the right to pursue the grievance. A failure of an employer representative to comply with the time periods and procedure in Section 4 to Section 7 shall require mandatory alleviation of the grievance as requested in the last statement by the exclusive representative.

ARTICLE XVII: DURATION

SECTION 1. TERM AND REOPENING NEGOTIATIONS: This agreement shall remain in full force and effect for a period commencing on July 1, 2015 through June 30, 2017 and thereafter until modifications are made pursuant to the P.E.L.R.A. of 1971. If either party desires to modify or amend this agreement commencing on July 1, 2015, it shall give written notice of such intent no less than 60 days prior to July 1, 2017 and/or in compliance with P.E.L.R.A. of 1971.

SECTION 2. EFFECT: This agreement constitutes the full and complete agreement between the School Board and the exclusive representative representing the teachers of the District. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

SECTION 3. FINALITY: Any matters relating to the current contract term, whether or not referred to in this agreement, shall not be open for negotiations during the term of this agreement.

SECTION 4. SEVERABILITY: The provisions of this Agreement shall be severable and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application or any provisions thereof.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS AGREEMENT AS FOLLOWS:

EDUCATION MINNESOTA INTERNATIONAL FALLS LOCAL #331:

PRESIDENT

VICE PRESIDENT

SECRETARY

DATE: _____

FOR INDEPENDENT SCHOOL DISTRICT NO. 361:

CHAIRPERSON

CLERK

SUPERINTENDENT

DATE: _____

INDEPENDENT SCHOOL DISTRICT NO. 361

LOCAL #331 - SALARY SCHEDULE A
2019~~17~~ - 2020~~18~~

Lanes:

<i>Steps:</i>	BA	BA +10	BA +20	BA +30	BA +40 - MA	MA +10	MA +20	MA +30
1	<u>\$41,314</u> \$39,710	<u>\$42,347</u> \$40,703	<u>\$43,363</u> \$41,679	<u>\$44,392</u> \$42,668	<u>\$47,282</u> \$45,446	<u>\$48,305</u> \$46,429	<u>\$48,305</u> \$47,416	<u>\$50,353</u> \$48,398
2	<u>\$43,210</u> \$41,532	<u>\$44,286</u> \$42,566	<u>\$45,354</u> \$43,593	<u>\$46,427</u> \$44,624	<u>\$49,450</u> \$47,530	<u>\$50,524</u> \$48,562	<u>\$50,524</u> \$49,589	<u>\$52,669</u> \$50,624
3	<u>\$45,185</u> \$43,430	<u>\$46,314</u> \$44,516	<u>\$47,429</u> \$45,587	<u>\$48,559</u> \$46,673	<u>\$51,726</u> \$49,717	<u>\$52,851</u> \$50,799	<u>\$52,851</u> \$51,871	<u>\$55,093</u> \$52,954
4	<u>\$47,259</u> \$45,424	<u>\$48,438</u> \$46,557	<u>\$49,608</u> \$47,682	<u>\$50,790</u> \$48,818	<u>\$54,104</u> \$52,003	<u>\$55,284</u> \$53,137	<u>\$55,284</u> \$54,262	<u>\$57,636</u> \$55,398
5	<u>\$49,427</u> \$47,508	<u>\$50,665</u> \$48,698	<u>\$51,890</u> \$49,875	<u>\$53,128</u> \$51,065	<u>\$56,600</u> \$54,402	<u>\$57,831</u> \$55,585	<u>\$57,831</u> \$56,763	<u>\$60,296</u> \$57,955
6	<u>\$51,697</u> \$49,690	<u>\$52,997</u> \$50,939	<u>\$54,272</u> \$52,165	<u>\$55,575</u> \$53,417	<u>\$59,207</u> \$56,908	<u>\$60,498</u> \$58,149	<u>\$60,498</u> \$59,384	<u>\$63,075</u> \$60,626
7	<u>\$54,079</u> \$51,979	<u>\$55,436</u> \$53,283	<u>\$56,777</u> \$54,572	<u>\$58,141</u> \$55,883	<u>\$61,939</u> \$59,534	<u>\$63,298</u> \$60,840	<u>\$63,298</u> \$62,123	<u>\$65,989</u> \$63,427
8	<u>\$56,571</u> \$54,374	<u>\$57,996</u> \$55,744	<u>\$59,399</u> \$57,092	<u>\$60,824</u> \$58,462	<u>\$64,805</u> \$62,289	<u>\$66,219</u> \$63,648	<u>\$66,219</u> \$65,000	<u>\$69,049</u> \$66,268
9	<u>\$59,181</u> \$56,883	<u>\$60,670</u> \$58,314	<u>\$62,140</u> \$59,727	<u>\$63,631</u> \$61,160	<u>\$67,805</u> \$65,172	<u>\$69,283</u> \$66,593	<u>\$69,283</u> \$68,007	<u>\$72,245</u> \$69,440
10	<u>\$61,920</u> \$59,516	<u>\$63,472</u> \$61,007	<u>\$65,011</u> \$62,487	<u>\$66,572</u> \$63,987	<u>\$70,943</u> \$68,188	<u>\$72,495</u> \$69,680	<u>\$72,495</u> \$71,163	<u>\$75,592</u> \$72,657
Longevity	Teachers who have provided the District with twelve (12) years of TRA service following placement on Step 10 shall qualify for a stipend of \$400. The stipend shall be a separate check at year end, and shall continue annually until such time employment with the District in a TRA capacity is severed.							

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INDEPENDENT SCHOOL DISTRICT NO. 361

LOCAL #331 - SALARY SCHEDULE B
2020~~18~~ – 2021~~19~~

Steps:	Lanes:							
	BA	BA +10	BA +20	BA +30	BA +40 - MA	MA +10	MA +20	MA +30
1	\$42,140	\$43,194	\$44,230	\$45,280	\$48,228	\$49,271	\$49,271	\$51,360
	\$40,504	\$41,517	\$42,513	\$43,521	\$46,355	\$47,358	\$48,364	\$49,366
2	\$44,074	\$45,172	\$46,261	\$47,356	\$50,439	\$51,534	\$51,534	\$53,722
	\$42,363	\$43,417	\$44,465	\$45,516	\$48,481	\$49,533	\$50,581	\$51,636
3	\$46,089	\$47,240	\$48,378	\$49,530	\$52,761	\$53,908	\$53,908	\$56,195
	\$44,299	\$45,406	\$46,499	\$47,606	\$50,711	\$51,815	\$52,908	\$54,013
4	\$48,204	\$49,407	\$50,600	\$51,806	\$55,186	\$56,390	\$56,390	\$58,789
	\$46,332	\$47,488	\$48,636	\$49,794	\$53,043	\$54,200	\$55,347	\$56,506
5	\$50,416	\$51,678	\$52,928	\$54,191	\$57,732	\$58,988	\$58,988	\$61,502
	\$48,458	\$49,672	\$50,873	\$52,086	\$55,490	\$56,697	\$57,898	\$59,114
6	\$52,731	\$54,057	\$55,357	\$56,687	\$60,391	\$61,708	\$61,708	\$64,337
	\$50,684	\$51,958	\$53,208	\$54,485	\$58,046	\$59,312	\$60,572	\$61,839
7	\$55,161	\$56,545	\$57,913	\$59,304	\$63,178	\$64,564	\$64,564	\$67,309
	\$53,019	\$54,349	\$55,663	\$57,001	\$60,725	\$62,057	\$63,365	\$64,696
8	\$57,702	\$59,156	\$60,587	\$62,040	\$66,101	\$67,543	\$67,543	\$70,430
	\$55,461	\$56,859	\$58,234	\$59,631	\$63,535	\$64,921	\$66,300	\$67,695
9	\$60,365	\$61,883	\$63,383	\$64,904	\$69,161	\$70,669	\$70,669	\$73,690
	\$58,021	\$59,480	\$60,922	\$62,383	\$66,475	\$67,925	\$69,367	\$70,829
10	\$63,158	\$64,741	\$66,311	\$67,903	\$72,362	\$73,945	\$73,945	\$77,104
	\$60,706	\$62,227	\$63,737	\$65,267	\$69,552	\$71,074	\$72,586	\$74,110
Longevity	Teachers who have provided the District with twelve (12) years of TRA service following placement on Step 10 shall qualify for a stipend of \$400. The stipend shall be a separate check at year end, and shall continue annually until such time employment with the District in a TRA capacity is severed.							

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INDEPENDENT SCHOOL DISTRICT NO. 361

ATHLETIC ACTIVITIES SALARY SCHEDULE C

201917 – 202018

Persons serving as Head and Assistant Coaches prior to 09/01/2005 will be paid according to the 2004-05 column and remain at that rate until such time as their placement on the 201917 – 202018 and 202018 – 202119 schedule is equal to or greater than the 2004-05 rates. Credit for experience will be granted on the basis of service as head or assistant coach in the same sport in the following coaching areas. Experience will be tallied on an accumulative, not consecutive basis.

Activity	Position	Rate 2004-2005	Year 1 - 3	Year 4 - 6	Year 7 - 9	Year 10+	Base Annual Hrs
Baseball	Head Coach	\$5,062	\$5,525	\$5,802	\$6,092	\$6,396	186
		\$4,963	\$5,311	\$5,576	\$5,856	\$6,148	
	Assistant Coach	\$3,800	\$3,868	\$4,062	\$4,264	\$4,476	186
		\$3,725	\$3,718	\$3,904	\$4,098	\$4,302	
		-	-	-	-	-	
Basketball	Head Coach	\$6,074	\$7,651	\$8,031	\$8,434	\$8,858	258
		\$5,955	\$7,354	\$7,720	\$8,107	\$8,514	
	Assistant Coach	\$4,369	\$5,355	\$5,622	\$5,905	\$6,200	258
		\$4,283	\$5,147	\$5,404	\$5,675	\$5,959	
		-	-	-	-	-	
Cross Country	Head Coach	\$6,079	\$5,525	\$5,802	\$6,092	\$6,396	186
		\$5,960	\$5,311	\$5,576	\$5,856	\$6,148	
	Assistant Coach	\$- —	\$3,868	\$4,062	\$4,264	\$4,476	186
		\$- —	\$3,718	\$3,904	\$4,098	\$4,302	
		-	-	-	-	-	
Football	Head Coach	\$7,029	\$6,801	\$7,141	\$7,496	\$7,872	229
		\$6,891	\$6,537	\$6,864	\$7,205	\$7,567	
	Assistant Coach	\$5,130	\$4,760	\$4,999	\$5,247	\$5,512	229
		\$5,029	\$4,575	\$4,805	\$5,043	\$5,298	
		-	-	-	-	-	
Golf	Head Coach	\$5,062	\$5,525	\$5,802	\$6,092	\$6,396	186
		\$4,963	\$5,311	\$5,576	\$5,856	\$6,148	
	Assistant Coach	\$- —	\$3,868	\$4,062	\$4,264	\$4,476	186
		\$- —	\$3,718	\$3,904	\$4,098	\$4,302	
		-	-	-	-	-	
Hockey	Head Coach	\$6,268	\$7,226	\$7,587	\$7,965	\$8,365	244
		\$6,145	\$6,945	\$7,292	\$7,656	\$8,040	
	Assistant Coach	\$4,369	\$5,056	\$5,310	\$5,574	\$5,861	244
		\$4,283	\$4,860	\$5,104	\$5,358	\$5,633	
		-	-	-	-	-	
Softball	Head Coach	\$5,223	\$5,525	\$5,802	\$6,092	\$6,396	186
		\$5,121	\$5,311	\$5,576	\$5,856	\$6,148	
	Assistant Coach	\$3,800	\$3,868	\$4,062	\$4,264	\$4,476	186
		\$3,725	\$3,718	\$3,904	\$4,098	\$4,302	
		-	-	-	-	-	

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Swimming, Boys	Head Coach	<u>\$5,318</u>	<u>\$5,950</u>	<u>\$6,249</u>	<u>\$6,560</u>	<u>\$6,890</u>	<u>201</u>
		<u>\$5,214</u>	<u>\$5,719</u>	<u>\$6,006</u>	<u>\$6,305</u>	<u>\$6,623</u>	
Swimming, Girls	Head Coach	<u>\$6,079</u>	<u>\$5,950</u>	<u>\$6,249</u>	<u>\$6,560</u>	<u>\$6,890</u>	<u>201</u>
		<u>\$5,960</u>	<u>\$5,719</u>	<u>\$6,006</u>	<u>\$6,305</u>	<u>\$6,623</u>	
Swimming, Boys	Assistant Coach	<u>\$3,894</u>	<u>\$4,166</u>	<u>\$4,374</u>	<u>\$4,592</u>	<u>\$4,824</u>	<u>201</u>
		<u>\$3,818</u>	<u>\$4,004</u>	<u>\$4,204</u>	<u>\$4,414</u>	<u>\$4,636</u>	
Swimming, Girls	Assistant Coach	<u>\$4,202</u>	<u>\$4,166</u>	<u>\$4,374</u>	<u>\$4,592</u>	<u>\$4,824</u>	<u>201</u>
		<u>\$4,120</u>	<u>\$4,004</u>	<u>\$4,204</u>	<u>\$4,414</u>	<u>\$4,636</u>	
Track Head	Head Coach	<u>\$5,223</u>	<u>\$5,525</u>	<u>\$5,802</u>	<u>\$6,092</u>	<u>\$6,396</u>	<u>186</u>
		<u>\$5,124</u>	<u>\$5,311</u>	<u>\$5,576</u>	<u>\$5,856</u>	<u>\$6,148</u>	
	Assistant Coach	<u>\$3,800</u>	<u>\$3,868</u>	<u>\$4,062</u>	<u>\$4,264</u>	<u>\$4,476</u>	<u>186</u>
Volleyball Head	Head Coach	<u>\$5,626</u>	<u>\$5,950</u>	<u>\$6,249</u>	<u>\$6,560</u>	<u>\$6,890</u>	<u>201</u>
		<u>\$5,516</u>	<u>\$5,719</u>	<u>\$6,006</u>	<u>\$6,305</u>	<u>\$6,623</u>	
	Assistant Coach	<u>\$4,655</u>	<u>\$4,166</u>	<u>\$4,374</u>	<u>\$4,592</u>	<u>\$4,824</u>	<u>201</u>
		<u>\$4,564</u>	<u>\$4,004</u>	<u>\$4,204</u>	<u>\$4,414</u>	<u>\$4,636</u>	

INDEPENDENT SCHOOL DISTRICT NO. 361

ATHLETIC ACTIVITIES SALARY SCHEDULE C

202018- 202119

Activity	Position	Rate 2004-2005	Year 1 - 3	Year 4 - 6	Year 7 - 9	Year 10+	Base Annual Hrs
Baseball	Head Coach	<u>\$5,163</u>	<u>\$5,636</u>	<u>\$5,918</u>	<u>\$6,214</u>	<u>\$6,524</u>	<u>186</u>
	Assistant Coach	<u>\$3,876</u>	<u>\$3,945</u>	<u>\$4,143</u>	<u>\$4,349</u>	<u>\$4,566</u>	<u>186</u>
Basketball	Head Coach	<u>\$6,195</u>	<u>\$7,804</u>	<u>\$8,192</u>	<u>\$8,603</u>	<u>\$9,035</u>	<u>258</u>
	Assistant Coach	<u>\$4,456</u>	<u>\$5,462</u>	<u>\$5,734</u>	<u>\$6,023</u>	<u>\$6,324</u>	<u>258</u>
Cross Country	Head Coach	<u>\$6,201</u>	<u>\$5,636</u>	<u>\$5,918</u>	<u>\$6,214</u>	<u>\$6,524</u>	<u>186</u>
	Assistant Coach	<u>\$-</u>	<u>\$3,945</u>	<u>\$4,143</u>	<u>\$4,349</u>	<u>\$4,566</u>	<u>186</u>
Football	Head Coach	<u>\$7,170</u>	<u>\$6,937</u>	<u>\$7,284</u>	<u>\$7,646</u>	<u>\$8,029</u>	<u>229</u>
	Assistant Coach	<u>\$5,233</u>	<u>\$4,855</u>	<u>\$5,099</u>	<u>\$5,352</u>	<u>\$5,622</u>	<u>229</u>
Golf	Head Coach	<u>\$5,163</u>	<u>\$5,636</u>	<u>\$5,918</u>	<u>\$6,214</u>	<u>\$6,524</u>	<u>186</u>
	Assistant Coach	<u>\$-</u>	<u>\$3,945</u>	<u>\$4,143</u>	<u>\$4,349</u>	<u>\$4,566</u>	<u>186</u>
Hockey	Head Coach	<u>\$6,393</u>	<u>\$7,371</u>	<u>\$7,739</u>	<u>\$8,124</u>	<u>\$8,532</u>	<u>244</u>
	Assistant Coach	<u>\$4,456</u>	<u>\$5,157</u>	<u>\$5,416</u>	<u>\$5,685</u>	<u>\$5,978</u>	<u>244</u>
Softball	Head Coach	<u>\$5,327</u>	<u>\$5,636</u>	<u>\$5,918</u>	<u>\$6,214</u>	<u>\$6,524</u>	<u>186</u>
	Assistant Coach	<u>\$3,876</u>	<u>\$3,945</u>	<u>\$4,143</u>	<u>\$4,349</u>	<u>\$4,566</u>	<u>186</u>

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Swimming, Boys	Head Coach	\$5,424	\$6,069	\$6,374	\$6,691	\$7,028	201
Swimming, Girls	Head Coach	\$6,201	\$6,069	\$6,374	\$6,691	\$7,028	201
-							
Swimming, Boys	Assistant Coach	\$3,972	\$4,249	\$4,461	\$4,684	\$4,920	201
Swimming, Girls	Assistant Coach	\$4,286	\$4,249	\$4,461	\$4,684	\$4,920	201
-							
Track Head	Head Coach	\$5,327	\$5,636	\$5,918	\$6,214	\$6,524	186
-	Assistant Coach	\$3,876	\$3,945	\$4,143	\$4,349	\$4,566	186
-							
Volleyball Head	Head Coach	\$5,739	\$6,069	\$6,374	\$6,691	\$7,028	201
-	Assistant Coach	\$4,748	\$4,249	\$4,461	\$4,684	\$4,920	201
-							

Activity	Position	Rate 2004-2005	Year 1-3	Year 4-6	Year 7-9	Year 10+
Baseball	Head Coach	\$4,963	\$5,417	\$5,688	\$5,973	\$6,271
-	Assistant Coach	\$3,725	\$3,792	\$3,982	\$4,180	\$4,388
-		-	-	-	-	-
Basketball	Head Coach	\$5,955	\$7,501	\$7,874	\$8,269	\$8,684
-	Assistant Coach	\$4,283	\$5,250	\$5,512	\$5,789	\$6,078
-		-	-	-	-	-
Cross Country	Head Coach	\$5,960	\$5,417	\$5,688	\$5,973	\$6,271
-	Assistant Coach	—	\$3,792	\$3,982	\$4,180	\$4,388
-		-	-	-	-	-
Football	Head Coach	\$6,891	\$6,668	\$7,001	\$7,349	\$7,718
-	Assistant Coach	\$5,029	\$4,667	\$4,901	\$5,144	\$5,404
-		-	-	-	-	-
Golf	Head Coach	\$4,963	\$5,417	\$5,688	\$5,973	\$6,271
-	Assistant Coach	—	\$3,792	\$3,982	\$4,180	\$4,388
-		-	-	-	-	-
Hockey	Head Coach	\$6,145	\$7,084	\$7,438	\$7,809	\$8,201
-	Assistant Coach	\$4,283	\$4,957	\$5,206	\$5,465	\$5,746
-		-	-	-	-	-
Softball	Head Coach	\$5,121	\$5,417	\$5,688	\$5,973	\$6,271
-	Assistant Coach	\$3,725	\$3,792	\$3,982	\$4,180	\$4,388
-		-	-	-	-	-
Swimming, Boys	Head Coach	\$5,214	\$5,833	\$6,126	\$6,431	\$6,755
Swimming, Girls	Head Coach	\$5,960	\$5,833	\$6,126	\$6,431	\$6,755
-		-	-	-	-	-
Swimming, Boys	Assistant Coach	\$3,818	\$4,084	\$4,288	\$4,502	\$4,729
Swimming, Girls	Assistant Coach	\$4,120	\$4,084	\$4,288	\$4,502	\$4,729
-		-	-	-	-	-
Track Head	Head Coach	\$5,121	\$5,417	\$5,688	\$5,973	\$6,271
-	Assistant Coach	\$3,725	\$3,792	\$3,982	\$4,180	\$4,388
-		-	-	-	-	-
Volleyball Head	Head Coach	\$5,516	\$5,833	\$6,126	\$6,431	\$6,755

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-	Assistant Coach	\$4,564	\$4,084	\$4,288	\$4,502	\$4,729
-	-	-	-	-	-	-

Asst Coach I (Booster Financed): -\$11.63 per hour to a maximum number of hours for sport.

Asst Coach II (Booster Financed): -\$20.38 per hour to a maximum number of hours for sport

Original Basis for Calculating Revised Schedule:

1. Initial calculation in 2005-07 based on the BA-3 divided by 188 days x 2 days equivalent per week; subsequent calculations have been same percentages applied against Schedules A & B applied to Schedules C & D.
2. Season = # of weeks from MSHSL start date through MSHSL tournament season.
3. Additional week credit given to football & volleyball for double practices prior to school start.
4. Minimum weeks utilized is 13.
5. Assistant coach rate is 70% of head coach.

INDEPENDENT SCHOOL DISTRICT NO. 361

NON ATHLETIC ACTIVITIES SCHEDULE D

	Rate Type	201917 - 202018	202018 - 202119
Annual Director, In Class		\$2,130\$2,048	\$2,173\$2,088
Annual Director, Out of Class		\$2,455\$2,360	\$2,504\$2,407
Band Director, Jr. High		\$396\$380	\$404\$388
Band Director, Sr. High		\$849\$816	\$866\$832
Bus Chaperones	Per Trip	\$73	\$74
Cheerleader Coach Cheerleading Coach Football	Per Season	\$960\$923	\$979\$941
Cheerleading Coach Basketball	Per Season	\$1,080	\$1,102
Cheerleading Coach Hockey	Per Season	\$1,020	\$1,040
Choral, Jr High		\$396\$380	\$404\$388
Choral, Sr High		\$849\$816	\$866\$832
Drama Club		\$521\$501	\$531\$511
Knowledge Bowl		\$2,323\$2,233	\$2,369\$2,277
Licensed Hourly	Hourly	\$29	\$30
Math Team		\$569\$548	\$580\$558
MHS		\$569\$548	\$580\$558
Non-Teaching Assignment	Hourly	\$26	\$27
Pep Band	Hourly	\$29\$28	\$30\$28
Prom Advisor		\$1,017\$978	\$1,037\$997
Speech Coach		\$2,323\$2,233	\$2,369\$2,277
Student Council		\$1,219\$1,172	\$1,243\$1,195
Swing Choir		\$523\$503	\$533\$513
Van Driver	Per Trip	\$73	\$74
Bus Chaperones	Per Trip	\$70	\$72
Licensed Hourly	Hourly	\$28	\$28
Non-Teaching Assignment	Hourly	\$24	\$25
Van Driver	Per Trip	\$70	\$72

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		201917 - 202018	202018 - 202119
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EVENT WORKERS:	# of Hrs/Event	Rate per Event	Hourly Rate	Rate per Event	Hourly Rate
Announcer - All Day Invitational	5.0	\$72 \$69	\$14.48 \$13.80	\$74 \$71	\$14.77 \$14.20
Announcer, event	2.5	\$43 \$41	\$17.14 \$16.40	\$44 \$42	\$17.48 \$16.80
Clock Operator	3.5	\$68 \$65	\$19.53 \$18.57	\$70 \$67	\$19.92 \$19.14
Line Judge	2.0	\$43 \$41	\$21.42 \$20.50	\$44 \$42	\$21.85 \$21.00
Scorer / Goal Judge	3.5	\$68 \$65	\$19.53 \$18.57	\$70 \$67	\$19.92 \$19.14
Site Supervisor	4.0	\$77 \$73	\$19.13 \$18.25	\$78 \$75	\$19.51 \$18.75
Speech Judge	1.0	\$24 \$23	\$24.48 \$23.00	\$25 \$24	\$24.97 \$24.00
Ticket Collector	2.5	\$47 \$45	\$18.77 \$18.00	\$48 \$46	\$19.14 \$18.40
Ticket Seller	2.5	\$52 \$50	\$20.81 \$20.00	\$53 \$51	\$21.22 \$20.40
Track Official Worker	3.5	\$68 \$65	\$19.53 \$18.57	\$70 \$67	\$19.92 \$19.14
Usher	2.5	\$43 \$41	\$17.14 \$16.40	\$44 \$42	\$17.48 \$16.80
VBall Clock Operator / Announcer	3.0	\$68 \$48	\$19.53 \$16.00	\$70 \$49	\$19.92 \$16.33

Beginning 2015-17 Contract the Schedule D positions have been converted to an hourly rate for payment of non-salaried individuals. Payment will be given for number of hours where noted to equate to former stipend amount

ARTICLE IX - POST RETIREMENT COMPENSATION
Appendices A & B

The following qualify for HCSP contributions under Article IX, Section 2, subdivision 2:

Employee Name	<u>Total Amount Eligible under Article IX, Sect 2, subd 2</u>	<u>2019 – 2020 Eligible for Annual Contributions HCSP District Contribution Employee is Eligible Article IX, Sect 2, subd 2</u>	<u>2020 – 2021 Eligible for Annual Contributions</u>
Anderson, Charles	<u>\$31,006.38</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
Auran, Lisa	<u>\$33,072.87</u>	<u>Yes</u> \$33,072.87	<u>Yes</u>
Awe, William	<u>\$31,006.38</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
<u>Baron, Amanda</u>	<u>\$30,000.00</u>	<u>No</u>	<u>Yes</u>
<u>Boyle, Jay</u>	<u>\$30,000.00</u>	<u>Yes</u>	<u>Yes</u>
Casareto, Anthony	<u>\$30,000.00</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
<u>Christenson, Ginger</u>	<u>\$27,525.00</u>	<u>Yes</u>	<u>Yes</u>
<u>Christianson, Rosa Cody, Angela*</u>	<u>\$30,000.00</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
Cowman, Maria	<u>\$25,779.00</u>	<u>Yes</u> \$25,779.00	<u>Yes</u>
<u>Dowty, Derek</u>	<u>\$30,000.00</u>	<u>Yes</u>	<u>Yes</u>
<u>Erickson, Kevin</u>	<u>\$30,000.00</u>	<u>Yes</u>	<u>Yes</u>
<u>Glowack, Marc</u>	<u>\$30,000.00</u>	<u>No</u>	<u>Yes</u>
Grewatz, Thane	<u>\$30,000.00</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
<u>Hamers, Katie</u>	<u>\$30,000.00</u>	<u>No</u>	<u>Yes</u>
Hamilton, Jody	<u>\$30,000.00</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
<u>Hemstad, Chris</u>	<u>\$30,000.00</u>	<u>Yes</u>	<u>Yes</u>
Hjelle, Paul*	<u>\$33,072.87</u>	<u>Yes</u> \$33,072.87	<u>Yes</u>
Jaksa, Carolyn	<u>\$31,006.38</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
<u>Johnson, Shawn</u>	<u>\$29,580.00</u>	<u>Yes</u>	<u>Yes</u>
Katrin, Jill	<u>\$33,072.87</u>	<u>Yes</u> \$33,072.87	<u>Yes</u>
Koenig, Josh	<u>\$30,000.00</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
Little, Jeanne	<u>\$30,000.00</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
<u>Lorenson, Deana</u>	<u>\$31,006.38</u>	<u>\$32,381.91</u>	<u>Yes</u>
McDonald, George	<u>\$32,381.91</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
McDonald, Kimberley	<u>\$29,014.20</u>	<u>Yes</u> \$32,381.91	<u>Yes</u>
Nemec, Marci	<u>\$30,000.00</u>	<u>Yes</u> \$29,014.20	<u>Yes</u>
Olson, David	<u>\$31,695.74</u>	<u>Yes</u> \$30,000.00	<u>Yes</u>
<u>Pavleck, Molly</u>	<u>\$30,000.00</u>	<u>No</u>	<u>Yes</u>
Ringhofer, Timm	<u>\$30,000.00</u>	<u>Yes</u> \$31,695.74	<u>Yes</u>
<u>Rolando, Donald</u>	<u>\$31,006.38</u>	<u>Yes</u>	<u>Yes</u>
Sandberg, John	<u>\$32,381.91</u>	<u>Yes</u> \$31,006.38	<u>Yes</u>
Schindeldecker, Dawn	<u>\$28,407.00</u>	<u>Yes</u> \$32,381.91	<u>Yes</u>
Strand, Jeannie	<u>\$24,090.00</u>	<u>Yes</u> \$28,407.00	<u>Yes</u>
Vollom, Thomas	<u>\$29,454.55</u>	<u>Yes</u> \$24,090.00	<u>Yes</u>

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Walls, Missy	\$32,381.91	Yes	Yes
West, Lisa	\$30,000.00	Yes \$32,381.91	Yes
Wood, Nicci	\$30,000.00	Yes \$30,000.00	Yes
Wood, Norman	\$30,000.00	Yes \$30,000.00	Yes
Youso, Laurie	\$30,000.00	Yes \$30,000.00	Yes
Zika, Luke	\$30,000.00	Yes	Yes

* Denotes employee under Appendix B